

**Children’s Empowerment, Inc.
2011 Annual Report**

Children’s Empowerment, Inc. (CEI) is a 501(c)(3) non-profit corporation that provides in-school and after-school academic programs for middle and high school grade students, both promising and at-risk, in Daly City, California. Founded in 1999, we have been working in Daly City since 2000 in partnership with local school districts. CEI focuses on students in underperforming Daly City public schools who want to achieve but face formidable economic, cultural, and linguistic barriers to their educational success.

CEI’s Program Activities

CEI’s programs provide a continuum of support for local at-risk students at Jefferson High School and at Pollicita Middle School (PMS) and Benjamin Franklin Intermediate School (BFIS) which are Jefferson’s principal feeder schools. In addition, CEI provides a wealth of horizon-expanding enrichment activities for students and financial support for students who cannot afford the fees for college entrance exams. CEI’s program activities currently include the following components:

	Program	Program Type/Beneficiaries
1	21 st Century ASSETs Program	Comprehensive after-school program for 800 Jefferson High School students.
2	Jefferson High School Learning Center	After school tutoring program for 700 unduplicated Jefferson High School students.
3	Supplemental Educational Services Program	Homework assistance and one-on-one or group tutoring for 60 Jefferson High School students with low grades and behavioral or truancy problems.
4	CAHSEE Prep Program	Tutoring for 124 English Learner students at Jefferson High School to prepare for the California High School Exit Exam (CAHSEE).
5	College Readiness Program	Entrance exam skills building for access to college for 20 juniors at Jefferson High School.
6	Summer High School Transition Program	Attitudinal and academic preparation program for success in high school for 59 incoming ninth graders from PMS and BFIS.
7	Middle School Learning Centers	After-school program for 50 PMS and 30 BFIS students focusing on building math and English language skills.

All told, CEI served a total of 1,177 unduplicated students at Jefferson High School and its feeder middle schools last year.

This Year’s Program Highlights

This report contains details of what each CEI program has achieved during the recently-concluded 2010-2011 academic year follow below, but the following are this year’s exceptional program accomplishments:

- 996 unduplicated students, 82% of the student body, participated in the ASSETs comprehensive after school program.
- Among students in the Jefferson High School Learning Center, 248 (36%) were able to improved their grade point averages.
- In the Supplemental Educational Services program at Jefferson High School, 90% of students receiving assistance in math and 84% of students receiving assistance in English Language Arts

(ELA) improved their scores. Math scores increased by an average of 25% and ELA scores by an average of 31%.

- Among the CAHSEE prep course participants, 81% passed the CAHSEE mathematics test and 77% passed the English Language Arts test (comparable percentages for all EL students in the school were 59% and 29%).
- The average score of students in the College Readiness Program’s Scholastic Aptitude Test (SAT) prep course on the SAT was 1479, compared to just 1270 for Jefferson juniors who did not participate in the program.
- Eighty-five percent of participants in the new Summer High School Transition program improved their scores on standardized assessment instruments in math and eighty-one percent improved in English.
- Students in the middle school Learning Center programs in both locations achieved across the board increases in math and English language arts. A third of those we served in one school and a half of those we served in the other made the Honor Roll throughout the year.

1. Twenty-First Century After School Safety and Enrichment for Teens (ASSETs) Program, Jefferson High School, Daly City, California

Background. ASSETs is a collaborative effort between the Jefferson Union High School District (JUHSD) and a number of local community based agencies, funded by a five-year state grant. CEI serves as the lead agency for the program. CEI started the ASSETs program at the beginning of this academic year. The other community-based organizations that have joined CEI in presenting after school programming for ASSETs are: Daly City Parks and Recreation Department (DCP&R), and Daly City Youth Health Center (DCYHC). The table below provides details on the various programs and services available to Jefferson High School students for the 2010-2011 school year.

Agency	Program/Service	Days/Hours	Unduplicated Students	
			2009-10	2010-11
CEI	Learning Center, CASHEE Prep	M-F for 3 hrs.	848	828
DCP&R	Drop-In Center	M-Th for 2 ¼ hrs.	590	529
DCYHC	Career Counseling and Training	Th for 1 hr.	23	17

Program Goals. ASSETs is expected to be a key contributor to the transformation of the Jefferson High School campus into a thriving center of highly-constructive, purposeful student activity that will promote the school’s image as a community asset in Daly City.

Last Year’s Program Outcomes. 996 unduplicated students, 82% of the student body, participated in ASSETs programming last academic year. CEI’s academic tutoring offered as part of the ASSETs program helped 63% of Jefferson’s seniors graduate successfully this year.

2. Learning Center Program, Jefferson High School, Daly City, California

Background. The program, offered from 3 to 6 p.m. Monday through Friday, throughout the school year, is an integral part of the 21st Century ASSETs Program described above. It is operated as a drop-in center, where CEI instructors and tutors are available to help students with their homework and classroom assignments.

Program Goals. Our goals for this program are to serve a daily average of 60 students and provide a healthy after-school snack to all participants.

Standardized Testing Instruments. Student GPAs are the benchmarks for program effectiveness.

Last Year’s Program Outcomes. We served 694 unduplicated students at some point during the school year. A daily average of sixty-one students attended the program although daily attendance

was up to 151 students at one point last year. Among these students, 248 (36%) students were able to improve their grade point averages.

3. Supplemental Educational Services Program, Jefferson High School, Daly City, California

Background. The program, offered from 3 to 6 p.m. Monday through Thursday. It is supported by a highly competitive Supplemental Educational Services (SES) funding that CEI obtained from the State of California beginning in January 2010. The majority of the students who entered the program have grade point averages (GPAs) below 2.0 and had either behavior or truancy issues. With these problems in mind, outreach to students' parents is a part of the program design.

Program Goals. Our goals for this program are to serve a daily average of 35 students and provide a healthy after-school snack to all participants.

Standardized Testing Instruments. Student scores on the California Standards Test (CST) are the benchmarks for program effectiveness. An independent evaluation of the program is conducted by Davis Y. Ja and Associates.

Last Year's Program Outcomes. Comparison of pre- and post-testing showed that 90% of students receiving assistance in math and 84% of students receiving assistance in English Language Arts (ELA) improved their scores. Math scores increased by an average of 25% and ELA scores by an average of 31%.

4. CAHSEE Prep Program, Jefferson High School, Daly City, California

Background. This program is focused on students (chiefly 10th graders) who are in danger of not passing the CAHSEE. We devote our greatest efforts towards assisting English Learner (EL) students. CEI tutors, who are advanced placement or honors students at Jefferson, provide one-on-one assistance. The program, offered from 3 to 6 p.m. Monday through Thursday, throughout the school year, is another integral part of the 21st Century ASSETs Program. EL students have had a great deal of difficulty passing the CAHSEE. In the 2007-2008 academic year, before CEI started this program, just 11% passed the English Language Arts test and 37% the math test.

Program Goals. Our goals for this program are to serve 50 students per day and increase the percentage of EL students who pass both parts of the CAHSEE.

Standardized Testing Instruments. The CAHSEE serves as our testing instrument for assessing this program's success.

Last Year's Program Outcomes. One hundred and twenty-four unduplicated students benefited from the program, with thirty-six students participating consistently throughout the year. Among participants, 81% passed the CAHSEE mathematics test and 77% passed the English Language Arts test (comparable percentages for all EL students in the school were 59% and 29%).

5. College Readiness Program, Jefferson High School, Daly City, California

Background. Potential college-bound students at Jefferson High School typically score below their peers district- and state-wide on college entrance examinations such as the Scholastic Aptitude Test (SAT) and the American College Test (ACT). Unlike their peers from wealthier high schools in the district, few students at Jefferson can afford commercial test preparation courses, which typically cost at least \$900 per student. A further problem is unwarrantedly low aspirations for higher education. Although last year nearly all graduating seniors at Jefferson High School (94.6%) have stated their intention to pursue higher education, just 31% intended to enroll at four-year colleges while most expected to enroll at local community colleges. Some accepted at four-year colleges actually chose to attend community colleges, very few students are known to have chosen to attend college out-of-state, and there are reports that many students who enroll in college subsequently drop out before graduating. To respond to these problems, CEI began in February to offer a six-week long college admissions prep course on campus. Students met Wednesday after school from 2:30 p.m. to 5:30

p.m. and then again on Saturday morning from 9 a.m. to 12 p.m. Certified Jefferson High School teachers delivered the program using small group and individual instruction. CEI arranged for these teachers to be trained by Revolution Prep, the company that provided the "Revolution SAT Prep" software course used in this program.

Program Goals. Our goal for this program is to serve at least twenty juniors at Jefferson High School, to improve their college admissions scores by 15% in order to be competitive for admission to California State University system campuses.

Standardized Testing Instruments. Students' initial scores on a practice Scholastic Aptitude Test (SAT) will serve as the pre-test and their subsequent scores on the practice SAT and the actual SAT will serve as the post-tests.

Program Outcomes. Twenty-two unduplicated students were served this year. These students pre-tested on the practice SAT at an average of 1214 and post-tested at an average of 1417, an improvement of more than 200 points (or 16.7%). The average score of participating students on the actual SAT was 1479, compared to just 1270 for Jefferson junior class members who did not participate in the program.

6. Summer High School Transition Program, Jefferson High School, Daly City, California

Background. Many incoming ninth-grade students arriving at Jefferson High School each fall from its feeder schools are often poorly prepared for high school work. The median reading grade level for incoming ninth graders this year was the sixth month of the sixth grade. They are liable to fall even further behind during the ninth grade and eventually are at risk of not being able to graduate because they have not passed the required coursework or the CAHSEE.

Program Goals. The overall goal of this program is to academically prepare at-risk students for a successful transition to high school. Subsidiary goals include making sure qualifying students are identified for special programming at Jefferson, improving students' basic math and English skills, and increasing students' appreciation of the requirements for high school graduation.

Standardized Testing Instruments. Testing instruments comparing pre- and post-student achievement is Revolution Prep's CAHSEE Prep for English Testing and the University of California Berkeley's Mathematics Diagnostic Placement Test (MDPT) for Algebra Readiness. For mental health assessment, we used Screening for Mental Health, Inc.'s SOS Implementation Guide.

Last Year's Program Outcomes. Sixty-three students originating from our two feeder middle schools (Pollicita Middle School and Benjamin Franklin Intermediate School), participated in this program June through July of 2010. Thirty-four students were pre- and post-tested for math and English skills. Fifty-three (84%) improved in math and forty-five (71%) improved in English. After receiving information about graduation requirements, each student made a short presentation in front of his/her classmates detailing their understanding of these requirements. We were pleased to see students from diverse neighborhoods and middle school backgrounds bonding with one another prior to entering high school.

7. Learning Center Programs, Thomas R. Pollicita Middle School and Benjamin Franklin Intermediate School, Daly City, California

Background. CEI's Learning Center programs at these two Daly City middle schools offer underperforming students the only place they have after school that is a safe environment in which to learn. Besides tutoring, CEI challenges these younger students educational games that help develop their self-esteem and their ability to work with others. CEI also provides a variety of healthy sandwiches, snacks, fruits and drinks each day. The tutoring programs are carried out by a team of advanced placement and honors students from Jefferson High School, the destination school for most of these middle school students. All of them are themselves ethnic minority students who have successfully overcome adversity in their pursuit of academic accomplishment.

Program Goals. The goals of these programs are to provide one-on-one and group tutoring to at least 50 sixth, seventh and eighth grade students per day and to provide all participants at these two middle schools with a healthy, after-school snack.

Standardized Testing Instruments. We assessed improvements in students’ overall grade point averages (GPAs).

Last Year’s Program Outcomes. The tables below contain the latest program outcomes for the two Learning Center programs.

Thomas R. Pollicita Middle School

Goal	Measurement	Outcome
To provide one-on-one and group tutoring to at least 50 students per day	Program Records	We served a total of 37 – 6 th graders, 32 - 7 th graders and 67 - 8 th graders during the year with an average daily attendance of 52 students.
Provide a healthy after-school snack	Program Records	We provided all attending students with snack servings each day. <i>For many students, this was their main meal of the day.</i>
Improve Academic Performance	English Language Arts Grade	Sixth graders improved by 27%. Seventh graders improved by 40%. Eighth graders improved by 36%.
	Math Grade	Sixth graders improved by 24%. Seventh graders improved by 19%. Eighth graders improved by 13%.

Improvements in GPAs tracked the degree of participation in the program during the school year as shown in the table below:

Participation Level	Benchmark	GPA Outcome
High	100 or More Visits	3.0
Medium	51-99 Visits	2.0
Low	1-50 Visits	1.8

Twenty of our students, a third of those we served, made the Honor Roll throughout the year.

Benjamin Franklin Intermediate School

Goal	Measurement	Outcome
To provide one-on-one and group tutoring to at least 30 students per day	Program Records	We served a total of 4- 6 th graders, 29- 7 th graders and 13- 8 th graders during the school year with an average daily attendance of 25 students.
Provide a healthy after-school snack	Program Records	We provided all attending students with snack servings each day.

Improve Academic Performance	English Language Arts Grade	Sixth graders improved by 50%. Seventh graders improved by 21%. Eighth graders improved by 17%.
	Math Grade	Sixth graders improved by 50%. Seventh graders improved by 34%. Eighth graders improved by 17%.

Improvements in GPAs tracked the degree of participation in the program during the school year as shown in the table below:

Participation Level	Benchmark	GPA Outcome
High	100 or More Visits	3.03
Medium	51-99 Visits	2.19
Low	1-50 Visits	1.84

Fifteen of our students, half of those we served, made the Honor Roll throughout the year.

Conclusion

As you can see, this was a very busy and productive year for CEI. It would not have been possible without your generous support. Thank you very much!

Spencer Holeman
Executive Director
Children’s Empowerment, Inc.