

# #62

COMPLETE

**Collector:** Gimbel Foundat...nd Evaluation (Web Link)  
**Started:** Tuesday, March 15, 2016 10:29:30 AM  
**Last Modified:** Tuesday, March 15, 2016 11:08:03 AM  
**Time Spent:** 00:38:33  
**IP Address:** 108.47.94.178

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Page 1

**Q1** Name of your organization.

Bright Prospect

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**Q2** Grant #

20150043

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**Q3** Grant Period

March 1, 2015 – February 28, 2016

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**Q4** Location of your organization

City	Pomona
State	CA

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**Q5** Name and Title of person completing evaluation.

Beth Miller, Foundation Relations Manager

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**Q6** Phone Number:

(909) 452-3526

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**Q7** Email address.

Beth@brightprospect.org

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Page 2: Key Outcomes and Results

**Q8** Total number of clients served through this grant funding:

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**Q9** Describe the project's key outcomes and results based on the goals and objectives. Use the following format: State the Goal: State Objective 1: Describe the Activities, Results and Outcomes for Objective 1: State Objective 2 (if applicable): Describe the Activities, Results and Outcomes for Objective 2: State Objective 3 (if applicable): Describe the Activities, Results and Outcomes for Objective 3:

Bright Prospect's mission is to empower low-income, high potential students to gain admission to, succeed in, and graduate from four year-colleges and universities. This is accomplished by providing a comprehensive counseling and support system throughout their high school and college years. The program aims to break the cycle of poverty in our community by dramatically increasing college-going and graduation rates. With the grant of \$25,000 that we received from the S. L. Gimbel Foundation, Bright Prospect was able to provide crucial scholarship support to eight of our college students who attended high schools in San Bernardino County. The flexibility of the Foundation's scholarship grant allowed us to award funding to students in any year of college, in amounts that were determined based on our staff's analysis of the students' unmet needs. The scholarships ranged in amounts from \$500 to \$5,000, and averaged \$3,125.

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

Bright Prospect did not encounter any difficulties or obstacles specifically in attaining the stated goals and objectives for this grant. However, we have, and continue to, experience certain challenges in the overall administration of our scholarship program. One is that some colleges have not been awarding students' financial aid packages until mid- to late summer, which has been more of a problem than ever in the last several academic years, affecting at least approximately 25% to 30% of our matriculating or persisting college students. This delays our scholarship evaluation process because we require students' financial aid award information in order to make our award determinations. The delays have varied from school to school, even from student to student within same school. They have also occurred with private as well as public colleges.

A second challenge we have encountered is that the formulas used by most of the private colleges to calculate the costs of attendance, or resources available for our students, differ from our own formula, which means that the way in which they calculate the students' financial need also differs from ours. The difference is frequently the colleges' overestimation of what a student is capable of earning during the summer; we, on the other hand, are familiar with our students' challenges in even finding a job, or their need to contribute substantial portions of their earnings toward their families' household expenses. This can result in an institution regarding a student as having been over-awarded if they receive a Bright Prospect scholarship and our calculated cost of attendance is greater than the institution's, or the available resources are less. This happens primarily with colleges that claim to meet 100% of the students' financial needs.

A third challenge is ensuring that the students applying for Bright Prospect scholarships provide all of the required information and documents for the application process in a timely manner. Although we have an online application format, we still require hard copies of certain documents, which some of our students may overlook in the process. Our scholarship coordinator must then contact these students and attempt to ensure that they submit the information or documents as soon as possible. Some of these students encounter difficulties in completing the online application, such as not having access to a computer, which necessitates a parent bringing them to our office to complete the application. Students who must work may have schedules that preclude them from coming during our office hours to speak with our scholarship coordinator; some students do not know how to access certain information needed to complete the application process.

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**Q11** How did you overcome and/or address the challenges and obstacles?

Regarding the first challenge, our Scholarship Administrator typically has contacted the colleges' financial aid offices and advocates for speedy processing of our students' financial awards. About the second, our Scholarship Administrator has had to contact the financial aid offices to find out how they calculate their costs of attendance and make adjustments to our scholarships awarded, if necessary. It is possible to obtain the published costs of attendance for each college and university, which we will do for the next academic year's scholarship process.

Regarding the third, our Scholarship Administrator provides students with as many options as possible to make sure that he has all the required information; they can email it, send it through regular mail, or bring it to the office in person. They can always call, email, or make an appointment to meet with the Scholarship Administrator in order to obtain the help they need.

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**Q12** Describe any unintended positive outcomes as a result of the efforts supported by this grant.

One Bright Prospect student, Brian Wright, was almost finished with the program at Cal State Fullerton for his Bachelor's degree in Radio, TV and Film. He needed to complete one more quarter of classes for his degree, but did not have the funds to cover it. His scholarship from the Foundation enabled him to finish the fall 2015 quarter and obtain his degree.

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**Q13** Briefly describe the impact this grant has had on the organization and community served.

With the continued increases in college tuition, fees, and attending expenses, our college students are finding themselves continuously challenged to stay in school and not lose their momentum by taking time off to work, or dropping out altogether. The scholarship funding that we receive, including this grant from the S. L. Gimbel Foundation, makes a significant difference in our students' ability to reach graduation. Scholarship funders intend for their grants to result in students graduating from college, rather than dropping out; combined with Bright Prospect's supportive programming, our students are more likely to graduate. Additionally, our receipt of the Foundation's support strengthens our requests to other foundations new to us, as it lends us more credibility.

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Page 3: Budget

**Q14** Please provide a budget expenditure report of the approved line items. Include a brief narrative on how the funds were used to fulfill grant objectives.

With the grant from the S. L. Gimbel Foundation for scholarships to Bright Prospect students, eight of our students were able to complete their academic years in good standing, with those in their senior year on track to graduate. We had originally anticipated providing scholarships to approximately 16 students. However, we awarded scholarships to the eight students from the Foundation's grant because we were not able to fulfill their financial needs from any of our other scholarship funding sources.

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Page 4: Success Stories

**Q15** Please relate a success story:

Claudia Velasquez is a senior at University of La Verne, majoring in math and minoring in education, who will graduate this spring. In addition to going to school full-time, she also works full-time to meet her expenses. She also mentors a middle-school student two hours a week, a result of Bright Prospect's encouragement to give back to the community. She wants to be a teacher, but will first take the CBEST and apply to substitute teach to see if she wants to continue with it. The middle child in her family, she is the first to go to college.

A separate list of scholarship recipients from the Foundation's grant, indicating the amounts expended for each student from the grant, and providing some information about the students' achievements, has been emailed separately to grant-info@thecommunityfoundation.net.

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

Cristina Guzman Creano, a 2013 graduate of Ontario High School, is a junior this year at Cal State Fullerton. Originally a Psychology major, she switched to Humanities, which she enjoys much more. She is currently involved in Hermanas Unidas, a community service club for Latina students. She is also an intern for the Esperanza Scholarship Foundation Dollars for Scholars.

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

Respondent skipped this question

Page 5: Organizational Information

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

Respondent skipped this question

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

Respondent skipped this question

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

Respondent skipped this question

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

Respondent skipped this question

**Q22** Approximate percentage of clients served with disabilities from grant funds.

Respondent skipped this question

**Q23** Approximate percentage of clients served in each economic group.

Respondent skipped this question

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

Respondent skipped this question