Grant Proposal
Stuart Little Youth Fund

A. Organization Summary

**History:** Organization was the answer to one simple question: How can a student achieve the dream of a college education with so many barriers in the public education system? This is the question that founders, Andy and Founder, grappled with as they sought to understand why their son was continually being denied access to appropriate accommodations for success in classes that would prepare him for higher education. A personal mission to prepare their son for college evolved into a community action plan that would become Organization. When the Executive Directors started Organization around their dining room table in 1990, they knew that they could not do it alone. A small but committed group of parents rallied together to make the organization a reality. Today, Organization continues to thrive because of intensive family involvement, innovative programs and services, long-lasting partnerships, and the ability to respond quickly and decisively to opportunities and challenges.

**Mission:** Our mission is to provide comprehensive programs and services that prepare students and their families for admission into and graduation from accredited four-year institutions of higher education.

**Organizational Objectives**
- To provide programs and services that are building blocks for college access and success
- To provide programs and services that prepare students for the workforce demands of the 21st century
- To emphasize the importance of building community and promoting a culture of success

**Organization Activities:**
- Transition to College Program (Grade 12)
- College Advising & Application Assistance (Grade 12)
- Career Awareness Academies (Grades 11-12)
- Saturday School Program (Grades 4-11)
- Academic Review & Advising (Grades 4-11)
- SAT Preparation (Grades 9-12)
- ACT Explore Testing (Grades 7-8)
- Parent Seminars

**Demographics:** Organization serves over 769 of our students, ages 9-17, in 4th grade – college and their families. Approximately 95% of our families are African American, with the remaining 5% comprised of Latinos. Over 70% of our families reside in low- to moderate-income communities with few educational resources e.g. Inglewood, Compton, Paramount, South Los Angeles and Pomona. These families also represent various educational and socio-economic backgrounds including: 87% students in public schools; 72% single-parent households; less than 7% of parents have earned a bachelors degree; and 12% grandparents raising grandchildren. Eighty-two percent (82%) of our students would be classified as “at-risk.”

B. Program Description
1. Need for Saturday School

In this era of rapid technological advancement, inadequate preparation and a lack of interest in science, technology, engineering and mathematics (STEM), particularly among underrepresented groups, are producing a dearth of knowledge and skills required to drive innovation and strengthen our global competitiveness. Furthermore, without effective STEM education, current students and future generations will not have “the technical skills and quantitative literacy needed for individuals to earn livable wages and make better decisions for themselves, their families and their communities” (PCAST, 2010, p.1).

Colleges and universities are recruiting students with strong backgrounds in Science, Technology, Engineering and Mathematics (STEM). However, African American students in grades 9-11 in Los Angeles County are increasingly ill prepared for a STEM-focused college education. These students are below proficiency in math and science: 92% in Algebra I; 90% Geometry; 81% in Algebra II; 70% Biology; 86% Chemistry; and 77% in Physics (CDE, 2011). This data suggests a lack of engagement and preparation in STEM subjects. Yet, when Organization staff reviewed the landscape of organizations and programs that focus on STEM, particularly for African Americans, we were unsettled by the lack of opportunities for students to engage. Since our Saturday School Program has a proven model of motivating students to excel in math and science, we saw this as an opportunity to focus more resources on providing early and sustained STEM experiences as students progress from elementary through college.

Many students want to attend college, but unless someone reaches out to them, they have no idea how to get there. They have big dreams, but often these dreams are squelched because of a lack of knowledge, individualized assistance, and community support. Understanding our position in the landscape of college access resources, we recognize our vital role in closing the achievement gap in underserved communities. Organization helps students to develop the skill set to pursue their aspirations with confident expectation. Our ultimate goal is to transform students into socially conscious, fiscally independent, productive citizens with a deep commitment and drive to lead others in making positive changes within their local neighborhood and community.

2. Program Objectives

- 90% of Saturday School participants will demonstrate appropriate levels of independent thought, inquiry, and creativity in real-world problem solving as evidenced by year-end group projects judged by STEM educators and professionals.
- 90% of Saturday School participants will successfully meet the A-G requirements as defined by the University of California and California State University systems.
- 90% of parent participants will report increased knowledge about how to support their children through higher education.

3. Our Approach: Programs and Services

Saturday School Program (Grades 4 – 11)

Saturday School is a supplemental, out-of-school program for students in grades 4-11 and their families. The program operates on the college campuses of University of Southern California, Pomona College and California State University, Long Beach to expose families to a college environment and inspire them to actualize the vision of going to an institution of higher education.

The curriculum integrates STEM disciplines into a cohesive teaching and learning model to improve math and science achievement, while helping students make connections between school, community, and the global society. Through an inquiry-based instructional method, students gain early-exposure to STEM-related careers, apply math and science skills in real-world contexts, and utilize critical thinking, problem solving and teamwork to accomplish tasks. The curriculum is trans-disciplinary and guided by the following theoretical and philosophical elements:
• **Project-based Curriculum** – a pedagogical approach that guides students through the exploration of academic concepts by investigating real-world application.

• **Inquiry-based Learning** – a student-centered instructional strategy whereby students work collaboratively to develop solutions and reflect on their experiences.

• **Non-Traditional Formative and Summative Assessments** – tools and rubrics that assess student progress over time as they work towards a solution and/or final project.

• **Collaborative Teaching Practice** - a dynamic process whereby two or more teachers take responsibility for planning, teaching, and monitoring the success of all learners in a class.

From August 2012 – April 2013, students will participate in the STEM curricula at the following levels:

- **Elementary (4th - 5th Grade)** - An introduction to STEM where teaching and instruction emphasize understanding of key principles and promote knowledge and application of math and science by engaging students in basic engineering and physics. Students develop projects such as designing robots and building a Rube Goldberg machine.

- **Middle School (6th - 8th Grade)** - Curricula are designed to delve more deeply into math and science and explore current issues such as health science, energy consumption, and communications technology.

- **High School (9th - 11th Grade)** - Curricula for the high school level strengthens academic and personal strategies for university success and compels students to seriously consider their college and career options. Curricula at this level emphasize pathways to STEM careers, engage students in a scientific approach to predicting global trends, and expose them to the engineering of functional systems at the molecular scale.

*STEM Teachers Academy:* To effectively implement a project-based curriculum, Organization’s instructors must participate in our STEM Teachers Academy funded by The Boeing Company. This academy is a professional development program designed to strengthen the pedagogical skills in the areas of science, technology, engineering, and math. Teachers will also be provided tools and strategies that will enable them to deliver a science and math curriculum that motivates, energizes, reinforces and rewards the curiosity and interest that students initially bring to the subjects.

In addition to the Saturday School Program, families also receive the following services:

**Transition to College Program (Grade 12)**

The Transition to College Program is a comprehensive approach to college preparation and access for underserved high school seniors. The program follows a school year calendar (July – June) and is held primarily on the campus of CSU Long Beach. It includes Transition to College classes, College Advising & Application Assistance, Community Service, and College Retention Services.

**Career Awareness Academies (Grades 11-12)**

Our HHMI UCLA Science Research Academy and the Business Leadership Academy at USC offer specialized Saturday classes that: 1) engage students in college-level research projects with university professors; 2) prepare students to present projects during professional conferences, such as the American Association for the Advancement of Science; and 3) expose students to a variety of career opportunities in math, science, and business.

**Academic Review & Advising (Grades 4 – 12)**
Individualized sessions to assess academic progress, propose strategies for improvement, provide information on college admissions standards, and offer course recommendations based on college admission requirements. During these sessions, our advisors encourage student self-reflection, identify subject-matter strengths and weaknesses, suggest STEM-based summer school/enrichment opportunities, and review specific college requirements based on the career interests of students. In addition, parents learn how to become effective advocates, particularly during the high school course selection process.

**ACT Explore Testing (Grades 7 – 8)**

A curriculum-based standardized test that assesses middle school proficiency in English, Math, Reading, and Science. The exam is offered in March of each school year.

**SAT ReadiStep (Grades 6 – 8)**

A middle school assessment that measures skills students need to be on track for college success (offered in June of each school year)

**SAT Preparation (Grades 9 – 11)**

Students are offered SAT Prep classes as part of their enrollment in the Saturday School Program. Classes are held March – May to prepare students for the June test date.

**Summer Enrichment Opportunities (Grades 6 – 11)**

Students have the opportunity to participate in intensive summer enrichment opportunities such as the Purdue University Summer Engineering Workshop and LEAD Engineering & Computer Science Summer Program.

**Parent Seminars (Grades 4 – 12)**

Parents are required to attend seminars while students are in their classes. In preparation for each academic year, staff reviews trends in education and develops seminars to provide parents with up-to-date information on the key factors that influence educational success. Given the shift to STEM education, the parent seminars are designed to increase their understanding of STEM, the importance of STEM education, and their role in encouraging and supporting their children to succeed in STEM subjects.

This mix of programs and services has proven effective. Since 1990, Organization has assisted over 741 students to gain admission into four-year colleges/universities. Sixty-five percent (65%) of these students have pursued majors in STEM subjects, where underserved students are particularly underrepresented. For the last two years, our 7th and 8th grade students scored at or above the national average in math and science on the ACT Explore.

Our parent seminars are effective in making academic success a family affair. We know that parents learn a great deal about college preparation. For example, during the 2010-11 school year, 100% of parents reported that they understand their duties and obligations concerning their child’s admission into college. Ninety-nine percent (99%) stated that Organization has helped them to use effective strategies for supporting their child in school. Ninety-six percent (96%) reported that they understand their role in their child’s education. We know the Organization formula works.

4. Mission, Program Objectives, and Program Components
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<thead>
<tr>
<th>Organizational Mission</th>
<th>Program Goals</th>
<th>Program Objectives</th>
<th>Program Components</th>
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<tbody>
<tr>
<td>To provide programs and services that prepares students for admission into and graduation from four-year institutions of higher education.</td>
<td>Expose students to quality STEM experiences outside of regular school.</td>
<td>90% of Saturday School participants will demonstrate appropriate levels of independent thought, inquiry, and creativity in real-world problem solving as evidenced by year-end group projects judged by STEM educators and professionals.</td>
<td>Saturday School Curriculum</td>
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<td>Grand Finale Special Event: Student presentations to project judges and an audience of more than 800 attendees.</td>
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<td>Summer Enrichment Opportunities</td>
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<td>Ensure that students have the requisite qualifications to apply to a four-year institution of higher education</td>
<td>90% of Saturday School participants will successfully meet the A-G requirements as defined by the University of California and California State University systems.</td>
<td>Individualized Academic Review &amp; Advising Sessions for students in grades 7 – 11</td>
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<td>Partner with parents to create a network of support for students as they prepare for college.</td>
<td>90% of parent participants will report increased knowledge about how to support their children through higher education.</td>
<td>Parent Seminars</td>
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5. Ages, Ethnicities and number of children and youth you will be directly serving with this program and the percentage who are underserved or at risk

We serve over 525 students 4th – 11th grade and their families. Over 70% reside in low- to moderate-income communities with few educational resources e.g. Inglewood, Compton, Paramount, South Los Angeles and Pomona. These families also represent various educational and socio-economic backgrounds including: 87% students in public schools; 72% single-parent households; less than 7% of parents have earned a bachelors degree; and 12% grandparents raising grandchildren. Eighty-two percent (82%) of our students would be classified as “at-risk.”

6. Evaluation

Organization staff conducts weekly debriefing sessions on the organization’s core programs and services and makes revisions to improve performance. We administer mid-year and annual surveys and facilitate focus groups with parents to assess effectiveness. Additionally, student-level data (e.g. demographics, grades, schools of attendance, program participation and retention, etc.) is collected and entered into a secured database. All information is analyzed to determine the extent to which activities impact outcomes for students and families.

Table A lists the methods, tools, and indicators that will assist us to evaluate whether we are meeting our objectives and fulfilling our mission (See attached). The evaluation plan is reviewed quarterly (December, April, and July) to ensure that we have relevant data to make necessary modifications and effectively demonstrate the impact of our work.

Table A
<table>
<thead>
<tr>
<th>Organizational Mission</th>
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<th>Program Objectives</th>
<th>Program Components</th>
<th>Evaluation Methods, Tools &amp; Indicators</th>
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| To provide programs and services that prepares students for admission into and graduation from four-year institutions of higher education. | Expose students to quality STEM experiences outside of regular school. | 90% of Saturday School participants will demonstrate appropriate levels of independent thought, inquiry, and creativity in real-world problem solving as evidenced by year-end group projects judged by STEM educators and professionals. | Saturday School Curriculum  
Grand Finale Special Event: Student presentations to project judges and an audience of more than 800 attendees.  
Summer Enrichment Opportunities | Judging rubrics developed by Organization staff and teachers assess students’ ability to: 1) think critically, solve problems, and make decisions; 2) conduct research and use information; 3) use technology effectively and productively; 4) communicate and collaborate with peers; and 5) publically communicate ideas and work. |
| Ensure that students have the requisite qualifications to apply to a four-year institution of higher education | 90% of Saturday School participants will successfully meet the A-G requirements as defined by the University of California and California State University systems. | Individualized Academic Review & Advising Sessions for students in grades 7 – 11 | Student Transcripts/Report Cards  
Assessment Results  
UC/CSU – A-G Tracking & Course Placements |
| Partner with parents to create a network of support for students as they prepare for college. | 90% of parent participants will report increased knowledge about how to support their children through higher education. | Parent Seminars | Parent Focus Groups & Surveys  
% of parents who report increased knowledge about how to prepare their children for college |

### Program Limitations

The most significant issue impacting our ability to successfully implement the Saturday School Program continues to be funding. During the 2011-12 school year, we were able to reestablish our Los Angeles Saturday School campus at USC through the generosity of the USC Black Alumni Association. However, continuous use of facilities at no cost is not guaranteed on any of our campus sites for the 2012-13 school year. As a result, expenses to operate the program on the college campus may increase. Additionally, we seek to develop contracts with other schools and school districts, such as Pomona Unified School District, to enroll students. However, given the financial uncertainties in the K-12 budget projections, coupled with any administrative turnover in the district, we recognize the challenge of renewing and developing contracts. It is also anticipated that parents will continue to experience challenges with payment of the enrollment fee as a result of the torpid economic recovery, even as the need of our services increases.
C. Partnerships

To increase the impact of the Saturday School Program, we identify and work to develop strategic partnerships with schools and school districts that would most benefit from our programs and services. The Leadership Team introduces the organization through presentations tailored to the unique needs of the school/school district. Principals and district administrators are invited to “experience” our Saturday School Program and year-end event, which showcase our students’ achievements. This process has worked well to develop collaborative relationships with current and potential partners (i.e., Compton, Long Beach, Pomona, Claremont, Chaffey, and Santa Ana). In addition, schools, school districts, colleges, universities, and nonprofit community-based organizations often approach us to develop strategic partnerships because of our track record of success.

We have also successfully partnered with USC, CSU Long Beach, LMU, Pomona College, Cal Poly Pomona, and UC Irvine to implement the program on these campuses. Additionally, we are working collaboratively with UCLA School of Dentistry and the School of Math Education, Purdue University School of Engineering, Cal Poly Pomona School of Engineering and Harvey Mudd, School of Technology.

All of these relationships (i.e., with schools, school districts, colleges and universities) are instrumental in creating a web of support that encourages student achievement.

D. Timetable

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<tr>
<th>Month</th>
<th>Events</th>
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<tbody>
<tr>
<td>August 2012</td>
<td>• Saturday School Orientations at USC, Pomona College and CSU Long Beach</td>
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<td>September 2012 – April 2013</td>
<td>• Saturday School Classes and Parent Seminars</td>
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<td>December 2012</td>
<td>• Quarterly Evaluation Review (mid-course adjustments as needed)</td>
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<tr>
<td>February 2013 – March 2013</td>
<td>• Academic Review Sessions for Grades 4 - 11</td>
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<td>March 2013</td>
<td>• ACT Explorer Testing for Grades 7 – 8</td>
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<tr>
<td>April 2013</td>
<td>• Saturday School Grand Finale</td>
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<td>• Quarterly Evaluation Review</td>
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<tr>
<td>April 2013 – May 2013</td>
<td>• SAT Preparatory Classes for Grades 9 - 11</td>
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<td></td>
<td>• Analysis of Evaluation Data (GPA, skill assessments, college acceptance, and parent participation etc.)</td>
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<tr>
<td>June 2013</td>
<td>• SAT Testing for Grades 9 - 11</td>
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<tr>
<td>July 2013</td>
<td>• Summer Enrichment Opportunities</td>
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<td>• Quarterly Evaluation Review (includes summative analysis of the academic year for future program planning)</td>
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E. Program Staff

Founder, President/CEO
After experiencing unforeseen obstacles with their son’s college application process, Founder and her husband created Organization, in December 1990, as a source of valuable information and instruction for other local parents. During the first six years of Organization’s existence, she served as Assistant Superintendent of Business Services in a public school district. Prior to her departure from public schools in 1996, she completed a two-year term as the Chairperson for the Professional Development Committee of the California Association of School Business Officials (CASBO). She has served as Chair of the Finance and Audit Committee and a member of the Curriculum Board Advisory Committee for the ABC Unified School District. Now 21 years later, Founder continues to apply 25 years of experience in Los Angeles County public schools to provide leadership to Organization parents, students, staff and volunteers. Mrs. Executive Director earned a Masters in Public Health from UCLA and a Masters in School Business Administration from Pepperdine University.

Vice President Of Educational Programs & Services

__ is an alumnus of Organization. He completed his undergraduate studies from UC Riverside and received his Master of Arts in Education with a California Teaching Credential from Claremont Graduate School of Education. He also earned a Master of Arts in Theology from Fuller Seminary and his Ed.D. from California State University, Fullerton. With over 12 years of educational experience, he has a broad range of expertise in program design, development, and implementation and has been instrumental in creating key partnerships with Long Beach, Rialto, Los Angeles, and Paramount Unified School Districts to provide educational services to underserved students. As Vice President of Educational Programs & Services, Dr. VP is responsible for the overall administration and evaluation of the project. He oversees curriculum design, develops metrics to evaluate achievement of objectives, recruits and trains teachers, monitors classroom instruction, identifies experts to lead parent seminars, reviews evaluation data to inform program planning, and supervises Saturday School staff and academic advisors. He also leads biweekly teacher collaboration sessions, identifies tools to assess math and science achievement, oversees testing services, identifies and manages summer enrichment opportunities.

__ Ph.D., Director of Strategy & Development

Dr. _ graduated from Loyola Marymount University with an undergraduate degree in African American Studies and received her Ph.D. in Sociology from the State University of New York, Stony Brook. Dr. _ has 14 years of experience in program development, research and evaluation, and has worked with community-based organizations in underserved communities to build their capacity to develop and implement strategic plans, needs assessments, and program evaluation. Dr. _ is responsible for assessing the effectiveness of Organization’s programs and services. In addition, she facilitates the organization’s long-term strategic planning process.

__, CPA, Director of Fiscal Services

Ms. __ graduated from CSU Long Beach with an undergraduate degree in accounting and finance and has worked in the nonprofit sector for over 12 years. She reviews and oversees Organization’s fiscal policies and practices to ensure a consistent and reliable system of checks and balances are in place to monitor expenditures and protect against fraud, theft, and inaccurate reporting. Ms. __ is responsible for financial activities including the preparation and/or presentation of Organization financial statements, financial records, investments, and payroll.

E. Governing Board

See Attached.