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<b>Q1: Name of your organization.</b>	ACE Mentor Inland Empire
<b>Q2: Grant #</b>	20140268
<b>Q3: Grant Period</b>	May 1, 2014 through April 30, 2015
<b>Q4: Location of your organization</b>	
City	Serving western San Bernardino and Riverside Counties
State	California
<b>Q5: Name and Title of person completing evaluation.</b>	Robert K. Tener, Board Chair
<b>Q6: Phone Number:</b>	909/625-6855
<b>Q7: Email address.</b>	build@rtener.com

PAGE 2: Key Outcomes and Results

<b>Q8: Total number of clients served through this grant funding:</b>	60 students in 3 high schools
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**Q9: Describe the project's key outcomes and results based on the goals and objectives:**

Nationally, the ACE Mentor Program exists to engage, excite and enlighten high school students to pursue careers in architecture, engineering and construction through mentoring, and to support their entry into their careers. The goals and objectives of ACE Mentor are fully aligned with the goals of the STEM movement. For the ACE Mentor Inland Empire Affiliate during May, 2014 – April, 2015, our third year in existence, our key outcomes and results were:

- Over 60 students in our ACE Mentor Program at three Inland Empire high schools (Eisenhower in Rialto; Martin Luther King in Riverside, and Etiwanda) gained high-value, hands-on introductions to careers in architecture, construction, and engineering.
- Total student participation in the ACE-IE program increased 25% over that in school year (SY) 2013-2014.
- Of the 30 ACE program graduates in 2014, twelve (40%) have gone on to college or other post-high school education.
- Over 95% of the student assessments of their experiences in ACE Mentor in SY 2014-2015 were highly favorable.
- All three high schools' senior administrators have enthusiastically endorsed ACE Mentor continuing our program in SY 2015-2016.

Additional program outcomes, including student testimonial quotes, are covered in our 2014 Annual Report, submitted in hard copy.

**Q10: Please describe any challenges/obstacles the organization encountered (if any) in attaining goals & objectives.**

- A. Our ACE Mentor Teams' composition at the beginning of the SY was short on architects.
- B. Student attendance at the bi-weekly, after-school ACE Team meetings (16 meetings during the full SY) fell off markedly in spring semester because of students' time conflicts with school sports and other school activities.
- C. We needed to secure increased funding for the ACE Mentor student scholarship awards. ACE Mentor awards a \$1,000 scholarship to every ACE Mentor Program graduate who progresses to college or other ACE-related post-high school education. An increasing number of graduates are earning these \$1,000 scholarships year-over-year.
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**Q11: How did you overcome and/or address the challenges and obstacles?**

- A. Our Board Members focused successfully on recruiting three additional architects for our volunteer Team cadres, which enabled the students to gain exposure to and knowledge of an increased range of design and construction careers.
- B. ACE Team Leaders adapted to the spring student attendance slump by (1) flexing the meeting times and (2) by gaining cooperation of the "ACE champion" high school teacher to make up ACE project work as part of their school curriculum.
- C. We energized the fundraising by our eight Board Members, resulting in an increase in contributions received for graduating-student scholarships from \$12,000 for 2014 to \$16,000 for 2015.
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**Q12: Describe any unintended positive outcomes as a result of the efforts supported by this grant.**

- A. The highly uplifting weeklong experiences gained by the four ACE Mentor students who attended the weeklong ACE California Summer Camp at San Diego State University were unexpectedly beneficial. All four returned for their senior year to become leaders within their ACE groups and to display much more positive attitudes and optimism about their future careers in ACE career fields. We intend to support at least six students for 2015 ACE California Summer Camp at Sacramento State.
- B. As a direct result of the interactions among the ACE students during ACE Team meetings and team projects, newly formed friendships have led to unintended but positive, collegial social behaviors and worthwhile group interactions which go beyond the ACE activities. This was a prominent outcome among the Etiwanda HS ACE students and was also noted among the students at the other two schools.
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**Q13: Briefly describe the impact this grant has had on the organization and community served.**

Our "organization and community" comprise (a) the three Inland Empire high schools where ACE Mentor operated this year; (b) the students in the ACE Program, and (c) their families. Secondly, our broader community involves (d) those STEM-related firms in the design and construction industry whose volunteers are the core resource in the Program and whose future recruiting will benefit from their visible engagement in ACE Mentor.

(a, b) The primary impacts on students are recorded in responses 9, 11 and 12 above.

(c) Regarding the students' families, our ACE Mentor volunteers consistently receive voluntary, positive feedback from parents citing the beneficial influence that their ACE experience has had on their daughters' and sons' maturing and learning. Parents' deeply-felt appreciation is a genuine reward that helps fuel our volunteer mentors' continued dedication to serving the ACE Program.

(d) We have no experience to date with volunteer firms' recruiting benefits, since our ACE Inland Empire Affiliate is only three years young. However we confidently expect that Inland Empire architecture, construction, and engineering firms will experience future recruiting benefits from ACE graduates, just as have the many, many firms engaged with the other 40 ACE Affiliates in the nation over the past 20 years.

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**Q14: Please provide a brief narrative on how the funds were used to fulfill grant objectives.**

Supporting this narrative is our ACE Mentor Inland Empire 2014 Annual Report, copies of which are being mailed to The Community Foundation.

As described in our Proposal, our objectives for utilizing TCF grant funds for the grant period were to (1) support student team presentations, family night events, recognition items, and program insurance, in order to (2) leverage our major fundraising for student scholarships through corporate contributions from industry firms. Our actual expenditures of S.L. Gimbel funds were:

- Student Presentation Night and Graduation Event: \$3,037
  - Student Summer Camp stipends 3,000
  - Administrative, overhead, program insurance 2,351
  - Recognition items 612
- TOTAL: \$9,000

Total of all ACE-IE organizational expenditures, May 1, 2014 – April 30, 2015 = \$21,964.  
Note that administrative and overhead expenses amounted to 10.7% of total expenditures.

A related, noteworthy fact is that during the period April 1, 2014 through March 31, 2015 our Board raised \$21,500 in industry contributions from architectural, construction and engineering firms and individuals in the Inland Empire region, all of which will go for scholarship awards to ACE students.

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**PAGE 4: Success Stories**

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**Q15: Please relate a success story:**

A notable success story from one high school's ACE Mentor Team is Maria \_\_\_\_\_. Beginning the 2013 school year she was a shy, quiet young lady who would not make eye contact when spoken to and was hesitant to take part in any group interaction. Through the team exercises, guest speakers, field trips, and interaction with the mentors she gradually gained some confidence, and fortunately was chosen to attend ACE Mentor Summer Camp at San Diego State University in the summer of 2014. She returned for the 2014-2015 school year with strong new confidence and direction in her future. She now knows she can and will succeed in a college setting, wants to pursue an architectural degree, and is determined to do so.

Maria has taken a leadership role in our ACE Mentor group activities and project development during the 2014-2015 school year. An anecdote that illustrates this confidence was during an intro-to-engineering class early this year. The class and teacher were stumped as to how to perform a certain function in the Revit 3D computer program. Maria sent a text to one of her ACE Summer Camp counselors, a professor at SDSU, asked him for help, and within 15 minutes she was explaining to her teacher and the class how to perform that Revit 3D computer function

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**Q16: Please relate a success story here:**

At a second high school, the entire ACE team of ten students is a success story. This year the mentors walked students through the design phase and build phase for a full-size, timber-frame shed. At the first of the school year most students didn't know what a stud was or even how to read a tape measure. On the day in February that actual construction started, the students lacked confidence in what they were expected to do.

Now, three months later, the students have framed a floor, four walls complete with a door opening and two window openings and a single slope roof. They can read framing plans and are they are newly confident in making measurements. Each of these students has gained strong confidence and they have learned, firsthand and well, the basic components of a simple building and how a team can come together to accomplish it.

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**Q17: Please relate a success story here:**

Among the ACE Mentor students in the third high school's team is Mario \_\_\_\_\_, who comes from a tough home and who, at the beginning of the year, had the attitude and behavior of a "loner." Through his steady participation and growth in the ACE meeting experiences over the Team's 14 sessions, Mario has gained in maturity and respect and has emerged as a leader within the team.

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**PAGE 5: Organizational Information**

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**Q18: Which category best describes the organization.** Youth Development  
**Please choose only one.**

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**Q19: What is the organization's primary program area of interest?** Education

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**Q20: Percentage of clients served through grant in each ethnic group category. Total must equal 100%**

African American	5
Caucasian	15
Hispanic Latino	70
Other	10

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**Q21: Approximate percentage of clients served from grant funds in each age category.**

Youth ages 13-18	100
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**Q22: Approximate percentage of clients served with disabilities from grant funds.**

No clients served with disabilities	0
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**Q23: Approximate percentage of clients served in each economic group.** *Respondent skipped this question*

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**Q24: Approximate percentage of clients served from grant funds in each population category.**

Students	100
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