



# Home of Migrating Birds

A youth development center in  
PanYu, GuangZhou



*LOGO*

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# Need



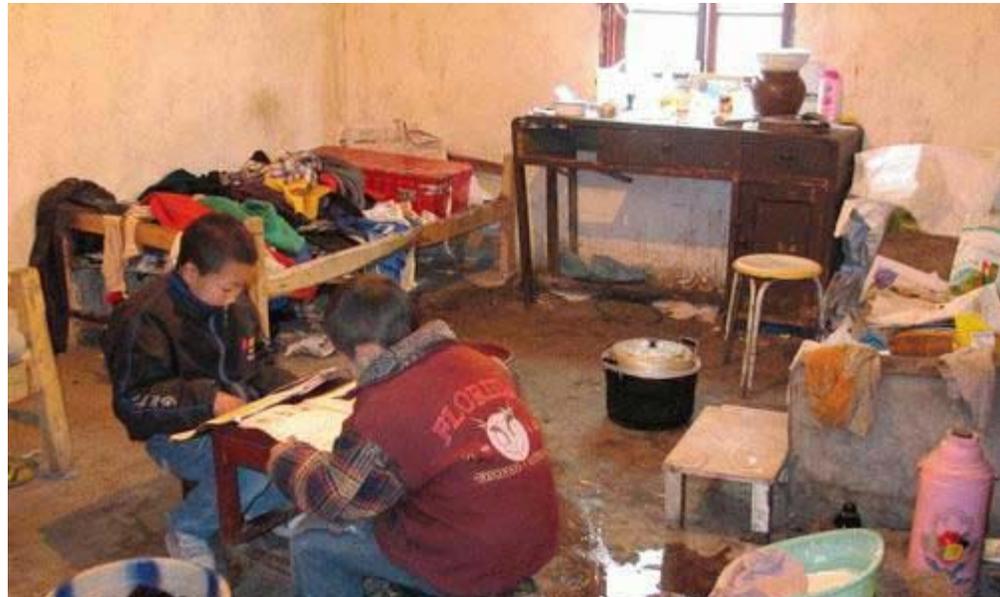
## Some statistics:

- ❖ More than 150,000,000 farmers laboring outside of their hometowns, increasing by 5,000,000 annually.
- ❖ More than 20,000,000 children followed their migrant parents to urban areas.
- ❖ Their absence from school runs as high 9.3%, of which 6.85% were never available to attend school and 2.45% have dropped out in the middle.

# Need



- ❖ Guangzhou has 1,300 construction companies, 2,000 building sites and 400,000 migrating workers.
- ❖ The average income of the migrating workers is less than ¥800 per month.
- ❖ 63% of their children do not have a seemly desk to study at home.



# Difficulty in education



## Migrant status:

- Unstable jobs
- Low literacy
- Unregistered residence

## Difficulty to enter school:

- No money
- No school
- No support

**Bad study environment:** not enough resources even without basic need, saying desks. Unsafe private schools illegally established.

**Academic gaps:** uncontinuity in study, bad academic performance.

**Emotionally difficult:** culture difference, self-contempt, lack of interpersonal skills, low confidence, great economic pressure.



# ❖ Classroom is over crowded





## ❖ Studying beside pig sty





## Location: PanYu city of GuangZhou, close to the GZ College City

### Something about PanYu:

- ❖ Downtown is increasing at a speed of 150% annually .
- ❖ 50,000 children of the migrants in PanYu are currently school unavailable .
- ❖ 200,000 migrating children studying in overcrowded or low-quality schools .

# Home of Migrating Birds



- ❖ Why close to College City?
- ❖ Three reasons:
  - 1) About 60,000 migrants serving as workers for the construction of College City.
  - 2) University students served as major resource of volunteers.
  - 3) Share existing facilities of the universities.

# Current situation of the migrating birds



- ❖ Three types of schools children of migrants are studying in PanYu:

## 1. Public schools accepting migrants:

Characteristics: high tuition,  
more resource,  
more city kids,  
relatively advanced study

Difficulties for the migrating students:

more difficult to get used to the environment  
risk in academic failure  
easier to be self-contempt

# Current situation of the migrating birds



## ❖ 2. Private schools that specially for migrating students.

Characteristics: over crowded,  
illegally established,  
very bad environment,  
low-quality resources,  
few teachers,  
monotonous curriculum,  
no sporting facilities

### Difficulties for migrating students:

unsafe and unstable studying environments,  
no other choice if failing in academic performance,  
relatively narrow sighted.

# Current situation of the migrating birds



❖ 3. Local rural schools in their own hometown.

Characteristics: low-quality teacher,  
worst study environment,  
nearly no resources.

Parents tend to bring their children with them to  
study in city, but result in many problems.

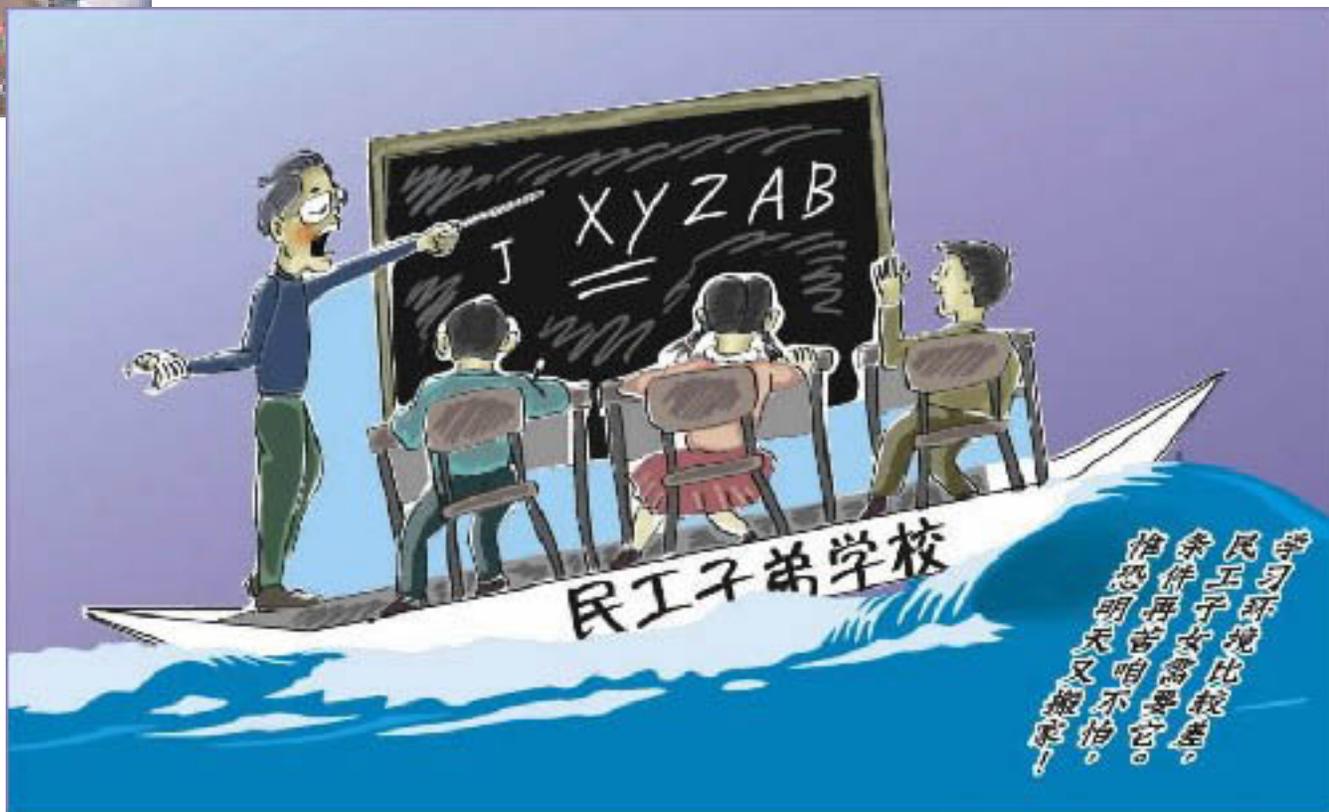


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# Home of Migrating Birds



- ❖ How to meet the needs? (programs highlight)
- ❖ Safe and stable environment for the children to play and study.
- ❖ Homework assistance to improve students' academic performance.
- ❖ Enrichment programs such as Athletic and Fine Art to broaden their horizon.
- ❖ Workshops with topic about finance and part-time jobs for youths with parents.
- ❖ Short local tours around the city in the weekends and summer camps.



## ❖ **Mission statement**

- ❖ Home for Migrating Birds is a youth development center that empowers migrating youths in PanYu city of GuangZhou to realize their potential through positive personal relationships, enrichment and leadership programs.



- ❖ **Physically and emotionally safe**
- ❖ **Meaningful relationship with the adults**
- ❖ **Meaningful program participation**
- ❖ **Community involvement**

## How to achieve them:

- ❖ **Low youth to staff/volunteers ratio:**
- ❖ **Safe, reliable and accessible activities and spaces**
- ❖ **Continuity and consistency of care**
- ❖ **Ongoing, results-based staff and organizational improvement process**

# Programs

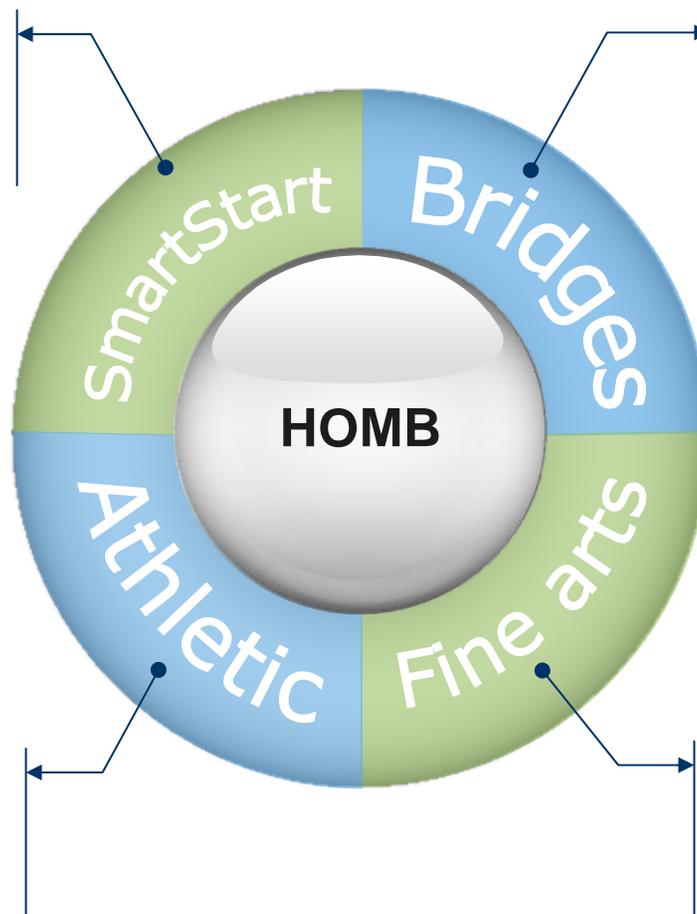


## Smart Start

- Education
- Athletic and fine arts

## Bridges

- Education
- Athletic and fine arts



## Athletic program

- Badminton, pingpong, basketball, soccer
- Basic physical education and nutritional courses

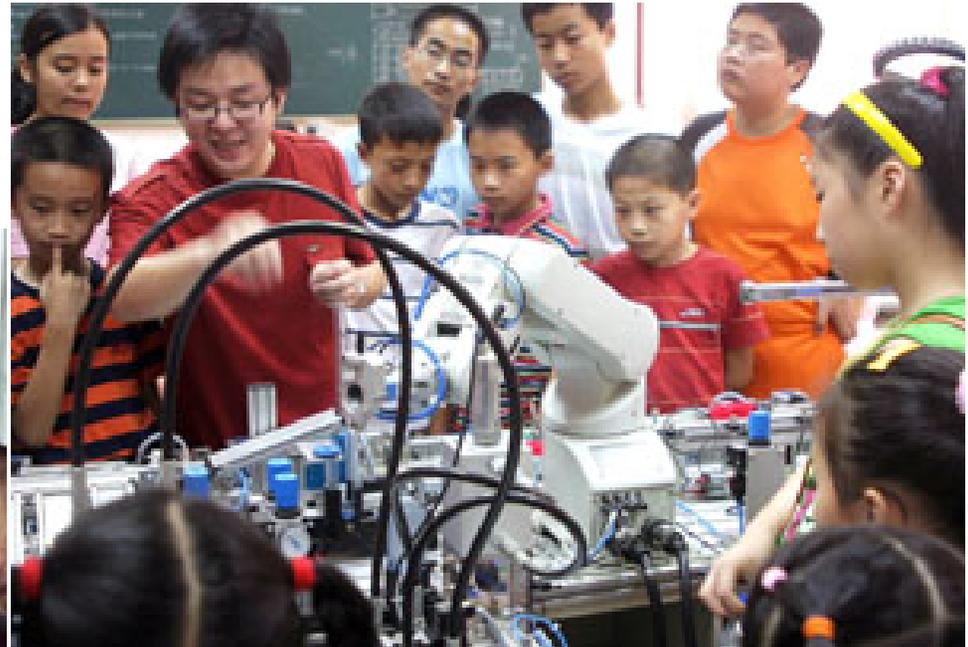
## Fine arts

- Drawing, painting, calligraphy

# Additional activities



- ❖ Local culture tour/ Field trips
- ❖ Summer intersessions



# Supporting programs



- ❖ Community involvement
- ❖ Further study Support
- ❖ Vocational training



# Staff and administrative structure



- ❖ Board of directors: 3-5 professors
- ❖ Full-time staff: 4
- ❖ Executive director
- ❖ SmartStart program manager and financial administrator
- ❖ Bridges program manager and parents & community resource manager
- ❖ Arts & Athletic program manager and volunteer coordinator



- ❖ Staff training
- ❖ Volunteer maintaining system





# Staff and parents workshop: Academic Finance



# Budget



- ❖ Rent of the facilities:
- ❖ 5,000/month \* 12=60,000
  - Sports ground: rent from College City: 500/month \* 12=6,000
  - Classrooms: rent from College City: 500/month \* 12=6,000
- ❖ Salary of the staffs: 2,500/month \* 4 staffs \* 12= 12,000
- ❖ Operational fees:
- ❖ office supplies and equipments : 10,000
- ❖ Insurance and others: 3,000
- ❖ Program, training and workshop: (including instrument supplies and part-time teachers hiring) 38,000
- ❖ Estimated annual cost: 135,000



Let our kids smile under blue sky!





Thank You !

Q & A



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2007 W.T. CHAN FELLOWSHIP

GRANT PROPOSAL

By Wei Chen, Stephanie

Youth Development Center for Chinese Migrants

in Pan Yu, Guang Zhou

“Home for Migrating Birds”

(迁徙鸟之家)

## 1. Statement of need

There is a unique issue afflicting contemporary China. Thousands and millions of migrants are moving from city to city striving for a better life. Their children, who leave home and follow their parents, struggle under unstable living conditions for unattainable basic living and educational resources. People refer to these youths as “floating birds”.

According to statistics from the People’s University of China, there are more than 150,000,000 farmers laboring outside of their hometowns, and the number is increasing by 5,000,000 annually across the nation. As of 2003, more than 20,000,000 children had followed their migrant parents to urban areas. Their absence from school runs as high as 9.3%, of which 6.85% were never available to attend school and 2.45% have dropped out. Moreover, a national survey conducted in 2003 by the Office of the National Working Committee on Children and Women (NWCCW) under the State Council and the China National Children's Center (CNCC) indicated that among children of migrants, 46.9% are unable to enter school at age 6, and approximately 20% complete only grades one and two. The proportion of “floating birds” aged 13 and 14 still in elementary school is 31% and 10%. Of the floating youth aged 12 to 14, 60% have already joined the labor force.

As one of the biggest cities in China and with a fast-growing economy, Guangzhou currently has more than 1,300 construction companies and 2,000 building sites, at which at least 400,000 builders are working, most of whom are migrants. Due to low literacy and a lack of skills, they are confined to manual labor with low, unstable income and very long working hours. Because they have no job security and career continuity, they have to keep moving in search of projects in different cities. Plenty of them live in terrible shanties and cannot provide their youth with an enjoyable environment in which to study. The average income of the migrating workers is less than ¥800 per month. According to a survey, 63% of their children do not have a seemly desk to study at home. Additionally, as a result of their own limited skills and education, some parents lack the awareness to send their children to school or the resources to help their children succeed in school.

Furthermore, because of relatively limited resources, local schools charge migrants extra fees for even elementary education due to the migrants’ lack of registered permanent resident status. Even students who are able to attend schools have little opportunity to participate in enriching activities that build self-confidence, motivation, discipline, initiative and a caring attitude toward others. They suffer from self-contempt, bad school performance, and enjoy nearly no support when they encounter obstacles. Needless to say, they cannot keep pace with rapid advances in technology or express themselves artistically.

Within these migrant youth, girls may suffer more pressure than boys because of China's one-child policy and the desire of rural parents to have sons. According to Chinese tradition, only boys can carry on the family line. Family genealogies have listed every boy's name instead of girls for thousands of years. Though the custom is fading away in contemporary society, it is still buried deeply in the minds of most Chinese, especially those from rural areas with low levels of education who make up the largest part of the migrant worker population. It is not rare for couples in rural areas to keep giving birth to children until they get a boy, and girls have low status in these families. What makes this situation worse is China's one-child policy. Since only one child is allowed by law, parents will choose to abandon girls in order to have boys. Otherwise they may incur large fines. Understandably, migrant girls may suffer more than boys from the gender bias of their parents.

Our Home for Migrating Birds (HMB) aims through daily programs to provide migrant youth with an enjoyable environment and the resources with which to learn, as well as to assist them in cultivating multi-dimensional abilities to turn their lives around and succeed in the future.

## 2. Assessment of the external and internal environment

### Environmental SWOT analysis

Environmental trends	Threat	Opportunity
With continual economic growth, more and more migrants will crowd into big cities to help with city construction. The problem of educating their children, the "floating birds", will eventually come to the fore.	<ul style="list-style-type: none"> <li>✚ Residency permit system is still deeply entrenched.</li> <li>✚ Crowded school with more students.</li> <li>✚ Government funds devoted to urban construction.</li> <li>✚ Limited residential capacity in the city.</li> <li>✚ Demand for basic facilities such as schools and community centers greatly exceed supplies.</li> <li>✚ The speed of supplies is much slower than demands.</li> </ul>	<ul style="list-style-type: none"> <li>✚ Relaxed regulatory environment for establishing private schools for "floating birds".</li> <li>✚ Gradually loosening restrictions on residency permits.</li> <li>✚ Better working conditions including salary and insurance for migrants.</li> <li>✚ 800 vocational schools for migrants will be established in GZ.</li> <li>✚ More funds from charitable foundations are available.</li> <li>✚ Increasing social awareness about</li> </ul>

		service and volunteer work.
Strengths/Assets:	<ul style="list-style-type: none"> <li>✚ Established in Guangzhou, one of the three biggest and fastest growing cities in China, with problems typical of other cities.</li> <li>✚ Close to HK, easier to learn from its social service experience, which is more advanced and mature.</li> <li>✚ More access to international charitable foundations for fundraising.</li> <li>✚ Have more assets in social work areas because Guangzhou is in the frontier of social service with 7 universities setting up social welfare majors.</li> </ul>	
Weakness/ Limitations:	<ul style="list-style-type: none"> <li>✚ Weak government support and burdensome regulations on establishing non-profit organizations in China.</li> <li>✚ Difficult to raise funds.</li> <li>✚ Limited resources and relatively high expenses for China.</li> <li>✚ Lack of experienced experts and social workers.</li> <li>✚ Volunteer resources are risky unless from schools or universities.</li> </ul>	

### 3. Introduction of the organization—situation in the designated area and service gaps

The Home for Migrating Birds should be a welcoming place serving those “migrating birds” who suffer risk factors for developmental and academic failure, such as poverty, great pressure from parents, discrimination, etc. It will locate in PanYu city of Guangzhou and close to Guangzhou College City, where we can easily get volunteers and share the existing facilities.

Because of the construction work of the College City, it is estimated about 60,000 migrating workers working in and near that area. Besides, PanYu is the one of the biggest cities of GuangZhou, where the urban area is increasing faster than any other cities of GuangZhou. According to some statistics, the area of downtown PanYu is 32.88 kilometers square in 1998, increasing at a speed of 150% annually. As GZ is becoming more and more crowded, people will turn to city nearby so that the need of commercial residential constructions in PanYu is continuously increasing. The fast speed of city growth creates a great number of opportunities for migrants to keep staying in PanYu, moving from one working site to another.

It is estimated that about 50,000 children of the migrants in PanYu are currently school unavailable and more than 200,000 migrating children studying in overcrowded or low-quality schools. The three main problems that these kids are facing are bad study environment both at school and home, academic gaps due to uncontinuity in study and emotionally difficult as a result of poverty, culture difference between rural and urban areas.

At present, children of migrants in PanYu mainly study in three types of schools, which are public schools that accept migrant status, private schools specially opened for migrants, and local schools in their own hometowns. The first type of school is of high quality but always unaffordable by the migrants. Youths studying in this type of school easily suffer self-contempt because they can't afford even a short trip in the weekend held by school, without saying access to after school extra curriculum activities. The second type of school is always over crowded and established illegally because they can't meet the requirements of the government. Children studying at this school are physically and emotionally unsafe and unable to get access to athletic or art practices. The third type of school is the worst. Parents always seek ways to let their children to enter the first or second type of schools but sometimes children just have to stay at home because multiple reasons such as missing recruitment time or tuition unavailable.

By far, most youth activities centers in PanYu focus on providing after school academic courses with topics in Chinese Writing, Math, English, Calligraphy, drawing and painting and some summer camps, field trips and so on. Nearly all of these programs are fee charging, which migrating children are never able to afford. Similar programs targeting migrating students are found in some specific private schools which are taken care of by government. Unfortunately, they are too few to serve the big population. No statistics are found that there are other youth activity centers or non-profit organizations are serving this group of children.

Aiming at provide a solution of the problems, Home of Migrating Birds dedicated in providing ambitious enrichment programs to realize migrating youths' potential by creating a safe environment, meaningful relationship with the adults and community involvement. The organization will start from a small one mainly focusing in 3-4 feeder schools with an estimated served number of 100 growing to 300, involved with more schools, in three years.

#### *4. Guiding thought of the organization*

HOMB is a youth development center different from ordinary youth activity centers. Our uniqueness is reflected in the youth development approach in our programs, in which youths can experience physical and emotional safety, multiple supportive

relationships with adults and peers, meaningful participation, community involvement and challenging and engaging learning experiences. In order to achieve these objectives, we will maintain low youth to adult ratios to enhance close relationships between the children and staff/volunteers. We will ensure that programs adjust to meet participants' needs and create new activities based on young people's interests. We will create student-centered classrooms in which students are engaged in meaningful participation by actively exploring, communicating and giving feedback. We will set high, clear and fair standards for young people to follow and provide continuous and consistent care. Programs are designed to have flexibility in allocating resources and achieving ongoing, results-based improvement.

Priority is put on building up caring and supportive relationships between adults and young people and among young people and their peers, because we are fully aware that participants can "vote with their feet" if they do not have a positive experience in the program. Children are more likely to attend regularly and participate more fully in the program after developing a sense of group membership. The caring and mutual trust relationship ensures that young people have somewhere to turn when they need help or are faced with difficult decisions. Thus, a successful learning environment is created, which contributes to better decision-making, lower levels of stress, higher academic achievement, healthier relationships and lower levels of high-risk behaviors, leading to improved school performance. Besides, staff members and volunteers can increase job satisfaction during this process.

( specific operational plans)

## 5. Statements

### **Mission statement**

Home for Migrating Birds is a youth development center that empowers migrating youths in PanYu city of GuangZhou to realize their potential through positive personal relationships, enrichment and leadership programs.

### **Vision statement**

Driven by compassion and empathy for the migrant youth living in Guangzhou, Home for Migrating Birds seeks to enrich lives by providing programs of the highest quality to children and families who might otherwise be hindered by circumstances of relative poverty, proximity and migrant status.

HMB promotes healthy self-esteem, self-respect and respect for others. HMB understands that a person's self-esteem is enhanced through accomplishments and their self-respect is developed through adherence to strong principles and positive values.

HMB encourages young people to become civic-minded, community-involved, and fiscally responsible, effecting positive change in their environment and engendering a

tradition of community service.

HMB provides myriad opportunities for accomplishment through quality programming in fine arts, athletics and education and supports the pursuit of higher education.

### **Values statement**

HMB's Board of Directors, Staff and Volunteers are committed to promoting the following values:

Respect, Responsibility, Honesty, Integrity, Perseverance, a Healthy Work Ethic, Leadership, Cooperation, Respect for Diversity, Deeper Understanding of Self and Life.

### **Principles**

Home for Migrating Birds strives to provide the highest quality programming possible and operates under the principle that all young people deserve the best that can be offered.

HMB strives to provide comprehensive programming that will appeal to a wide range of young people.

HMB is committed to designing and implementing programs that empower young people and change lives.

HMB is committed to an ongoing process of program evaluation and redesign in an effort to continually meet the changing need of the community.

## **6. Programs**

### **SmartStart Elementary Education Program**

**Target audience:** Migrant children ages 6-12

**Target number:** 30

**Program mission:** SmartStart provides the fundamental building blocks necessary for academic advancement and personal growth.

**Goals:**

-  Improved academic performance
-  Increased confidence in self expression
-  Ability to work well in a team.

**Measurable objectives:**

- ✚ At least 50% of SmartStart students will improve one or more grade in homework effort on report cards.
- ✚ At least 50% of SmartStart students will improve one or more grade in the standardized test in Math and Language Arts.

The program is formalized into 12 week sessions, with thematically planned curricula. The participants are divided into four groups, based on their grade and developmental level in order to enable the staff to provide more individualized and targeted lessons in Language Arts, English and Mathematics. Each afternoon, staff and volunteers help with homework for the first hour and then offer supplemental lessons that focus on key grade level concepts. A creative writing lesson is added to encourage the youths to focus on topics that interest them, while developing their writing skills. Enrichment activities are supplemental to academic assistance including introduction to music and choir, visual arts (see fine arts program), physical education (see athletic program), technology and basic science. On the weekend, children can sign up for additional classes where they can explore their personal talents and interests on a deeper level. The classes include different athletic activities such as skateboarding, rolling, badminton and ping pong.

## Bridges Middle School Program

**Target audience:** Migrant children ages 13-15

**Target number:** 30

**Program mission:** A middle school intersession enrichment program that renews students' interest in academics through experiential learning and civic participation.

**Goals:**

- ✚ Improved academic performance
- ✚ Increased confidence in self expression
- ✚ Ability to work well in a team
- ✚ Improved attitude/behavior
- ✚ Development of leadership skills
- ✚ Development of interpersonal skills
- ✚ Increased sense of commitment and responsibility
- ✚ Increased sense of the advantages of going to college

**Measurable objectives:**

- ✚ 100% of Bridges participants will increase their standardized test scores in Math and Language Arts.
- ✚ 100% of HMB Bridges participants will visit at least one high school and college campus during each session and will receive help in applying to an eligible high school.

- ✚ At least 50% of the parents of Bridges participants will take part in parent information sessions about applying for further study to both high school and college.

HMB Bridges program offers academic intervention in conjunction with fine arts and athletics activities. The curriculum includes classes in Chinese, Math, English, history, art, music and physical education. The program engages at-risk students in the learning process by teaching leadership skills through innovative creative arts and interactive educational activities. Students are involved in every facet of the learning process, promoting self-esteem and team building. In the weekend, short educational tours to museums, places of interest and community centers are designed for the youths.

### Fine arts program

**Target audience:** Migrating children ages 6-15

**Target number:** 60

**Program mission:** Art program uses the creative process to promote self-empowerment, through the development of art skills and socially conscious enterprise.

**Goals:**

- ✚ Foster commitment to project/goal completion
- ✚ Accelerate and sustain proficiency in the visual and performing arts
- ✚ Encourage self-expression and improve self-confidence among disadvantaged youth
- ✚ Promote post secondary education and arts-related employment opportunities.

**Measurable objectives:**

- ✚ Six art displays will be mounted during the year to showcase SmartStart students' work
- ✚ Six art exhibits will be mounted during the year to showcase Bridges students' work.
- ✚ At least 75% of Bridges intersession participants will report "strong improvement" in their competencies in "art" and "self expression".

The arts program provides a unique opportunity to address the unmet educational needs of diverse and gifted migrant students, who come from the most underserved environment. Programs are organized into eight-week sessions. Class times offer a variety of visual art classes including calligraphy, drawing and painting. It is an alternative place to achieve for those who are at high risk of academic failure, are not athletically inclined, or have a low sense of self. The program intends to attract youth to the facility and creates an atmosphere where their sense of individuality and self confidence can flourish.

## Athletics program

**Target audience:** Migrating children ages 6-15

**Target number:** 100

**Program mission:** The athletic department promotes the achievement of athletic excellence, personal development, health and fitness and exemplary sportsmanship.

### **Goals:**

- ✚ To assist in the physical, social and emotional development of our youth
- ✚ To teach students the discipline they need to succeed by working to acquire athletic skills and practicing good sportsmanship.
- ✚ To teach students to enhance their interpersonal skills such as cooperation, communication, and respect for others through sports competition.

### **Daily Athletics Program:**

- ✚ Badminton and ping pong classes, boys and girls, ages 6-15
- ✚ Bridges, boy and girls, ages 12-15, sports covered include: soccer, basketball, badminton and ping pong.
- ✚ SmartStart fitness classes, boys and girls, ages 6-11, classes focus on development of local motor skills.
- ✚ Running, boys and girls, ages 10-15

### **Measurable objective:**

- ✚ All the middle school participants could pass the final physical exams in their own school.
- ✚ At least 25% of the middle school participants could pass at least two out of the four skill sports tests at the end of the session.
- ✚ All students will increase their knowledge of and the benefits from nutritious foods and regular physical exercise, measured by pre and post surveys.

Each sports session lasts for 12 weeks and will include a systematic curriculum and periodic competitions. The students will receive an average of three hours of athletic programming per week. We intend to provide more opportunities to let the students participate in more physical activities, in order to achieve our overriding goal of improving the fitness levels and nutritional awareness of our elementary and middle school youth. We will build a healthy lifestyle workshop for the students together with parents to enhance their awareness of fitness and promote their relationship and understanding with each other. Through sports, youth can easily build up good peer relationships and learn from one another, which contributes tremendously to interpersonal skills and future success.

## Additional activities

### **Local culture tour / Field trip:**

There is a Chinese old saying that “reading thousands of books is no better than walking thousands of miles”. Exploring historic or artistic places around the city and exposing youth to more than classroom study are key elements contributing to their overall development. Such activities always entail fees at regular schools which, while reasonable and necessary, migrant families cannot afford. We are dedicated to local weekend trips to visit museums, libraries, arts exhibitions, college campus, etc.

### **Summer intersession:**

During long summer vacations, migrant youths do not have many opportunities to attend summer camp and learn extra skills. A six-week summer session held from 10:00 to 4:00 five days a week will be introduced to renew students’ interest in academics through experiential learning and civic participation. Classes will include mathematics tutorials, language arts, English, calligraphy, choir and dancing. The whole session will not exceed 30 participants.

## **Supporting programs**

### **1) Community involvement**

Community involvement can offer young people the opportunity to learn about topics that are not usually part of the school day curriculum. When they can see the connections between the program activities and their own lives in the community, their interest and motivation to participate will be enhanced. When activities, such as youth-led community service projects, require that young people work together to accomplish their goals, participants have the opportunity to learn and master important life skills. These include specific skills in communication, problem-solving, decision-making, and the many collaborative skills necessary for successful teamwork. Youths will feel a deeper bond with their peers and community and valued for the contributions they make. Street cleaning, senior center visits and performances, and volunteering at cultural festivals are under consideration.

### **2) Further study support**

Nine-year compulsory education is one of China’s national policies. After that, education is no longer free, forcing students to pay tuition to study in high school and college. That makes the situation of migrant students even worse since they don’t have registered permanent resident status. We assist children in finding proper high schools or, alternatively, technical secondary schools. Scholarships and funding for further study by migrant students who cannot afford tuition will be offered to help them fulfill their dreams.

### **3) Vocational training**

Because most migrant families fall below average income levels, their children take part-time jobs to earn money during vacations. Also, as young, unregistered urban resident, migrant youths are always treated unequally in the workplace. They may work under bad conditions at very low wages. We will teach them their basic needs and directly support them when they encounter unfairness or crises in jobs. Also, we will help them to prepare their résumés, teach them interview skills, and help them to find proper jobs.

## 7. Evaluation methods

### **Quantitative methods:**

- 1) Class rosters will be maintained and entered into spreadsheets, tracking attendance in specific classes.
- 2) Report cards will be delivered to school teachers to report results of standardized test and homework and will be collected throughout the year to track grades in Math and English, and address the academic needs of our youth.

### **Qualitative methods:**

- 1) Work generated/time spent by students on skill development will be monitored by coordinators and managers.
- 2) Entrance and exit surveys poll attitudes toward learning, self-esteem and peer relationship.
- 3) Weekly staff meeting and daily small meeting between program managers will be dedicated to discussion of youth behavior issues and accomplishments in order to provide consistent discipline and feedback mechanisms.

## 8. Organizational goals and objectives

### **Current goals:**

- 1) Make sure the newly established organization can meet the mission of the organization. Firstly starting with homework assistants and athletic programs, then try to run other programs.
- 2) Get enough and safe space and funds to run all the programs. The place should demonstrate a sense of safety, near major feeding areas and available facilities.
- 3) Increase its visibility in the community.
- 4) Increase both students' and parents' awareness of the importance of education, equality, mutual understanding and communication, respect youths as adults,
- 5) Maintain HOMB's efficiency and effectiveness.

**Future goals:**

- 1) Define the capability of the organization and annually served number.
- 2) Increase the number of participants of each program.
- 3) Add a computer lab.
- 4) Recruit more staffs and get the program run smoothly.
- 5) Increase HOMB's annual income.

## 9. Operational plan

- 1) Find a proper place of HOMB which should be near the main feeding youths and available sport ground to implement athletic program.
- 2) Recruit 3-5 experts in different areas to be board of director to supervise the whole operation, areas including sociology, social welfare and finance.
- 3) Build connection with the College City and Youth Activity Centers in the vicinity to share existing facility.
- 4) Build up a successful volunteer system to maintain the implementation of the programs.
- 5) Create a good system of internal accounting.

## 10. Staff and administrative structure

**Basic structures:**

🚧 Board of directors: 3-5 professors or experts in education, social welfare, and finance related areas.

🚧 Full-time staff: 4

- Executive director: mainly in charge of fund raising, program development, networking with near schools, universities and youth activity centers.
- SmartStart program manager and financial administrator: maintain running of the SmartStart program, accounting, keep track of daily expense and make financial statements, in charge of staff training, hire part-time staff when needed.
- Bridges program manager and parents & community resource manager: maintain running of the Bridges program, recruit and maintain tutors and mentors, in charge of parent and staff workshop.
- Arts & Athletic program manager and volunteer coordinator: maintain running of arts & athletic programs, come up of an effective system to remain volunteers.

🚧 Volunteers: 10-20 (mainly are college students from College City)

**Staff training:**

Necessary training courses will be provided to improve the overall ability of the staff to enhance their efficiency and effectiveness, thus leading to implementation and development of the whole organization. Course content will include:

- 1) Identifying psychological and emotional failure among migrant youths.
- 2) Anti-bias training for the staff.
- 3) Confidentiality training.
- 4) How to build a safe and mutually trusting relationship with youths and parents using different strategies.
- 5) Outreach— to make the organization known among major schools hosting migrant children, youth activity centers, volunteer associations in nearby universities and communities in order to attract more children and volunteers.
- 6) Correctly keep track of program implementation and financial information.

**Volunteer maintenance system**

At the very beginning, volunteers will be vital for the survival of the organization since stable funding and income might not be sufficient or available. The main source of volunteers will be university students, who are more passionate and safe with youth. Therefore, good relationships with volunteer associations and university departments of social work are essential. We can recruit volunteer college teachers for tutoring homework and teaching arts, choir and different sports.

*Operational plan:*

- 1) Before volunteer work, send an official invitation to the volunteers to sincerely invite them and clearly explain what they are expected to do. Inform them of the importance of their work to offer them a sense of commitment. Necessary training about getting familiar with youths and anti-bias training are under consideration.
- 2) During volunteer work, introduce them to staff and designate a specific supervisor to provide them direct support and guidance, whom they can refer to whenever they have any problems.
- 3) After volunteer work, a thank you letter or a certificate of volunteer work within a specific period will be provided. Feedback with a brief evaluation will be added when necessary.
- 4) Establish a database of valuable volunteers and keep in touch with them. All of the staff should be aware of the importance of volunteers and the need to make them feel welcome.
- 5) Get connected with departments of social work in different universities, which students can work as interns to earn their internship credits.

**Staff and parents workshop**

- 1) **Regular visits and meetings:** Every child should have a regular tutor or mentor either from the staff or volunteers to keep track of their overall situation, including academic performance, interpersonal relationships at school and family condition. Good connections with teachers and parents will be emphasized. Youth at risk for academic failure should be identified along with the nature of their risk factors. Report cards tracking school grades, performance and attendance at HMB will be kept. Program managers will pay monthly to quarterly visits to each child's home and meet with their parents whenever necessary.
- 2) **Academic workshop:** Since Chinese parents tend to over-focus on standardized test scores, workshops on how to correctly deal with academic failure will be provided in order to emphasize the importance of parents maintaining a correct attitude and proper expectations about their child's academic performance. Youth who do not score well on exams are not necessarily bad students. Parents should correctly find out the reasons for poor performance and help their children eliminate risk factors. Furthermore, parents will be taught wise methods to motivate children to actively study and explore academic issues.
- 3) **Finance workshop:** Since poverty is the common issue facing almost all migrant families, workshops on establishing correct and appropriate financial attitudes, and cultivating financial ability with respect to savings, credit, housing and investment will be provided to both parents and youths. Chinese parents often believe that the more money they give to their children, the better their children will grow up. Because migrants always have tough time making money, they become extremely upset when they find their children not doing well in school without understanding the reasons. This workshop will aim to not only to teach the youth how to foster a correct attitude and financial ability in spending money but also allow parents to get involved in building mutual understanding with their children about money. This may enhance the relationship between children and their parents.

## 11. Budget

Funding will mainly come from three resources: private corporations, individual fund, and charitable foundations.

### **Budget**

#### 1) Rent of the facilities:

- Office: must contain three rooms: one serves as office where the staffs are working, one serves as library where children can quietly read books and study there, one serves as game room where children can play and hang out.  
5,000/month \* 12=60,000
- Sports ground: rent from College City: 500/month \* 12=6,000
- Classrooms: rent from College City: 500/month \* 12=6,000

2) Salary of the staffs:	2,500/month * 4 staffs * 12= 12,000
3) Operational fees:	
● office supplies and equipments :	10,000
● Insurance and others:	3,000
4) Program, training and workshop: (including instrument supplies and part-time teachers hiring)	
● SmartStart program:	5,000
● Bridges:	5,000
● Arts:	10,000
● Athletics:	10,000
● Training:	3,000
● Workshop:	5,000
	<u>Estimated annual cost: 135,000</u>

#### Reference:

Situation about migrating kids:

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