

CALIFORNIA EDUCATIONAL FACILITIES AUTHORITY

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March 30, 2010

The Honorable Arnold Schwarzenegger
Governor, State of California
State Capitol
Sacramento, CA 95814

Mr. Gregory Schmidt
Secretary of the Senate
State Capitol, Room 3044
Sacramento, CA 95814

Mr. E. Dotson Wilson
Chief Clerk of the Assembly
State Capitol, Room 3196
Sacramento, CA 95814

Subject: Annual Report of the California Educational Facilities Authority - Academic Assistance Grant Program

Dear Governor Schwarzenegger, Mr. Schmidt and Mr. Wilson:

On behalf of the California Educational Facilities Authority ("the Authority"), I am pleased to submit the Authority's Final Annual Report of Activities for the Academic Assistance Grant Program in compliance with Section 94216 of the Education Code.

Chapter 1081, Statutes of 2002 authorized the Authority to develop a competitive grant program to assist eligible private colleges and universities in creating and expanding academic assistance programs that enhanced postsecondary educational opportunities for low income and very-low income California students in grades 7-12. The goal of the Academic Assistance Grant Program ("AAGP") was to promote access to higher education and to prepare students for college. The AAGP was limited to a total of \$2 million with a cap of not more than \$250,000 per applicant. Nine colleges and universities were awarded grants, paid out over a three-year period, beginning July 2006, with the final disbursement in July of 2008. Under the AAGP Grant Agreement, grantees

were required to submit a final report at the conclusion of the program. Authority staff received and reviewed all reports from the participating grantees. The final reports reflect a high success rate within each of the programs. The majority of graduating participating students have gone on to college, while the remaining participants have maintained a “C” or higher grade average and have also raised their grade by one or more letter grades.

The colleges and universities identified below received grants in the amounts and for the purposes indicated. The following is a summary of the programs and the use of the grant funds.

<u>Name</u>	<u>Amount Awarded</u>	<u>Disbursed in 2006</u>	<u>Disbursed in 2007</u>	<u>Disbursed in 2008</u>
California College of the Arts	\$160,000	\$53,333	\$53,333	\$53,334

The California College of the Arts established a new program, The Center for Art and Public Life, in partnership with the East Oakland School of the Arts, which applied its grant award towards a mentorship program focusing on incoming 9th grade students, who have been underrepresented. The programs purpose was to help expand post secondary educational opportunities. Highlights of the program included the students developing personal narratives on film which were featured at the Museum of the African Diaspora and the Oakland Museum of California. Post-program evaluations show that students in this program increased their understanding of art making as well as the importance of attending college and the skills necessary to be accepted into college. Grant funds helped reach 265 students who participated in the program.

California Institute of Technology	\$249,872	\$83,291	\$83,291	\$83,290
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The California Institute of Technology (Caltech) administers the Caltech Rise program, a math and science tutoring program for Pasadena Unified School District students. Caltech applied the grant funds towards the expansion of its tutoring program, which provides students with free academic tutoring in the areas of math and science in an after-school tutoring program. In addition, the RISE program helps students prepare for the California High School Exit Exam, the SATs and provides college information seminars and college campus visits. Post-program evaluations showed 74% of participating students maintained a grade of “C” or higher in mathematics and 69% raised their math grade by one or more letter; and 76% of participating students maintained a grade of “C” or higher in science and 54% raised their science grade by one or more letter. Grant funds helped reach 190 students participating in the program.

<u>Name</u>	<u>Amount Awarded</u>	<u>Disbursed in 2006</u>	<u>Disbursed in 2007</u>	<u>Disbursed in 2008</u>
Loyola Marymount University	\$250,000	\$71,500	\$83,500	\$95,000

Loyola Marymount University offers a Science and Engineering Community Outreach Program, a campus-based academic assistance program for low income and under-represented high school students. Their program focuses on introducing students to science, technology, engineering and math. Loyola utilized grant funds to increase the number of high school participants in the program. Highlights of the program included students designing and building mousetrap cars and robots using Lego's MINDSTORMS NXT, and visits to the Peterson Museum, Northrop Grumman, and DreamWorks where they met and observed scientists and engineers performing their daily duties. Post-program evaluations showed that 65% of the students increased their scores in pre and post mathematics exams by 10% or more and another 35% were within 10% of their pre-exam scores. Grant funds helped reach 86 students who participated in the program.

Mount St. Mary's College	\$240,000	\$80,000	\$80,000	\$80,000
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Mount St. Mary's College dedicated their grant award to expand their Student Ambassador Program which partners with local area high schools and community-based organizations to provide high school students assistance in the college application process, financial aid, scholarship research and general tools to become a more effective student. Highlights of the program included 46 Student Ambassadors working over 9,000 hours and served over 7,000 youth from 43 local high schools and non-profit agencies throughout Los Angeles. Ambassadors also expanded their services by establishing new partnerships with elementary and junior high schools. Post-program evaluations show that 2,000 students who have been mentored through the Ambassador Program over the past three years have been accepted to a college or university. Grant funds helped reach 22,000 students who participated in the program.

Pomona College	\$250,000	\$83,333	\$83,333	\$83,334
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Pomona College operates the Summer Scholars Enrichment Program (SSEP), an academically intensive, four-week summer program for students in grades 9-12. Pomona's grant award was used to increase the number of low-income student participants, to enhance academic assistance services at the program's Saturday Academy, and to expand bi-lingual seminars and workshops to improve family/parental involvement. SSEP Program highlights included a visit to the Griffith Park Observatory, participation in a college transition retreat, a six week SAT prep course, and conducting a research project with a Pomona College faculty member. Post-program evaluations show 100% of students who participated in SSEP during their final high school summer have been admitted to colleges and universities. Grant funds helped reach 201 students who participated in the program.

<u>Name</u>	<u>Amount Awarded</u>	<u>Disbursed in 2006</u>	<u>Disbursed in 2007</u>	<u>Disbursed in 2008</u>
Scripps College	\$189,313	\$94,657	\$94,656	0

Scripps College utilized its grant award to help fund their two-week residential Summer Academy Program (SAP) and to expand their program to include a year-round academic assistance program, a Saturday Academy providing a monthly writing course, and “College Clubs” at select middle schools in order to increase college awareness and preparation. The SAP also established mobile homework support centers. Highlights of the program included the opportunity for SAP students to read mock college applications and the opportunity to participate in a simulated college admission selection committee with members of the Scripps College Admission Office. The SAP also offered numerous workshops, including a bilingual financial aid workshop for students and their parents. Post-program evaluations show 39 of the 45 SAP seniors eligible for college admission in 2009 will attend college. Surveys suggest that the mobile tutoring and mentoring program helped students increase their academic competence in a number of subjects. Grant funds helped reach 361 students who participated in the program.

Stanford University	\$160,000	\$53,333	\$53,333	\$53,334
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Stanford University used grant funds to help expand the University’s Medical Youth Science Program (SMYSP). The SMYSP offers a 5-week summer residential program that focuses mainly on educational enrichment in biological and medical sciences and an academic year-round program that works with students to increase their knowledge of the college admissions process, financial aid and entrance exams. The year-round academic program curriculum targeted study skills development, the college application and financial aid processes, and strategies for standardized tests. Students were also trained to conduct research on health related issues. Highlights of the program included faculty-led lectures, multi-cultural workshops, and student participation in anatomy labs. Post-program evaluations show all seniors participating in the SMYSP were accepted to college with many going to the top rated universities in California. Students in the year-round program reported significant increases in their knowledge of college application process, learned how to write an essay for a college application, and learned how to apply for financial aid. Grant funds helped reach 481 students who participated in the program.

University of Southern California	\$248,858	\$82,953	\$82,953	\$82,952
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University of Southern California (USC) used grant funds to help fund USC’s “SummerTIME” and “I AM” program which was established to assist college-ready 12th graders from Los Angeles area high schools. Overall objectives of the program is to increase the percentage of college applications by 20%, to increase the percentage of student admissions to four-year colleges by 10 to 20%, and to increase reading and writing scores on the college preparatory exam by one grade level. The I AM mentors spend 2-3

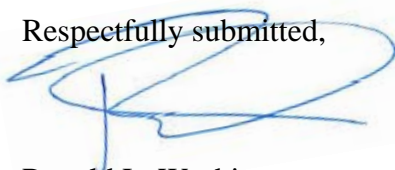
hours a month helping their students with college and financial aid applications as well as engaging in critical dialogue about the high school-to-college transition. In addition, through year-round one-on-one mentoring, USC's I AM program provide students with critical information and support leading to successful applications for college admission and financial aid. Highlights of the program included four hours of writing instruction for 19 days, participation in daily homerooms, College Knowledge sessions, supplement writing instruction with consultants, and individual assistance in the financial aid process. Post-program evaluations shows 80% of students in the SummerTIME program improved on writing a pre-writing exam and 90% of the seniors secured financial aid. Of the 117 seniors completing the "I AM" program, 115 will be attending college or university in the upcoming academic year.

<u>Name</u>	<u>Amount Awarded</u>	<u>Disbursed in 2006</u>	<u>Disbursed in 2007</u>	<u>Disbursed in 2008</u>
University of the Pacific/McGeorge School of Law	\$250,000	83,333	\$83,333	\$83,334

University of the Pacific-McGeorge School of Law used grant funds to develop their Pacific Pathways Pipeline Program intended to provide academic assistance, mentoring, academic enrichment and guidance for K-12 students, and to increase the likelihood for students in the program to obtain a college degree and attend graduate or professional school. Pre-law-themed curriculum are the foundation for this program, exposing participants to law school students, lawyers, judges and issues relating to justice and civic responsibility. Highlights of the program included participating in financial aid workshops, law seminars hosted by Sacramento attorneys, diversity speaker series, the Western Association for College Admission Counseling's Spring College Fair, Youth Court, Mock Trials and a local essay contest. Post-program evaluations show that high school students who participated in the mentoring program for more than one year saw improvements in their GPA, SAT and the California High School Exit Exam scores.

Disbursements of grant funds began in fiscal year 2006-07 with final disbursements made in July of 2008. If you have any questions, please contact me directly at (916) 653-2408

Respectfully submitted,



Ronald L. Washington
Executive Director
California Educational Facilities Authority