



Office of Statewide Health Planning and Development

Healthcare Workforce Development Division
400 R Street, Suite 330
Sacramento, California 95811-6213
(916) 326-3700
Fax (916) 322-2588
www.oshpd.ca.gov



Attachment to FAQs Question #33

Response to Request for Information Regarding RFA #06-7013

**Mini- Grant Recipient: Regents of the University of California
(San Francisco Campus) Doctors Academy Health
Professions Preparatory Program**

**Award Category D: Case Management for Students -
SAT Course for Health Professionals Pipeline Students**



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Application in Response to RFA #06-7013

**Mini- Grant Recipient: Regents of the University of California
(San Francisco Campus) Doctors Academy Health
Professions Preparatory Program**

**Award Category D: Case Management for Students -
SAT Course for Health Professionals Pipeline Students**

UNIVERSITY OF CALIFORNIA, SAN FRANCISCO

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OFFICE OF SPONSORED RESEARCH
CONTRACTS AND GRANTS
3333 CALIFORNIA STREET, SUITE 315
SAN FRANCISCO, CALIFORNIA 94118
OFFICE: (415) 476-2977
FAX: (415) 476-8158
<http://www.research.ucsf.edu/cg/index.htm>

May 24, 2007

Felicia M. Borges
Program Coordinator
Office of Statewide Health Planning
1600 9th Street, Room 440
Sacramento, CA 95814

Dear Ms. Borges:

We are presenting for your review a request for support of the following project:

PROJECT TITLE: Case Management – SAT Prep Course for Health Professionals Pipeline Students (Response to HWCDD/HCTP RFA #06-7013)

PRINCIPAL INVESTIGATOR: Katherine Flores, M.D.

TYPE OF PROPOSAL: New Training Contract

INDIRECT COST: 25% Total Direct Cost

Should this project be awarded, the contract terms and conditions under this project shall be according to the UCSF/State of California negotiated boilerplate agreement. The contract shall be generated in the name of The Regents of the University of California.

Your favorable consideration will be appreciated.

If you have any questions, please contact me at 415-502-3522, or by email at michael.spears@ucsf.edu.

Kind regards,


Michael Spears
Senior Contract Analyst
Office of Sponsored Research
Contracts and Grants

Enclosures



Fresno Medical Education Program

Latino Center for Medical
Education and Research

550 East Shaw, Suite 210
Fresno, CA 93710

tel: 559-241-7670
fax: 559-241-6585

email:
latino@ucsfresno.edu

May 18, 2007

Felicia M. Borges
Program Coordinator
Office of Statewide Health Planning and Development
1600 9th Street, Room 440
Sacramento, CA 95814

Dear Ms. Borges:

We are pleased to submit a proposal to the Office of Statewide Health Planning and Development. We share in your mission to increase and diversify our healthcare workforce. In doing so, we seek to improve the health of all Californians and have focused our program in developing a comprehensive health professions pipeline that focuses on disadvantaged students. It is our hope that we can positively impact the communities of need in the Central Valley by growing a cadre of culturally competent and linguistically proficient providers. We are requesting \$5,000 for the case management for students for the Doctors Academy Health Professions Preparatory Program. The academy programs at these three sites comprise the high school segment of our health professions educational pipeline program for underrepresented students interested in the field of health and medicine.

Please refer to the enclosed proposal and its supporting documentation. You may contact Mark Aguilar, Administrative Analyst, or me should you have any questions regarding this request. Thank you for your consideration.

Sincerely,

A large black rectangular redaction box covering the signature of Katherine A. Flores.

Katherine A. Flores, M.D.
Director

KF:bd

Enclosure

**Office of Statewide Health Planning and Development
Mini-Grant Application: Case Management for Students**

TABLE OF CONTENTS

	Page
Cover Letter _____	1
Table of Contents _____	2
Five page Application Packet	
Summary _____	3
Application Form _____	4-5
Budget _____	6
Technical Proposal _____	7-10
Letters of Support _____	11-12

SUMMARY

A. Summary of Award Category Application: Case Management for Students.

This proposal is for direct and indirect program support for the case management of at least 30 underrepresented student participants in the Sunnyside High School Doctors Academy program who are pursuing careers in health and medicine. The program is a component of the education pipeline program under the auspices of the University of California San Francisco Fresno Latino Center for Medical Education and Research (LaCMER), who in collaboration with educational and community partners, has successfully developed and implemented a longitudinal educational pipeline program designed to address the lack of linguistically and culturally competent health care professionals in the Central San Joaquin Valley of California.

B. Purpose and Program Objectives

The purpose of the following objective is to increase the diversity of the healthcare workforce by providing educational services to 11th grade Doctors Academy students enrolled in Sunnyside High School. The proposed intervention of a SAT preparatory course for each student will help to improve their ability to improve their college admission test scores. The objective is as follows:

1. Assure that all students in the 11th grade cohort of our Doctors Academy program who participate in the SAT preparation will attain more competitive test scores for admission in to college.

C. Types of Students

All program participants are from disadvantaged groups where low scholastic performance, low standardized test scores, poverty, and low rates of high school completion and college enrollment are norm.

D. Facilities

The administrative oversight and operation of program planning and development will take place at the University of California San Francisco Latino Center for Medical Education located in Fresno. The day-to-day implementation of activities will take place at Sunnyside High School located in Fresno Unified School District.

E. Schedule

Notice of Intent to Award	June 1, 2007
Proposed Start Date of Agreement	June 24, 2007
Begin Fall SAT Test Preparation Course	August 27, 2007
OSHPD Progress Report Due	November 16, 2007
Begin Spring SAT Test Preparation Course	January 22, 2008
OSHPD Final Report Due	May 23, 2008
OSHPD Final Date of Contract	June 30, 2008



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Attachment to FAQs Question #33

Progress Report for RFA #06-7013

**Mini- Grant Recipient: Regents of the University of California
(San Francisco Campus) Doctors Academy Health
Professions Preparatory Program**

**Award Category D: Case Management for Students -
SAT Course for Health Professionals Pipeline Students**

APPLICATION

1. Program Award Category Case Management for Students
2. Applicant Organization (name and address)
Regents of the University of California
3333 California Street, Suite 315
San Francisco, CA 94148
3. Program Director
- A. Name Katherine Flores, MD
- B. Mailing address 550 E. Shaw Avenue, Ste. 210
Fresno, CA 93710
- C. Highest Degree M.D.
- D. Position Title Director
- E. Department UCSF Fresno
- F. Major Subdivision Latino Center for Medical Education & Research
- G. Telephone (559) 241-7670
4. Contract Coordinator
- A. Name Mark A. Aguilar
- B. Mailing Address 550 E. Shaw Avenue, Ste. 210
Fresno, CA 93710
- C. Telephone (559) 241-7670
5. Types of student population (check as applicable)
- High School Undergraduate _____ Medical _____ Nursing _____
- Allied Health _____ Graduate _____ Dental _____ Public Health _____
- Other _____
6. Previous federal or state funding
- State of California _____ Year _____ Award Amount _____

Federal Programs HCOP Year 2006-2007 Award Amount \$ 229,035.00

7. Federal Employer Identification Number (FEIN) 77-0478025
8. Type of organization: Private nonprofit Private Profit Public
9. Official authorized to sign for applicant organization.

Joan Kaiser, Director (415) 476-2977
(Print or type name, title, and telephone number)

10. Program Director assurance: I agree to accept responsibility for the completion of the project and to submit the required progress reports if an award is made as a result of this application.

Signature of person named in Item 3.a. 
Katherine Flores, MD

Date: _____

11. Certification and acceptance: Statement of Compliance: The prospective applicant's signature affixed hereon and dated shall constitute a certification, under the penalty of perjury under the laws of the State of California, that the applicant has, unless exempted, complied with the nondiscrimination program requirements of Government Code Section 12990 (a - f) and of Title 2, California Code of Regulations, Section 8113. See State Contracting Manual, Chapter 4.

Signature of person named in Item 9 (above) 

Title: Director Date:  Joan Kaiser
MAY 23 2007

Budget - Proposed Expenses:

1. Personnel Contributions		
	Time/Effort	Salary (Value)Total
Subtotals:		

2. Consultant Costs			
Name/title of position	Time/Rate	Travel/Per diem	Compensation Total
Subtotals			
Consultant Total			\$

3. Equipment: (Itemize presentation materials or training equipment to be used, leased, or time-leased for the activities).

4. Supplies: (Itemize by Category)

5. Staff Travel

6.

7. Other Expenses (Itemize)	SAT Prep course	\$4,000
	University Indirect @25%	\$1,000

Total cost/value of Categories one (1) and two (2)

Total of Categories three (3) through six (6). \$5,000

Direct cost of entire proposed project period (Categories one (1) through six (6)) \$5,000

Title: The Health Careers Training Program Mini-Grant - Case Management for Students

Background/Statement of Problem

The University of California, San Francisco (UCSF), Fresno Latino Center for Medical Education and Research (LaCMER), in collaboration with multiple partners, has successfully developed and implemented a comprehensive educational pipeline program designed to address the under-representation of health care professionals in the Central San Joaquin Valley (Central Valley) of California. The mission of the LaCMER is to target students from disadvantaged backgrounds to receive services that will prepare them to become health professionals by assisting them to acquire the academic skills necessary to succeed in a health career course of study. Focus is also given to student community exposure through service learning involvement with the expectation that they will eventually provide culturally competent health care services to the medically underserved in the Central Valley. This proposal is seeking funding to expand our successful program interventions implemented during the past decade. Our request provides a description of intervention strategies that have proven successful among our targeted student population in the Fresno Unified School District, which serves a significant number of economically and educationally disadvantaged minority students. By design, longitudinal interventions of this nature require many years for their impacts to be measured. Yet, measurements of intermediate objectives provide ample evidence from those who have graduated from our program at Sunnyside High School (SHS) Doctors Academy (DA) during the past six years, demonstrating success of our interventions. All 126 of our graduating seniors in 2003, 2004, 2005 and 2006 were admitted into four-year universities. This success can be attributed to a thoughtfully planned program designed by experienced educators and health care professionals, using a model anchored on sound pedagogical foundations. LaCMER staff has translated this knowledge into lessons-learned from our program components that are crafted together along an escalating pipeline, beginning with middle school students through the preparation of baccalaureate level college students for entry into schools of medicine or into other health professions.

The Latino Center for Medical Education and Research. LaCMER was established in 1996 as an entity of the UCSF-Fresno Medical Education Program (MEP). The mission of LaCMER is to create programs to diversify the health professional workforce in the Central San Joaquin Valley to reflect the diverse demographic characteristics of the region's population. A partnership governance structure was formed, titled the Partnership for Health Professions Education (PHPE) Council. This body was, and continues to be, instrumental in providing guidance for the development and implementation of our Doctors Academy (DA) program at one Fresno Unified high school site, Sunnyside High School. The PHPE Council serves as a mechanism for a shared multi-institutional voice for implementing best known intervention practices designed to improve the scholastic achievement for selected high school students, most of whom come from economically and educationally disadvantaged backgrounds. The PHPE Council, comprised of numerous regional educational and health care institutions

meets bi-annually, serves as an oversight body to provide guidance and counsel to the LaCMER Director, and to share resources in support of the services offered to students participating in our program.

Numerous demographic indicators associated with poor health outcomes for Central California residents show they face greater risks compared to other parts of the state. Among those whose socio-economic status places them at greatest risk are Latinos and others from disadvantaged backgrounds. Even when compared to Latinos state-wide, those in Central California are 50 percent more likely to be poor, have lower years of schooling, and are more likely to be immigrants with limited English language proficiency. They are also more concentrated in low wage labor markets such as farm labor and the service sectors than other groups. Population changes during the past decade show that the number of Latinos is increasing at rates far exceeding all other groups. Associated with this emerging population of new Californians is the concern that a substantial portion will have limited access to health care, and to culturally and linguistically competent health care providers.

The inequities and health care disparities in the United States are largely found among persons of low socioeconomic status. Within that stratum, ethnic minorities are over-represented in the Central Valley where persons from those backgrounds now constitute the majority of the population. Included in these groups are Latinos (mostly of Mexican origin), Southeast Asian (Hmong, Cambodian and Lao) and to a lesser extent, African Americans. While African Americans and Latinos make up at least 40 percent of the state's population, only 5 percent of the physicians are represented by persons from these backgrounds.

Problem to be Resolved. Takers to prepare for the examination. Included in the assistance to students will be test materials to be given to each of the forty students. Students enrolled in the DA at Sunnyside High School mirror the same backgrounds described above. High school graduation rates hover around fifty percent among underrepresented minorities (URMs) in the Fresno Unified School District. Among those who do complete high school, only about half enroll in college; mostly into community colleges. This proposed intervention is to offer SAT preparation to forty 11th grade DA students in order that they may attain higher and more competitive scores for admission into college. The preparation sessions will focus upon two components of the SAT: math and verbal skills. Support from OSHPD will be used to contract with a proprietary testing service with expertise on assisting test. One of the barriers to enrolling in college in preparation for a career in health is admissions criteria including test scores. Generally, URMs score significantly below White students in the Scholastic Achievement Test (SAT).

Proposed Program Meets HWCDD/HCTP Objectives. This proposal aims to increase the diversity of the healthcare workforce by providing educational services to 11th grade DA high school students enrolled in the Sunnyside High School. All of the students to receive the SAT preparation are from educationally or economically disadvantaged backgrounds. The proposed intervention will help to improve our DA students' ability to

improve their test scores they will submit with their college applications. There is evidence that educational pipeline programs addressing the educational learning needs of students from disadvantaged backgrounds are successful interventions for narrowing healthcare workforce disparities. Our eight year experience at the Sunnyside High School DA has been very successful with 100 percent of all program students graduating from high school and gaining admission into colleges and universities. The notion of exposing students from target populations to an accelerated college preparatory curriculum is imbedded in our strategy to make them “college ready” and to help them succeed as students in pursuit of health careers. The approach followed by LaCMER also includes modifying school curriculum, teacher training, and close monitoring of the participating students.

Objective: SAT Preparation. *Assure that all students in the 11th grade cohort of our DA program who participate in the SAT preparation will attain more competitive test scores for admission into college.*

Since the inception of the DA eight years ago, all students who completed our program have been admitted by colleges and universities. The majority of our graduates enroll in four-year institutions in California and out of state as well. Less than 10 percent of our students enroll in a community college even though they too were accepted by four year colleges. Twenty-eight of the 32 graduating 2006 DA class applied to and were accepted into a University of California campus. This represents 87 percent of the DA class 2006 cohort of 32 students. In comparison, only 15 percent of the total graduating senior class at Sunnyside High School was accepted by a University of California campus.

OSHPD funding will help us maintain this high rate of college acceptance of our program students by selective institutions by supporting our SAT preparation program. The support will be directed to our 11th grade cohort of DA students as they prepare to apply to college during the fall and winter of 2007 – 2008 scholastic year.

Activities to be Accomplished Through Support of Proposed Program.

The support requested in this proposal will be dedicated to the direct activities associated with providing instruction, exercises, and review of SAT type questions. All of the preparation for the exam will be conducted by the AVID classroom instructor at no additional cost to the program. The organization, implementation, and oversight of the test preparation activities will be carried out by the LaCMER Program Coordinator assigned to the high school.

Rationale

A major barrier for enrollment into colleges and universities by URM students is the admissions tests required by these institutions. An important criteria used for admission is the SAT scores of applicants. Therefore, in order to help our targeted students to overcome this barrier, the test preparation plan described in this proposal will be provided.

Methodology

The interventions described in the program objective and activities will be offered to all 11th grade students enrolled in our DA program at Sunnyside High School. LaCMER staff will oversee the SAT preparatory program that will be offered to the students at the high school site. A private proprietary firm with experience in working with students to increase their test scores will be contracted to conduct the actual instruction. All of the 11th grade cohort will participate in the training over a period of two months totaling approximately 20 hours during the Spring 2008 school term. The SAT prep sessions will be conducted during the AVID class in which all students are enrolled. At the start of the training, a pre-test will be administered followed by a post-test at the end of the training to provide each student with a diagnostic view of his or her strengths and areas needing improvement.

Target Student Population

At least 40 economically or educationally disadvantaged 11th grade students enrolled in the DA will participate.

Time Plan

This SAT prep training will be conducted in August, 2007 for the October test date and in January, 2008 for the March test date.

Management Plan

Under the direction the LaCMER Program Coordinator and cooperation of the AVID classroom teacher at Sunnyside High School, the SAT prep will be offered during regular school hours at the school site.

Evaluation

The efficacy of the SAT prep course will be evaluated by the test score gains between the pre- and post-tests for each student and for the group overall. In addition, students will be asked to evaluate their experience at the end of the training. The AVID teacher will be interviewed by the LaCMER Program Coordinator to obtain her assessment about the training and the value added to the students' preparation for the actual test that will be used as part of the admissions criteria.



Fresno Medical Education Program

Latino Center for Medical
Education and Research
550 East Shaw, Suite 210
Fresno CA 93710

tel: 559-241-7670
fax: 559-241-6585

October 30, 2007

Felicia M. Borges, Program Coordinator
Health Careers Training Program
Healthcare Workforce Development Division
Office of Statewide Health Planning and Development
400 R St. Room 330
Sacramento, CA 95811

Dear Ms. Borges,

Please find enclosed our progress report for the Doctors Academy Health Professions Preparatory Program Contract number 06-7435 for the period of June 24, 2007 through November 6, 2007. We are pleased with our progress to date and are excited about continuing our work to assist our students with their academic preparation on their journey to health professional school.

If you have any questions, please call me at (559) 241-7650.

Sincerely,

A black rectangular redaction box covering the signature of Katherine Flores.

Katherine Flores, MD, Director
Latino Center for Medical
Education and Research

OSHPD

UCSF Fresno Latino Center for Medical Education and Research

Doctors Academy Health Professions Preparatory Program

Agreement Number 06-7435

\$5,000 for SAT Prep course participants

- 1) Create and provide program to assess and fund the supportive services or programs lacking resources for disadvantaged student groups
- 2) Maintain a minimum of 30 enrollees per program/course

In April 2007, University of California San Francisco (UCSF) Fresno Latino Center for Medical Education and Research (LaCMER) was awarded funding support to provide a Student Achievement Test (SAT) preparatory course to Sunnyside High School Doctors Academy for 36 11th grade students. On August 28, 2007, LaCMER and Sunnyside High School Principal and DA teaching staff met with a private vendor, The Princeton Review, to discuss a Standard Admissions Tests (SAT) preparatory course curriculum.

The Princeton Review submitted a proposal on September 19. The proposal was accepted and the 24 hour SAT prep course is scheduled to begin in February 2008.

The course will offer:

- Two instructors
- 24 hours of instruction, plus 4 full length proctored tests
- 24 hour access to an online student center
- Computer generated score reports that include a "live-grader" online essay grading tool for each diagnostic exam
- An improvement analysis of the class
- Collaborate with Sunnyside DA teachers in homework assignments.
- Sunnyside will provide a class period for the 24 hours of instruction
- Sunnyside will provide school time and use of their facilities for the 4 full length proctored tests

The outcomes of the course will be addressed in our next report.



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Attachment to FAQs Question #33

Final Report for RFA #06-7013

**Mini- Grant Recipient: Regents of the University of California
(San Francisco Campus) Doctors Academy Health
Professions Preparatory Program**

**Award Category D: Case Management for Students -
SAT Course for Health Professionals Pipeline Students**



Fresno Medical Education Program

**Latino Center for Medical
Education and Research**

550 East Shaw, Suite 210
Fresno, CA 93710

tel: 559-241-7670
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email:
latino@fresno.edu

May 20, 2008

Felicia M. Borges
Program Coordinator
Office of Statewide Health Planning and Development
400 R Street, Room 330
Sacramento, CA 95811

Dear Ms. Borges,

Please find enclosed our final progress report for the Case Management – SAT Prep Course for Health Professions Pipeline Students grant #06-7435 for the period of November 6, 2007 through May 20, 2008. The grant allowed us to better prepare our students to enter a four-year University and then continue on to a health professions school.

You may contact Bertha Dominguez, Director of Education or myself at (559) 241-7670 should you have any questions.

Sincerely,

A black rectangular redaction box covering the signature of Katherine A. Flores.

Katherine A. Flores, M.D.
Director
Latino Center for Medical Education and Research

cc: enclosures

OSHPD
UCSF Fresno Latino Center for Medical Education and Research
Doctors Academy Health Professions Preparatory Program
Agreement Number 06-7435
\$5,000 for SAT Prep course participants

Objectives:

- 1) Create and provide program to assess and fund the supportive services or programs lacking resources for disadvantaged student groups**
- 2) Maintain a minimum of 30 enrollees per program/course**

In April 2007, the University of California San Francisco (UCSF) Fresno Latino Center for Medical Education and Research (LaCMER) was awarded funding support by OSHPD to provide a Student Achievement Test (SAT) preparatory course to Sunnyside High School Doctors Academy (DA) for 34 11th grade students. On August 28, 2007, LaCMER and Sunnyside High School Principal and DA teaching staff met with a private vendor, The Princeton Review (PR), to discuss a Standard Admissions Tests (SAT) preparatory course curriculum. The PR submitted a proposal on September 24, 2007. The proposal was accepted and a 24-hour SAT prep course for 34 11th grade DA students was implemented in January 2008. PR administered a pre-test on January 11, 2008. A post-test was conducted on February 23, 2008, at the conclusion of the course. The final course hours were extended to 26.5 hours in order to ensure a thorough review of the course content. The results are outlined in this report. The students' SAT exam scores will not be available until after June 1, 2008, and will not be reflected in this report.

The SAT prep course provided:

- One instructor
- 26.5 hours of instruction, plus 3 full length proctored tests
- 24-hour access to an online student center
- Computer generated score reports that include a "live-grader" on-line essay grading tool for each diagnostic exam
- An improvement analysis of the class
- Collaboration with Sunnyside DA teachers in homework assignments.

Sunnyside provided a class period for the 24 hours of instruction

Sunnyside provided school time and use of their facilities for the 3 full length proctored tests

Eligibility:

Sunnyside High School 11th grade students are participants of the SAT preparation course and are selected for admission into the program prior to their 9th grade year. During their 8th grade year, students must apply and compete to enter the program. Applicants who are educationally or economically disadvantaged; have a grade point average of 2.8 or higher; and, who express an interest in pursuing a health degree

program are eligible for participation, if selected, into the Doctors Academy program. For purpose of program eligibility, an applicant is considered educationally disadvantaged if he or she is the first in the immediate family to pursue a bachelor's degree or higher. An applicant is considered economically disadvantaged if he or she is eligible for the Free and Reduced Lunch Program (Title I services).

Recruitment and Outreach:

Doctors Academy recruitment and efforts to outreach to rural/underserved areas and to specific disadvantaged groups begins in the fall preceding the academic year of entry. An information night is held at Sunnyside High School. Fresno County and Fresno Unified School District middle school students and parents are invited. A media release is generated and the informational meeting is listed in the local newspaper, Fresno Bee, as a public announcement. Announcements are also mailed to each Fresno County and Fresno Unified middle school. In addition, Sunnyside High School and LaCMER staffs participate in district-wide recruitment fairs. Outreach efforts to rural areas are conducted by LaCMER staff. LaCMER staff recruits at Fresno County rural middle schools and provides in-class or after-school campus-wide presentations. Doctor Academy students or alumni frequently participate as recruiters at such events. In an effort to increase the number of under-represented males in our program, a strategic effort is made to include male students or alumni as student recruiters. Program publications and brochures portray a student body reflective of our target population.

Class list:

Please refer to the appendices for the class list of the 34 11th grade Doctors Academy students who participated in the spring 2008 SAT prep course.

Evaluation, Analysis and Outcomes:

The Princeton Review testing service was contracted to conduct a SAT preparation course in order to help students improve their test scores required for application and admission into college. The course consisted of 26.5 hours of instruction which was offered during 15 classroom sessions beginning on January 11, 2008 and ending on February 28, 2008. There were 13.5 hours spent on proctored testing during 3 days in a simulated actual test setting and conditions. The grant support for the SAT preparation course enrolled 26 students who took the test before and after the course generating net score gains, or in a handful of cases, net score loss. These pre-post test administrations were done to evaluate the value of the course instruction, which is specifically designed to increase test performance. Eight other students in our program failed to take either the pre or the post test and therefore are not included in the evaluation. All instruction and test administrations were done at the Sunnyside High School campus.

The outcome of the course is demonstrated in pre- and post-test scores outlined below:

DOCTORS ACADEMY SAT PREP COURSE	Pre Test (01/11/08)				Post Test (2/23/08)				Pre- & Post-Test Differential
	Name	Math	Lang	Writing	Total	Math	Lang	Writing	
[REDACTED]	380	320	390	1090	410	330	450	1190	100
[REDACTED]	430	430	390	1250	460	470	570	1500	250
[REDACTED]	380	460	520	1360	510	470	600	1580	220
[REDACTED]	380	280	480	1140	420	370	440	1230	90
[REDACTED]	590	620	620	1830	600	640	600	1840	10
[REDACTED]	370	340	350	1060	480	360	400	1240	180
[REDACTED]	410	380	490	1280	470	310	480	1260	-20
[REDACTED]	440	490	510	1440	480	550	570	1600	160
[REDACTED]	340	380	450	1170	390	430	500	1320	150
[REDACTED]	370	330	430	1130	450	320	470	1240	110
[REDACTED]	370	360	440	1170	350	310	480	1140	-30
[REDACTED]	460	460	520	1440	450	490	490	1430	-10
[REDACTED]	450	510	570	1530	480	550	600	1630	100
[REDACTED]	260	250	400	910	470	490	500	1460	550
[REDACTED]	370	380	410	1160	410	410	440	1260	100
[REDACTED]	330	310	420	1060	350	450	500	1300	240
[REDACTED]	410	460	490	1360	460	450	440	1350	-10
[REDACTED]	580	570	540	1690	620	550	540	1710	20
[REDACTED]	360	270	400	1030	290	330	430	1050	20
[REDACTED]	520	600	550	1670	560	570	640	1770	100
[REDACTED]	370	380	370	1120	380	360	440	1180	60
[REDACTED]	460	570	630	1660	480	540	640	1660	0
[REDACTED]	330	320	400	1050	460	320	420	1200	150
[REDACTED]	480	420	440	1340	520	540	540	1600	260
[REDACTED]	430	380	400	1210	460	330	410	1200	-10
[REDACTED]	520	520	490	1530	580	510	540	1630	100
Average Total Score	10790	10790	12100	33680	11990	11450	13130	36570	2890
Average Score	415	415	465	1295	461	440	505	1407	111

Did Not Take Either Pre- or Post-Test	Math	Lang	Writing	Total	Math	Lang	Writing	Total	Pre- & Post-Test Differential
	0	0	0	0	450	750	490	1690	<i>Inconclusive</i>
	420	370	470	1260	0	0	0	0	<i>Inconclusive</i>
	450	420	470	1340	0	0	0	0	<i>Inconclusive</i>
	460	280	0	740	0	0	0	0	<i>Inconclusive</i>
	320	370	450	1140	0	0	0	0	<i>Inconclusive</i>
	320	420	440	1180	0	0	0	0	<i>Inconclusive</i>
	450	400	540	1390	0	0	0	0	<i>Inconclusive</i>
	0	0	0	0	530	400	510	1440	<i>Inconclusive</i>

Pre and Mid or Post-course Self Assessment Results:

Overall, students improved an average of 50 in Math, 29 points in Reading and 34 points in Writing with a total mean improvement score of 111 points. The mean pre-test score was 1295 and a mean post test score of 1407. All students received free College Admissions posters, books and pamphlets for all counselors in the program.

Student Evaluation of the Program:

Students were asked to evaluate the course experience on the final test day with 30 (88%) of the 34 students completing the evaluation of three areas: Overall Impression of the course; the Instruction, and; whether or not they would recommend the course to others. On the first measure, students gave an average evaluative score of 3.4 on a 4.0 scale with 4 indicating the highest possible positive response. On the second item, an average score of 3.7 was given on the same scale, and a 3.8 on the third item.

Copy of the core program material, including presentation material:

The Princeton Review (PR) provided students with the following materials during the six-week course. Please refer to the appendices for a copy of the Princeton Review SAT preparation course manual.

- 34 SAT manuals "Beat the SAT" copyright 2006 created and published by The Princeton Review
- Vocabulary flashcards of the 150 most widely used SAT words
- 102 Practice Tests and Scantron Exams
- Computer generated score report that includes "live grader" technology for scoring student essays
- Online Student Center- personalized profile for each student.

Course Attendance Records

Please refer to
 appendices

FINAL EXPENDITURE REPORT
OSHPD
UCSF Fresno Latino Center for Medical Education and Research
Doctors Academy Health Professions Preparatory Program
Agreement Number 06-7435
Amount Funded: \$5,000

	<i>Budget</i>	<i>Expenses</i>
1. Personnel Contributions		
2. Consultant Costs		
3. Equipment		
4. Supplies		
5. Supplies		
6. Staff Travel		
7. Other Expenses		
SAT Prep Course	\$ 4,000	\$ 4,000
	\$ 1,000	\$ 1,000
Total	\$ 5,000	\$ 5,000