

CALIFORNIA EMERGING TECHNOLOGY FUND

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ORGANIZATION PROFILE: BAY AREA YOUTH FUND FOR EDUCATION (B.A.Y. FUND)

JUNE 25, 2007

– ORGANIZATION AND PROJECT OVERVIEWS –

Name of Organization	BAY AREA YOUTH FUND FOR EDUCATION (B.A.Y. FUND)										
Name(s) of Principal(s) and Complete Titles	Rozanne E. Junker, Ph.D., Executive Director Colin Lacon, President										
Contact Information (complete)	P.O Box 29415 [mail] Building 220 Halleck Street, Suite 200 [location] Presidio of San Francisco San Francisco, CA 94129										
Name of Program or Project (if different from organization)	First Graduate										
Geographic Location or Focus of Program or Project	City and County of San Francisco										
Demographic Overview of Focus Community or Population	<ul style="list-style-type: none"> Students who strive to become the first in their families to graduate from a 4-year college, 7th Graders through College Seniors. Immediate families of the students (Parents/Guardians, siblings). <p>b.a.y. fund recruits new student participants in the second semester of their 6th grade, from 4 different public middle schools in San Francisco. All b.a.y. fund students come from families in which neither parent nor any siblings have graduated from a 4-year college in the United States. Only 1/3 of our students' families have at least one parent that has graduated from high school, and 57% of our families are recent immigrants. 95% of our families can be classified as low-income. 52% of our students are female, while 48% are male. The students report their ethnic/cultural backgrounds as follows:</p> <table> <tr> <td>Latino/a</td> <td>65%</td> </tr> <tr> <td>African-American</td> <td>13%</td> </tr> <tr> <td>Asian/Pacific Islander</td> <td>16%</td> </tr> <tr> <td>Caucasian</td> <td>2%</td> </tr> <tr> <td>Multi-Ethnic</td> <td>4%</td> </tr> </table>	Latino/a	65%	African-American	13%	Asian/Pacific Islander	16%	Caucasian	2%	Multi-Ethnic	4%
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Description of Program or	The mission of b.a.y. fund is to help students finish high school and become the first in their families to graduate										

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<p>Project named above</p> <ul style="list-style-type: none"> o Goals 	<p>from college. We began programming in 2002 on the premise that helping the first child of a family to graduate from college would result in exponential benefits for the family as a whole, empowering that family economically by spawning a tradition of attending college. We believed then and continue to operate on the belief that the first college diploma in a family is the key to breaking the cycle of poverty. The challenge we faced in 2002 and continue to tackle today was daunting, yet clear – to provide services for students striving to become the first in their families to graduate from college that would replicate or substitute for the innate advantages that their peers with college-educated parents possessed.</p>
<ul style="list-style-type: none"> o Objectives 	<p>b.a.y. fund students are admitted on the basis of evidence of their desire to succeed, their ability to benefit from the program, and the willingness of their parents or guardians to support their academic pursuits. We do not require students to meet minimum grade or test standards before entering the program, and half of entering students score in the bottom quartile in standardized tests. Once accepted into the program, we expect all students to make the following commitments:</p> <ul style="list-style-type: none"> • Participate in all program activities • Strive to maintain a 3.0 GPA or higher • Apply for and enroll in academically rigorous “college preparatory” high schools (public or private) • Strive to earn University of California eligibility (3.1 GPA or higher in qualifying courses) • Improve standardized test taking skills • Develop strong social and organizational skills • Enter a four-year college upon high school graduation • Attain their college degree <p>The measurable objectives for the program are:</p> <ul style="list-style-type: none"> • Improve Student Retention (above 90% for newly enrolled classes) • Successful Completion of Algebra by 9th grade (above 90% enrolled, above 90% completing the course with a “C” or better) • Maintain Excellent Attendance (above 90% during the Summer Session, above 80% during the School Year Session for all classes) • Ensure College Prep High School Matriculation (above 90%) • Ensure College Eligibility. (100% high school completion; 72% CSU eligibility; 30% UC eligibility)
<ul style="list-style-type: none"> o Strategies 	<p>b.a.y. fund staff creates a community of caring adults who nurture our students’ intellectual, social, and ethical development, so that each of these children can succeed. We rely on over 200 volunteers to provide mentoring and coaching, to participate in career panels, to organize and lead field trips, and even help select our students. And finally, we close the circle by working closely with families, schools, and even social workers to ensure that everyone connected to our students is working effectively as a team.</p> <p>b.a.y. fund believes that college is the gateway to opportunity. We consistently remind our students that a college degree is worth almost one million dollars more than a high school diploma in earnings over a lifetime. And yet as</p>

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	<p>mostly Latino and African-American children growing up in low-income communities, without the material and experiential benefits of college educated parents, b.a.y. fund students face extremely long odds for success as they strive to become the first in their families to graduate from college. In 2005, children growing up in the poorest quarter of the population had only an 8% chance of getting a college degree, while 75% of their peers in the wealthiest quarter of the population were walking on stage to receive their diplomas. In the State of California, only 6% of African-American and Latino students complete high school with the eligibility to apply to the University of California system. And finally, the National Center for Educational Statistics reports that, “high school graduates whose parents did not attend college remain at a disadvantage with respect to postsecondary access even after taking into account other important factors such as educational expectations, academic preparation, support from parents and schools, and family income.”</p> <p>The importance of parent educational attainment as perhaps the single most influential factor in the educational outcomes for children has been well documented in numerous studies. This, in fact, not only provides the theoretical basis for b.a.y. fund’s mission, but also provides the ray of hope that an effective program of support, guidance, and mentoring can spur the vast majority of our students on to success. We can’t provide the material resources to bring families out of poverty, or undo decades of societal racism, but we can work with families to ensure that our students gain the skills, receive the necessary support and mentoring, and make the smart decisions necessary for them to earn their places at 4-year colleges, and ultimately their undergraduate degrees.</p> <p>We understand that simply gaining admission to college is not the final hurdle. The benefits of an undergraduate degree from a 4-year college far outweigh the benefits of a 2-year degree, or even just the experience of some college. First generation college students face greater obstacles to graduation than their peers with college educated parents. One of the keys to making sure students from our target demographic persist in staying in college and completing their studies is academic preparation. First generation students who take rigorous coursework in high school, especially advanced mathematics, have a significantly better chance to graduate from college than those who do not.</p> <p>For our target population, preparing for college is a long term process that begins as soon as they enroll in our program as rising 7th graders, and is a matter of years, not weeks or months. The purpose of our program is to shepherd our students through this process, ensuring that they meet all of the important benchmarks along the way, so that they not only become excellent candidates for admission into 4-year colleges, but that they are well equipped to graduate from those institutions.</p>
<ul style="list-style-type: none"> o Actions 	<p>From the end of 6th grade through 4 years of college, b.a.y. fund makes a 10-year commitment to each student, providing the following services:</p> <p>One-on-One Mentoring for five years by a college graduate, who provides insight into potential colleges and careers.</p> <p>Academic Instruction, Tutoring and Support through a rigorous 5-week Summer Session and 35-week School Year Session (approximately 300 hours per student per year)</p> <p>High School and College Counseling including standardized test preparation, application preparation and</p>

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	<p>assistance, financial aid workshops, access to additional summer enrichment programs, and on-campus visits. Annual College Scholarships of a minimum of \$1,000 per year for 4 years. Long-Term Case Management for the duration of their time with the program, including their time in college.</p> <p>In the coming year, b.a.y. fund will continue to deliver over 52,000 student hours of support, guidance, and instruction to over 140 middle and high school and college students.</p>
o Outcomes	<p>The purpose of b.a.y. fund is to provide a long-term, comprehensive array of services for each of our students that improve their academic skills and knowledge, help them set long term goals and high expectations for success, expand their horizons for their future careers, and support their families through critical decisions. The ultimate outcome we seek through these efforts is for our students to become the first in their families to graduate from college, establishing a precedent of higher education and economic empowerment.</p>
o Brief History (when was the organization founded or when was the program launched?)	<p>Philanthropists Ann-Eve Hazen and Anaflor Smith founded b.a.y. fund in November 2000 by contributing \$1 million each to seed the creation of a nonprofit organization in San Francisco dedicated to improving college access among low-income youth. The founders hired Executive Director Rozanne Junker in 2001, who with Program Director Tom Ahn designed b.a.y. fund's programs.</p> <p>Rozanne and Tom understood that most college access programs do not track college completion and do not continue to support students through college. A recent Century Foundation study concludes that "major policies and programs encourage [college] participation without regard for, and sometimes at the expense of, performance." Only one-fifth of low-income high school graduates enter college "highly qualified" to succeed, compared to three fifths of high-income students, and very low estimated degree completion rates reflect that. Realizing that short-term interventions tend to inadequately prepare disadvantaged youth for college success, Rozanne and Tom designed b.a.y. fund as a 10-year, comprehensive program admitting approximately 25 students per year.</p>
o Size and Magnitude of Program or Project	<ul style="list-style-type: none"> ▪ At full capacity, b.a.y. fund will serve approximately 140 middle and high school students as well as approximately 100 college students. ▪ Additionally, b.a.y. fund will provide services to approximately 250-300 parents and siblings. ▪ Approximately 200 volunteer mentors, academic coaches, special event organizers, Discovery Day and Presentations of Learning judges will be involved in the program.
▪ Annual Budget, Percentage of Earned Income and Staff	<p>Annual Budget \$1,150,000 (2006-2007) Percentage of Earned Income 0% Number of Staff 11</p>
▪ Funding Sources and Partners	<p>Funding Sources (2006-2007)</p> <ul style="list-style-type: none"> ▪ Individuals 22% ▪ Corporations 8% (e.g. Wells Fargo, Capital Guardian, Morgan Stanley, Heffernan Group) ▪ Foundations 30% (e.g. Lurie Foundation, Irvine Foundation, Mary A. Crocker Trust) ▪ Special Events 15% ▪ Investments 13% ▪ Seed Money 12%

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Partnerships and Collaborations

Partner Middle Schools

The following schools provide student recruitment support, access to student grades, and support for student case management: James Lick, Horace Mann, Marina, and Roosevelt Middle Schools

Partner High Schools

Leadership and Gateway High Schools: Additional subject-specific tutoring for enrolled b.a.y. fund students; access to student grades; support for student case management.

Bay School: A new private independent high school based in the Presidio, provides targeted recruiting and financial aid for b.a.y. fund students.

Lick-Wilmerding High School: A private independent high school that provides targeted recruiting and financial aid for b.a.y. fund students.

The following schools provide access to student grades and support for b.a.y. fund case management: School of the Arts, International Studies Academy, and Wallenberg, O’Connell, El Camino, City Arts and Technology, Metropolitan Arts and Technology, and Lowell High Schools.

Parent Committee

b.a.y. fund has established a parent committee to provide mutual support as their children go through our rigorous program. The nine-member committee elected officers and established as its priorities: (1) to engage parents through networking events and workshops, and (2) to help recruit new students. Input about workshops was solicited from all parents, and the top three requested topics were: (1) self-esteem and stress issues among students, (2) parenting skills, especially communication, and (3) college selection and financial aid. The parent committee works with staff to present these workshops over the academic year.

Learning Disability Screening

Dr. Kay Runyan is a credentialed teacher in regular and special education with twenty years of experience in the field of learning disabilities who provides LD screening for students at low cost.

Peer Nonprofit Partners

A Better Chance: Assistance for 8th graders in applying to and receiving financial aid from private high schools.

Breakthrough Collaborative: SSAT preparation course for 8th graders.

UC Berkeley Early Academic Outreach Program: Workshop for administering ACT Explore assessment tests; collaboration on new career exploration curriculum.

CORO Northern California: Students participate annually in its Exploring Leadership program.

Environmental Traveling Companions (ETC): Sea kayaking trip for rising 9th grade girls

Exploratorium: Collaborating on two-year Science and Technology curriculum for our 7th and 8th graders.

Fort Miley Adventure Ropes Course: Reduced rates for mentor-student annual ropes course.

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	<p><u>Harvard University Ctr for Public Interest Careers</u>: Recruitment of interns for summer session. <u>Presidio YMCA</u>: Reduced-price memberships for students, used by 9th graders to fulfill P.E. requirements. <u>Summer Search</u>: Provides challenging summer programs such as wilderness leadership expeditions, academic enrichment programs, community service and overseas trips.</p>												
<ul style="list-style-type: none"> o Results and Evidence of Success <ul style="list-style-type: none"> • Metrics for Evaluation Progress 	<p>In June 2007, the first class of b.a.y. fund students graduated from high school. Their achievements are as follows:</p> <table border="0"> <tr> <td>Graduation from high school</td> <td align="right">100%</td> </tr> <tr> <td>Accepted to Cal State Campus</td> <td align="right">83.3%¹</td> </tr> <tr> <td>Accepted to UC Campus</td> <td align="right">41.7%²</td> </tr> <tr> <td>Accepted to 4-year college</td> <td align="right">83.3%</td> </tr> <tr> <td>Accepted to multiple 4-year colleges</td> <td align="right">83.3%</td> </tr> <tr> <td>Average number of acceptances per student</td> <td align="right">5</td> </tr> </table> <p>¹ Statewide, 18% of students matching the demographics of b.a.y. fund students graduate with Cal State eligibility. ² Statewide, 6% of students matching the demographics of b.a.y. fund students graduate with UC eligibility.</p>	Graduation from high school	100%	Accepted to Cal State Campus	83.3% ¹	Accepted to UC Campus	41.7% ²	Accepted to 4-year college	83.3%	Accepted to multiple 4-year colleges	83.3%	Average number of acceptances per student	5
Graduation from high school	100%												
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<ul style="list-style-type: none"> • Change in Outcomes or Metrics Over Time • How long does it take to secure results for the program above? 	<p>The evidence of success listed above represents the culmination of 5 years of work with our students. We also gather a range of qualitative data through outside evaluations and program activities, including annual student Presentations of Learning, which are brief public presentations where students report on their own progress in the program.</p> <p>Our outside evaluators are: Dr. Ben Kirshner, School of Education, University of Colorado, Boulder Dr. Andrea C. Bueschel, Carnegie Foundation for the Advancement of Teaching</p> <p>Drs. Kirshner and Bueschel conduct student surveys, interviews, and focus groups to determine how the students' experience in the program impacts their efficacy in setting and pursuing long-term goals, improving their self-discipline in academics, and initiating and maintaining positive relationships with peers and adults.</p>												

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