Department of Pipeline and School Partnership Programs

ANNUAL REPORT
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From the Executive Director

From the Department of Pipeline and School Partnership Programs, we want to thank everyone for their support. Thank you for your contributions and commitment to the youth we serve in the communities surrounding Charles R. Drew University of Medicine and Science.

We’d like to especially acknowledge the leadership of our university. President Dr. David M. Carlisle, Executive Vice President and Provost Dr. Steve O. Michael, and Pipeline Steering Committee Chair Dr. Eleby R. Washington have been instrumental to the success of our program.

We also wish to acknowledge the members of the Pipeline Steering Committee, Senior Vice President Minniefield and the Office of Strategic Advancement, and Perrilla Johnson-Woodard and the Office of Sponsored Programs for their unwavering support and dedication. We are also grateful to the College of Medicine, led by Dean Dr. Deborah B. Prothrow-Stith, the College of Health and Science, led by Dean Dr. Hector Balcazar, and the Mervyn M. Dymally School of Nursing, led by Acting Dean Dr. Delia Santana for their contributions to our mission and to our community. The Division of Student Services and Office of Enrollment Management made the transition from High School to undergraduate education seamless for a few our Pipeline students, marking the second consecutive year that our Pipeline students transition to a CDU undergraduate program.

To all the parents, teachers, mentors, families and community stakeholders who support our efforts—we acknowledge your contributions that supported a productive learning community for underserved and marginalized youth. To the wonderful staff, Keonna Hardson-Simson, Kristiana Franklin, Karen Wade, Alexis Cabarga, Tamyra Fisk, Dyala Alameddine, and Anthony Reyes—thank you for your commitment to improving student experiences and outcomes.

Your hard work and dedication is appreciated.

Additional Acknowledgment

Thank you for your contributions and commitment to the Department of Pipeline and School Partnership Programs at Charles R. Drew University of Medicine and Science. For 40 years now, Pipeline Programs has been creating educational pathways for youth from pre-kindergarten 12th grade. In 2020—despite a global pandemic, our departments had many accomplishments and served youth from Orange County to Los Angeles to the San Gabriel Valley and beyond. In this report, you will find updated information about our programs and some highlights from 2020.
The Need – Facing the Achievement Gap

Pipeline Programs addresses two significant problems in STEMM (science, technology, engineering, math, and medicine) — Health Care Professions education and career representation.

We do so by:

1. Increasing the presence of underrepresented minorities (URMs) in STEMM/HealthCare fields;

2. Improving student academic performance in STEMM education and standardized testing.

In 2018, 19% of underrepresented groups earned Bachelor degrees in engineering, up from 12% in 2011. URMs complete high school at lower rates and score lower on standardized exams than their peers do, often creating barriers into college (NACME). The 2016 U.S. News/Raytheon STEM Index shows the persistent gap in STEM education and employment between genders and whites and minorities. “As the number of white students who earned STEM degrees grew 15 percent in the last five years, the number of black students fell by roughly the same margin,” they report.

According to the National Science Foundation, the globalization of the 21st century and an increasingly knowledge-based economy intensifies the need for STEM education, particularly as STEMM skills are critical to training in the health professions. Evidence shows that as a strategy, attracting more individuals of color in the early stages of their education to meet the needs of a diverse population is effective for reducing racial and ethnic disparities in health status.

SSA II provides rigorous learning opportunities and experiences, to enhance and improve the educational outcomes of predominately African American, Latino, and other youth of color attending under-resourced and underserved schools. In a community where more than 14% of the population is unemployed, 42% have less than a high school education, and 34% live in poverty, a college education is a critical factor in determining a person’s quality of life. Yet, in our surrounding underserved communities of Willowbrook, Watts, Compton, Paramount, Lynwood, and South Los Angeles, the reality is that few students graduate from high school with the courses needed for college preparation and success. The stakes are high for our youths, their future, and the socio-economic progress of our communities.

“CDU takes great lengths to ensure that the students understand various aspects of science, math and issues that affect the community. The programs offered are educational and beneficial.”

Desirrae
Community Member
These 2018-19 statistics are for Los Angeles County Service Planning Area 6 (served by CDU pipeline programs), Los Angeles Unified-South high schools, and the Compton, Inglewood, Lynwood, and Paramount school districts—districts targeted for CDU pipeline programs. ("A Service Planning Area, or SPA, is a geographic region within Los Angeles County designated by the LA County Department of Public Health).

**CAASPP Mathematics Exam (CA state math proficiency standards)** – over 70% of 3rd-12th-grade students in SPA 6 did not meet or nearly met the state standards for math proficiency, and; 84.47% of 11th-grade students did not meet or nearly met the state standards.

**California Science Test (CAST)** – over 85% of 5th-12th-grade students in SPA 6 did not meet or nearly met the state standards for science proficiency, and; 90.28% of 11th-grade students did not meet or nearly met the state standards.

**SAT** – only 14.92% of students met the Math Benchmarks; 42% achieved the Evidence-Based Reading & Writing Benchmarks.

**College** – Going Rates for High School Completers Enrolled in College by In-State Public Post-Secondary Institution Type: Of 2,756 High School Completers, the Average College-Going Rate was 50.11%, with 7.93%, going into the University California System, 28.37%, to the California State University System, and the majority attending 2-year institutions (2017-18).

“Black, Hispanic, and AIAN [American Native] students remain underrepresented among medical school matriculants compared with the US population. This underrepresentation has not changed significantly since the institution of the Liaison Committee of Medical Education diversity accreditation guidelines in 2009. This study’s findings suggest a need for both the development and the evaluation of more robust policies and programs to create a physician workforce that is demographically representative of the US population.”

In response to the data stacked against local at-opportunity students, the Pipeline Programs Department created 6 unique academically-stimulating programs, serving over 760 youth in 2020 alone. We proudly offer enrollment opportunities into the following—

- Saturday Science Academy II
- CDU Mobile STEM Labs
- Opportunity Scholars Public Health Academy
- Los Angeles Pediatric Society
- Community Health Youth Advocates
- CDU Medical Simulations

This report captures program data and highlights key events and activities from the 2020 calendar year.
Pipeline Programs History

The Department of Pipeline and School Partnership Programs traces its history back to July 11, 1981, when Dr. Lawrence Alfred welcomed local high school juniors and seniors and community college students for the very first Saturday Academy of Science (now “Saturday Science Academy II”). The original goal of the program was “to increase the number of minority students who seek careers in the biomedical sciences” by informing and exposing them to the various facets of such careers. Participating students were selected by their school counselors and were highly recommended. For 40 years, CDU has remained committed to that founding goal by providing unique academic programs to strengthen the academic abilities and expand the educational horizons of underrepresented youth of color. We are proud of the reputation our programs have in our community—one in which the youth, educational advocates, and elected officials recognize as an essential component in creating the next generation of health care professionals.

“I was privileged... to visit some of the programs that this university supports in encouraging young people like those who are on the stage with me, high school students, and college students to consider careers and medicine and science through their exposure to clinical work and laboratory work. It was very exciting, because I talked with young people who are committed to finding cures for cancer, who are committed to doing what they can to try to turn around the conditions that they see in the healthcare system today.”

- Hillary Clinton

Since the Academy’s inception nearly four decades ago, much has changed but the goal has very much remained intact. We continue to offer youth pathways to careers in medicine, science, research, and the health professions through various pipeline programs. Each program is designed to encourage students to become dedicated leaders who strive to address health inequities, disparities, and the social injustices that impact underserved communities. CDU’s pipeline programs provide mentorship and inspirational experiences for healthcare professionals, faculty, and CDU undergraduate and graduate students to form a foundation for underserved youth to succeed and strengthen their academic skills.
Covid-19 Response

In response to the spread and growing threat of the COVID-19 pandemic in Los Angeles County, the Department of Pipeline and School Partnerships took significant steps to “flatten the curve” and reduce the potential spread of the virus. Following the suspension of the spring 2020 session in-person programming, our staff implemented and utilized Google Classrooms for virtual programming. This granted us the ability to host live lectures and labs, post pre-recorded lectures and labs, ask reinforcing questions, and have direct and open communication with students and their families. The online classroom—launched with the start of the SSA II Spring Session on Saturday, April 18th 2020—afforded our Department the opportunity and ability to develop and deliver to our students’ home computers the same quality education and experience they would have received on the CDU campus.

Program Changes

For SSA II, the session length was adjusted to accommodate online learning and not overwhelm our students with “Zoom fatigue.” Over the course of the six-week online sessions, students still engaged in hands-on activities live and in real-time on a virtual platform. They followed alongside the digital instruction of their online teacher, utilizing the STEMM kits that each student obtained from a contact-less drive-thru on the CDU campus. The STEMM kits contained all of the essential required lab supplies, and—for PK - 5th grade students—a STEMM Literacy Workbook.

Elementary-aged students were assigned pages from their STEMM Literacy workbooks and their mathematic worksheet packets to complete before their next SSA II class meeting. The workbooks were created in alignment with California English Language Arts and Writing standards as a means to integrate STEMM and the arts/humanities in their educational experience. Assignments included reading comprehension, writing/motor skills, grammar, sentence structure, and critical thinking. Students in 6th to 12th grade were assigned additional material to further expose them to key concepts, theories, and the real-world application of their SSA II lessons.
Following SSA II’s successful implementation of Google Classroom, PHA moved all summer programming online for the 2020 cohort. Classes and workshops were held virtually and all parties received the tools and training required to successfully participate in their respective capacities. Regrettably, the college tour portion of the program had to be alter as most of our partnering colleges and universities—including CDU—did not allow for in-person tours. Instead, the Community Health Councils led a 5-day seminar on healthcare systems, non-profit organizations, and healthcare advocacy—further expanding our students’ understanding of public health and its real-world application.

CHYA’s curriculum was created with an in-person instruction lens but, like our other programs, had to adjust to an online setting. The first module—Community Health & Care Systems—took place in the fall also on Google Classroom. Our students were still able to engage in group work and hear from a variety of speakers—all of whom joined our students live for their lectures and workshops.

Our Mobile STEMM Labs program expanded in 2020 with several schools and community organizations looking to address learning-loss and reengaged students through their screens. To comply with district policies, we provided our lessons via Zoom either with our own link or with the link provided by the school teachers. Similar to SSA II, we created STEMM kits for these students and delivered all of their supplies to their homeschools which organized pick-up dates for our students and their families.

LAPS also continued in the summer of 2020 though the in-person shadowing was no longer the model. Instead, our students joined their larger LAPS cohort on Zoom for a series of presentations from different healthcare professionals.

An Equitable Approach to STEMM Education

We recognized there were additional disadvantages during the COVID-19 pandemic for our targeted communities—including technological and economic gaps—that would have prevented some students from participating. To address this, we took the following action—

- Continued the subsidized registration fee of $75 for our SSA II program. Despite the large cost increase associated with providing all students with their own supplies, we remained committed to supporting our most vulnerable families during this difficult time.
- Provided laptops and hotspots to those who required them. The digital divide exists and we made sure to support our students and teachers with the devices required to make our programs more accessible.
- Included self-care routines in our programming. In addition to providing our students with a quality educational experience, we made a valiant effort to incorporate mindfulness and exercise activities throughout our programs, reminding our students and their families of the benefits of self-care.
Strategic Plan Alignment

CDU’s Strategic plan provides the University community, its stakeholders, and its partners with a roadmap for the University’s trajectory for 5 years. That trajectory is one of growth in both academic programs and enrollment while remaining true to CDU’s commitment of service to underserved and underresourced communities.

The plan articulates a revised Vision, Mission, and Values that reaffirm and strengthen CDU’s long-standing foundational principles and sets forth a bold statement for the future of our University. It utilizes eight Strategic Themes and accompanying Objectives that clearly articulates how the University will proceed toward achieving this future, ensuring that Charles R. Drew University of Medicine and Science will be an institution of excellence and accomplishment. The overall theme and thrust behind this iteration of strategic planning is to lay the foundations for repositioning CDU as a growing, research intensive, comprehensive medical and health professions University committed to building upon its historic legacy of:

1. **Training health professionals to serve underserved, underresourced communities**
2. **Enhancing the diversity of the health professions**
3. **Expanding undergraduate and graduate enrollment**
4. **Increasing access to outpatient health care in South Los Angeles and similar communities**

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“**I am so proud to be part of such an impactful program for our children. You guys are doing an awesome job.**”

Gloria
Parent

“**Awesome program and staff. We really enjoyed each station. You guys are doing God’s work!**”

Marie
Parent
Pipeline Programs continues to enhance our curriculum to ensure alignment with Next Generation Science Standards (NGSS) and the CDU Strategic Plan 2016-2020. As we prepare to align our department with the next plan, we reflect on how we successfully aligned with these strategic themes:

- **Theme 6: Reposition the University as a Student-Centered Institution that Offers a Unique Education, Student Life and Residential Experience**
  - Enrich the student experience by enhancing co-curricular, bridge programs by funding to support scholarships
  - Increase experiential educational opportunities for students to actively engage in local and community health through public policy, research and social justice initiatives

- **Theme 7: Regenerate and Refocus the Campus Climate and Culture as a Responsive, Caring, and Enterprising Community**
  - Create programs that enhance campus spirit and pride
  - Recognize and celebrate achievements that further the University’s mission
  - Promote programs that integrate CDU values into daily operations

- **Theme 8: Adopt and Expand Strategic Networking, Partnership, and Engagement with the Community, Institutions, Organizations, and Governments**
  - Align and develop community partnerships and collaborations while also facilitation community programs that support the surrounding communities
  - Develop programs and partnerships with local high schools, community colleges and universities to strengthen and expand CDU’s academic pipeline for the increase in student outreach and admission

### The Pipeline Programs

#### Student Demographics

Pipeline Programs served **3,697 students during the 2020 calendar, 835 of whom were in continuous programming with us**. Demographic information is available for 429 students. This report breaks down the demographic information by program. This section, however, presents the demographic information for all 429 students served by all programs in 2020. Please note: demographic information for our partners in Los Angeles Unified School District is not currently available.

#### Gender Identity

The U.S. census recently reported on the small gains women have made in the STEM field, but stated how they are still disproportionately underrepresented in comparison to their male colleagues.

“In 1970, women made up 38% of all U.S. workers and 8% of STEM workers. By 2019, the STEM proportion had increased to 27% and women made up 48% of all workers.”

The trend in our programs illustrates changes we can expect to see in the future workforce. In 2020, over half of our total students identified as female.

- **Female: 218**
- **Male: 211**
Race & Ethnicity

The Pew Research Center has recognized the progress made with increasing the number of women in STEM careers but reports that communities of color are still widely unrepresented in this sector.

Black and Hispanic workers continue to be underrepresented in the STEM workforce. Blacks make up 11% of the U.S. workforce overall but represent 9% of STEM workers, while Hispanics comprise 16% of the U.S. workforce but only 7% of all STEM workers. And among employed adults with a bachelor’s degree or higher, blacks are just 7% and Hispanics are 6% of the STEM workforce.

Pipeline Programs prides itself in its ability to address the local needs of national importance, transforming the lives of at-promise, underrepresented and socioeconomic disadvantaged youth. We provide unique academic and experiential programming and mentorship to define a clear educational pathway to personal and professional success. In so doing, Pipeline Programs meets the critical local need for academic enrichment programs for underserved and underresourced communities—especially those with predominate students of color.

192 Black/African American
183 Latinx/Hispanic
13 Asian/Pacific Islander
13 Black and Latinx
3 Black and White
3 Latinx and Asian
3 Latinx and White
2 White
1 American/Alaskan Native
1 Arab/Middle Eastern
1 Black, Latinx, and Asian
1 Black, Latinx, and Native
1 Latinx and Native
12 Other/Unknown

Individuals Serving | By the Numbers

Our academic programs provide rigorous and engaging learning opportunities for students and their families in our surrounding communities. This report will highlight program-specific events in each program’s respective section. The chat below provides a holistic perspective on our Department’s impact.

3,697 Number of individuals served by program
2,646 Number of students served
76% of Low Income youth served
74% of SPA 6 Students served
11 In-Person Classrooms
22 Online Classrooms
Department Events

Pipeline Programs prides itself in its ability to address the local needs of national importance, transforming the lives of at-promise, underrepresented and socioeconomically, disadvantaged youth. We provide unique academic and experiential programming and mentorship to define a clear educational pathway to personal and professional success. In so doing, Pipeline Programs meets the critical local need for academic enrichment programs for underserved and underresourced communities—especially those with predominate students of color.

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<tr>
<th>Date</th>
<th>Event</th>
<th>Youth Served</th>
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<tr>
<td>1/10/2020</td>
<td>Junior White Coat 2020</td>
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<td>1/28/2020</td>
<td>Caravan SoCal Students</td>
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<tr>
<td>1/28/2020</td>
<td>Catapult Challenge at Onsite Bus Tour</td>
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<td>1/30/2020</td>
<td>Augustus Hawkins High School</td>
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<td>1/31/2020</td>
<td>Bravo Medical Magnet High School</td>
<td>56</td>
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<tr>
<td>2/1/2020</td>
<td>SSA Week 1 Parent Orientation <em>(Plant Life &amp; Marine Biology)</em></td>
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<td>2/4/2020</td>
<td>Bus Tour: Lifeline Charter</td>
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<td>2/5/2020</td>
<td>College Bridge Academy- Inglewood</td>
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<td>2/6/2020</td>
<td>HCOP/PHA Mentoring Info Session</td>
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<td>2/8/2020</td>
<td>PHA Culmination Presentations</td>
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<td>Bus Tour: Crossroads School for Arts &amp; Sciences</td>
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<td>2/12/2020</td>
<td>Manual Arts High School</td>
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<tr>
<td>2/12/2020</td>
<td>Oxnard High School</td>
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<td>2/15/2020</td>
<td>SSA Parent Meeting - &quot;Honor your Hustle&quot;</td>
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<td>2/19/2020</td>
<td>Alliance Gertz-Ressler High School</td>
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<td>2/21/2020</td>
<td>Principal Appreciation Day</td>
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<td>2/22/2020</td>
<td>SSA Parent Meeting - Dad’s Club Meeting</td>
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<td>2/26/2020</td>
<td>Compton High School</td>
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<td>2/29/2020</td>
<td>SSA Week 5 Family Day</td>
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<td>3/3/2020</td>
<td>Microsoft: Digi Camp</td>
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<td>3/6/2020</td>
<td>LA Clippers Science Fest</td>
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<td>3/7/2020</td>
<td>SSA Parent Meeting - U.S. Census</td>
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<td>4/18/2020</td>
<td>SSA Week 1 Attendance <em>(Physical Science and Biomedical Engineering)</em></td>
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<td>5/30/2020</td>
<td>SSA Week 7 Attendance Science Day</td>
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<td>9/19/2020</td>
<td>SSA Parent Orientation <em>(Human Anatomy and Physiology)</em></td>
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<td>9/26/2020</td>
<td>SSA Week 1 Attendance</td>
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<td>10/31/2020</td>
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Saturday Science Academy II (SSA II) is a STEMM education program (Science, Technology, Engineering, Mathematics, and Medicine) and CDU’s flagship pipeline program. SSA II prepares underrepresented, low to moderate-income PK-12th-grade students of color for college and careers in the STEMM and the health care fields. The program is engaging and intellectually challenging and offers hands-on, California Common Core Standards-aligned, and Next Generation Science Standards (NGSS)-aligned STEMM curriculum. The program conducted in three programmatic phases throughout the academic school year; Human Physiology and Anatomy, Marine Biology and Plant Life, and Physical Science, Global Health, and Biomedical Engineering. A 4-week summer mathematics program is offered to students, to encourage reinforcement and retention of academic knowledge gained throughout the academic year. Students are provided with two hours of tutoring each Saturday to increase Proficiency in English and Language Arts and Math. SSA II is consisted of two academies—the Junior Academy, serving Pre-K to 7th Grade students—and the Senior Academy, serving 8th Grade to 12th grade students. Historically, the program has been held on the CDU campus in the Watts-Willowbrook community of South Los Angeles. Since the beginning of the COVID-19 pandemic, classes have transitioned online.

SSA II works to reverse and positively impact the decades-long disparities in access to rigorous, relevant, and culturally affirming PK-12 academic STEMM learning and enrichment opportunities for South Los Angeles’ underrepresented students; 2) the correspondingly ‘below proficient’ and “standard not met” math and science scores of Black and Latinx students on state assessments; the persistent lack of and underachievement of these students in math and the science, and; 3) the need to far increase number of Black and Latinx PreK-12 math and science achievers, STEMM and health care professionals committed to addressing the needs of the underserved.

Similar programs for students typically engage students at the high school level. However, SSA II enrolls students early in their academic career to encourage early interest, involvement, increased college matriculation rates, connect youth with volunteer and mentorship opportunities, to increase proficiency in English and Language Arts and Math. With NGSS as its base educational framework, SSA II provides pre-kindergarten through 12th grade students with skills necessary to become employable, following their improved outcomes in STEMM and health care career education. The academic agenda evolves from the Charles R. Drew University Mission Statement. “To conduct education, research, and clinical services in the context of community engagement to train health professionals who promote wellness, provide care with excellence and compassion, and transform the health of underserved communities.”
Students are engaged in their school communities through community service collaborative partnerships with local school districts/schools, teachers, and parents/caregivers. SSA II follows best practice program models and incorporate three unique features: parent involvement, community engagement, and student participation. Research demonstrates parent involvement as a critical component of student academic success. Parents are actively engaged through coordinated program support activities as a way to increase program retention and support of student activities. Teachers for this program are local college students who are volunteering their time to give back to the community. Students in the program are able to connect with college students, learn about their experiences and are motivated to see themselves represented in the teachers they engage with on a weekly basis.

**Program Sessions**

As mentioned above, SSA II operates three 8-week (6-week during online instruction) long program sessions with specific program focuses. We’ve outlined the sessions from 2020 below—

▶ **Winter 2020 Session** *(February 2020–March 2020)*

The 6-week Saturday Science Academy II *(SSA II)* Winter Session focused on Marine Biology and Plant Life, along with strengthening and enhancing math skills. This session took place online beginning Saturday, February 1st, and ended on Saturday, March 7, 2020. In the span of 6-weekends, our students learned about the plant life cycle, sea creatures, habitats, ocean zones, the fish anatomy, pollination, plant cells, marine biology, and much more. They built butterfly habitats, dissected flowers, created their own ecosystems, observed specimens, identified rocks and minerals, and used microscopes to further their understanding of key concepts and themes. Our students and their loved ones joined us for Family Day where they learned together about ocean acidification, how to better neighbors to our marine life, and how to plant herbs at home.
Spring 2020 Session (April 2020- June 2020)

The 8-week virtual Spring Session focused on Global Health, Physical Science, Biomedical Engineering, and Medical Simulations. This session took place online beginning Saturday, April 18th and ended on Saturday, June 6, 2020. During this session, the curriculum for students in pre-kindergarten to eighth grade focused on physical science, global health, and biomedical engineering while students in high school focused on medical simulations. The 8-week virtual Spring Session focused on Global Health, Physical Science, Biomedical Engineering, and Medical Simulations. This session took place online beginning Saturday, April 18th and ended on Saturday, June 6, 2020. During this session, the curriculum for students in pre-kindergarten to eighth grade focused on physical science, global health, and biomedical engineering while students in high school focused on medical simulations. One of the many highlights of the spring session was Science Day—an annual day of exploration in medicine and science hosted for SSA II students, their families, and the neighboring community. In 2020, the event was held online with record-breaking attendance of 329 individual attendees.

They participated in workshops focusing on the following:

- Engineering Lung Support for Cancer Patients
- Neurology
- Global Health Patient Care with Drones
- Restrictive Lung Disease
- Brain and Nutrition
- Drug and Alcohol Prevention
- Ultra Sound
- Jujitsu
- Mindful Breathing
- COVID - 19 and Impact on Mental Health
- Discovering your sense of Purpose and Building Self-Esteem

Summer 2020 Session (July 2020–August 2020)

Summer 2020 kicked off the Virtual Math Science Fair focused on the reinforcement of academic knowledge and skills gained throughout the academic year. With an increase in academic setbacks for students nationally due to COVID-19, SSA II provided underrepresented students with an intensive academic enrichment STEMM project for the summer (July-August). This project gave students the opportunity to explore all aspects of Science, Technology, Engineering, Mathematics, and Medicine. Students selected a topic of their interest and demonstrated their research, observations, and experimentation. The student’s main goal for the STEMM project was to focus on mathematics (variables and measurements) related to their topic of choice. Students were judged as they presented and had the opportunity to win a prize.
Additional programming was offered to all SSA II students. These events included **the Science Fair Open Forum**, the “Meet a Scientist” event, and the Live Science Fair Project Showcase.

**At the Science Fair Open Forum**, students were able to ask questions to SSA II teachers, gain a better understanding of the Scientific Method, and seek feedback on their science fair projects. Each student had the opportunity to propose their project to the class and discuss in detail what they hope to accomplish. At the closing of the Forum, students received the science fair PowerPoint template for their e-poster, or virtual poster board. This event took place on Zoom on Friday, July 10, 2020 from 9:00am-11:00am, with blocks dedicated to students within a specific grade range.

**During the “Meet a Scientist” event**, students were introduced to **Dr. Del Real—Staff Scientist at the City of Hope**. Dr. Real presented on her educational journey and the trajectory to her dream job. This event attracted over 40 families, many who shared her background as a Southern California Native and first-generation college graduate. The students asked several questions relating to Dr. Real’s experiences as a Ph.D. student at Cal Tech, a mother, and as a scientist who trains T-cells to target cancer cells and kill them. This event took place on Zoom on Friday, July 24, 2020, from 9:00am to 10:00am.

Lastly, during the **Live Showcase**, Science Fair participants were recognized for their projects and winners were announced. All PowerPoints were displayed for the attendees to read and enjoy. We welcomed CDU staff/faculty, participants, and their loved ones to enjoy the showcase of eight projects. The participants were placed, having been judged by the Opportunity Scholars Public Health Academy students the day before, and the winners were announced live. Everyone received a Certificate of Participation to print out and the winners, depending on their placement, received a Target gift card. This event took place on Microsoft Teams Live on Friday, August 7, 2020 at 6:00pm.

**Fall 2020 Session (September 2020–October 2020)**

The 6-week Fall Session focused on **Human Anatomy and Physiology**. This session took place online beginning Saturday, September 26th and ended on Saturday October 31, 2020. During this session, the curriculum was broken down into different specialist and systems relating to the overall theme. Pre-Kindergarten through 2nd Grade focused on the Cardiologist and the Circulatory System. The 3rd-5th Grade class focused on Radiologist and the Skeletal System. The 6th-8th Grade class focused on Kinesiologist and the Muscular System. Students were able to learn about their specialist and what their systems in depth and they created models, examined different bone fractures, and built muscle cells.

Important highlights include the implementation of Heidi Duckler Dance as well as the weeklong Let’s Move event that took place. Heidi Duckler Dance joined Saturday Science Academy II every week at the beginning of class. Their art instructors led 15-minute movement activities focused on the respective area of the body the students were learning about that week.
The Let’s Move event—inspired by First Lady Michelle Obama initiative to address the troubling epidemic of childhood obesity—was a week-long event to support students and their families in their efforts to be more physically active and make healthy, affordable food choices. Let’s Move 2020 looked different from previous years and it featured a Walking Challenge (hit 10,000 steps), a Family Dance Challenge (dance to your favorite song), a Calisthenics Challenge (push-ups, burpees, squats etc.), a Gardening Challenge (plant your own fruit/vegetable), an Art and Mental Fitness Challenge (attend yoga/breathing), and a Resource and Closing Ceremony (celebration of accomplishments). This was a week-long event that began Monday, October 26 and ended Saturday October 31, 2020.

The three science sessions feature a curriculum aligned field trip. Field trips are culminating group activities that occur at the end of every session. The selected destinations and experiences correspond with the respective session theme, affording our students the opportunity to align theoretical concepts and principles with their real-world application. Sites are chosen based on their relevance to the subject areas covered and grade range adaptability. Further, Field Trips support one of SSA II’s key pillars—family and parent engagement. Parents are invited to join our students for this event and encouraged to be interactive with the site or experience provider.

The pandemic contributed to our efforts to “re-imagine” field trips. While the winter 2020 field trip was cancelled, families were provided access to age-appropriate videos tied to the theme of the session. PK-2nd grade students learned about the life cycle of a frog, 3rd – 7th grade learned about bony fish anatomy, and 8th – 12th grade students watched a dogfish shark dissection. In spring 2020, students were presented with a link to visit the Johnson Space Center and an activity for them to build their own paper rockets at home. For the fall 2020 session, a virtual trip was organized to the Heidi Duckler dance studio. The dance instructors virtually led our students in a series of dances specific to the areas of the body they learned about during the session.

“Aki enjoys her SSA classes even more than her core curriculum classes. Thank you!”

Chanel
Parent

“Great experience! Now I want to go scuba diving!”

Emmanuel
Student
Data and Statistics

Collecting demographic information about the population we serve is crucial in helping us continue with our mission. The data below represent information regarding the youth served from January 2020 to December 2020.

Demographic Information

A total of 247 students were served in 2020 with the majority of our participants identified as students of color. 75% identified as Black/African American and 21% as Latinx. The demographic breakdown for the year is presented here.

![Demographic Breakdown](chart)

Performance Measurements

In using pre-assessments and post-assessments to gauge the knowledge of students, SSA II staff determined 94.5% of students who participated in SSA II improved or maintained their overall grades and knowledge in the STEMM field. Students actively participating in hands on science activities and being exposed to STEMM curriculum lead to an increase in scores across all grade levels. The table below highlights the percentage of improvement for all students in both academies for each session. That is, the table illustrates the percentage of students who earned a higher score in their post-assessment taken at the end of their session in comparison to their pre-assessment taken on the first day of the session.

We should note that assessments were not provided to students taking part in the spring 2020 session or the summer 2020 math science fair. We viewed the opportunity to offer these sessions as a service to the community with spring being at no cost and summer at a reduced cost. No formal application was required and student attendance was not recorded or maintained.
Percentage of students who Improved or Maintained

- Winter 2020: 91%
- Fall 2020: 98%
- Average: 94.5%

Average Pre-Assessment Score
- Winter 2020: 50% (F)
- Fall 2020: 59% (F)

Average Post-Assessment Score
- Winter 2020: 77% (C+)
- Fall 2020: 86% (B)

Service Planning Area 6

33% of students were SPA 6 residents. We served students as far up as Oakland, CA, and in our neighboring counties (San Bernardino, Orange, and Riverside). This map illustrates the Los Angeles areas and zip codes we serve.

Opportunity Scholars Public Health Academy

Opportunity Scholars Public Health Academy (PHA) is a year-long program created to expose high school students of color living within Service Planning Area (SPA) 6 to public and mental health, college preparedness, and emotional well-being. While this program is traditionally hosted on the campus of Charles R. Drew University, we had to make the transition to an online platform amid the current COVID-19 pandemic. Cohort 3 (2020 – 2021) took place virtually on Google Classroom.

With public and mental health, community, and college preparedness as the foundation, PHA features age and grade-level appropriate courses, training, and workshops. At each lab, students engage in instructional and kinesthetic activities designed to increase their knowledge of:

- the fields of mental health, public health, and medicine
- a variety of medical careers and specialties
- job/college readiness
Opportunity Scholars Public Health Academy is an academic enrichment program for High School students interested in improving community health through a career in mental health or public health. It provides students with tools to be successful in high school and to prepare students for the rigors of college. It aims to reduce summer learning loss and encourage students to enter into the public health and mental health fields.

**The goals of the program are to:**

1. **Provide financial support to staff creating curriculum, interacting with students, mentors, internship sites and others that provide direct pathways to behavioral health and public health**

2. **Provide students with SAT preparation support, to offer various community service/volunteer opportunities, and provide experiential learning opportunities**

3. **Provide a six (6) month paid internship with a Community Based Organization (CBOs) within Service Planning Area (SPA) 6**

4. **Increase the number of high school students in South LA that complete afterschool and summer academy and are prepared for meaningful health careers**

5. **Increase the number of youth that are engaged in and leading efforts in South LA to build healthy communities**

6. **Increase the eligibility of students to successfully apply to college**

7. **Provide students with college credit (and high school credit) for their participation in the Academy**

8. **Engage students in Community Action Projects to apply learned concepts to help impact real-world problems**
Instructor Profiles

➢ PHE 250: Intro to Public Health

Arnesha Bryant-Horn, Charles R. Drew University of Science and Medicine alumna with a dual master’s degree in Biomedical Science and Public Health. In addition to her role as an instructor for PHA, she is an Adjunct Professor in the College of Science and Health at CDU, specializing in introductory Biology and Public Health classes, as well as a graduate researcher in Urban Health disparities.

➢ Rites of Passage (ROP)

Albert Brady, Combat Veteran and Army Medic, led the ROP component of PHA. He earned his Bachelor’s degree at Morehouse College, attended a Post-Baccalaureate at Harvard University finishing with Premedical Studies, and earned a Master’s Degree in Applied Physiology from Columbia University.

➢ PHE 110: Intro to Mental Health

Dr. Noe Chavez, earned his Ph.D. in Community Psychology from the University of Illinois at Chicago. He is Assistant Professor at Charles R. Drew University of Medicine and Science in the Department of Urban Public Health and Community Counseling Program. He is currently partnering with the Community Healing and Trauma Prevention Center of the Los Angeles County Department of Public Health to conduct research on youth participatory action approaches to addressing mental health inequities of youth in South Los Angeles. He served as the Instructor for the Introduction to Mental Health course for the PHA program this summer 2020.

Brittany Luu (TA) is University of San Francisco graduate with a Bachelor’s of Science degree in Kinesiology. She has recently completed the Charles R Drew University Enhanced Post Baccalaureate program and is currently applying to medical school.

➢ Math Enrichment and SAT Prep

Dr. Cecilia Duenas is the STEAM Coordinator for Local District South in the Los Angeles Unified School District. She received her BS in biochemistry at UCLA, an MA in Educational Administrator at CSUDH and a Doctor of Education Degree at UCLA. She taught critical-thinking skills in mathematics and test-taking skills for the SAT Prep course.

➢ College and Career Prep

Kolini Coleman is a Native Hawaiian and Samoan activist and academic who earned her Masters of Arts, Social and Cultural Analysis of Education from CSU, Long Beach. With over six years of experience in higher education, Kolini brings her rich curriculum planning, student engagement, and community empowerment experience from her time within Housing and Residential Life, Career Services, Student Life, Admissions, and Academic Affairs. She currently serves as the Learning Specialist at CDU.
Community Based Organizations

During the summer of 2020, students had the opportunity to attend 15 presentations from partner CBOs that will served as the students’ internship sites for the remainder of the program. Students learned of opportunities they may be involved in while working with these organizations. All CBOs have made accommodations for interns to work remotely.

Our partnered CBOs included WeCanStopSTDs LA, Avalon Carver Community Center, People Coordinated Services, Black Women for Wellness, The Wall Las Memorias, Community Coalition, Girls Club of LA, Crenshaw Y, UMMA, SHIELDS for Families, Willowbrook Inclusion Network, YWCA LA, Volunteers of America Los Angeles (VoALA), Watts Health, and the South Central Prevention Coalition.

In 2020, the Opportunity Scholars Public Health (PHA) served a total of 39 students from Los Angeles County. 59% of those students were from Service Planning Area (SPA) 6 with the remaining students from SPA 7 and SPA 8. African American and Latinx students were equally represented in the 2020 cohort at 44% each, respectively. Historically, female students have been overrepresented in the PHA application process and program. This trend continued in 2020 though the gap slightly narrowed with this cohort comprising of 54% female and 46% male. Students in their second and third year of high school are targeted in the recruitment process. There were predominantly 10th and 11th grade students enrolled in PHA for 2020, representing 74% of the 39 students. 10th and 11th graders also performed better in both classes when compared to their peers in the 9th and 12th grade.

The overall attendance rate was 98% with 90% of the students receiving a C- or better in the Introduction to Mental Health class (PHE 110). 97% of the students received an A- or better in the Introduction to Public Health class (PHE 250). All classes and programming were converted to an online platform in 2020, likely contributing to the discrepancies in final grades. Despite these obstacles, students ranked both PHE 110 and PHE 250 in the Top 3 of their favorite courses/program offerings.

“Thank you for engaging kids and keeping them interested in the sciences.”

Alicia
Parent
Total Percentages of Students Earning C- or Better by Class+

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<th></th>
<th>Summer 2020</th>
<th>9th</th>
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+Data pulled for all students who successfully completed summer programming

15 CBOs offered remote internship work for the 2020 cohort. 31 students have consistently participated in their internships with their respective CBOs, totaling to approximately 1,381 hours. 74% of the students reportedly felt that they have been successfully engaged using various online platforms. In general, 97% of students agree that PHA has provided them support to help prevent summer learning loss, preparation for high school and college, and the workforce. 15 CBOs offered remote internship work for the 2020 cohort. 31 students have consistently participated in their internships with their respective CBOs, totaling to approximately 1,381 hours. 74% of the students reportedly felt that they have been successfully engaged using various online platforms. In general, 97% of students agree that PHA has provided them support to help prevent summer learning loss, preparation for high school and college, and the workforce.

Community Health Youth Advocates

The Community Health Youth Advocates (CHYA) program CHYA is a multilayered program designed for high school students. Our Advocates are educated on the healthcare landscape, exposed to local and global health disparities, and empowered to pave their own path toward a degree and career in the healthcare field. CHYA officially launched on July 1, 2020. Our department—in partnership with the Community Health Councils Inc.—created this program to:

- Expose students to the advocacy and non-profit side of the healthcare sector
- Support in leadership development
- Navigate from healthcare theory to practice
- Provide an opportunity for experiential learning

The curriculum was adjusted to accommodate for online classroom environment and for the integration of a capstone project.
The addition of a new Pipeline program in the midst of a global pandemic is an accomplishment on its own. Other highlights in 2020 include a career panel in which our Advocates had a genuine opportunity to learn more about healthcare professionals and their career trajectories; several professional development workshops to cover areas such as resumes, cover letters, and elevator speeches; and the creation of capstone projects with a real blueprint to transform their ideas into real products and services in our community.

There are currently 15 students participating in CHYA. Of the 15 students, 12 identify as female and 3 as male. 5 identify as Asian, 5 as Hispanic, 3 as Black, 1 as White, and 1 as Arab/Middle Eastern. 8 of the 15 live in SPA 6.

**CDU Mobile STEMM Labs**

Pipeline Programs expanded the number of schools served as part of our Mobile STEMM Labs (MSTEMM). We partnered with local Los Angeles Unified and Lynwood Unified schools to create engaging experiences for students. Utilizing Google Classroom and zoom, our volunteer teachers led hands-on activities live and in real time. To recreate the hands-on STEMM education on our virtual platform, we created and distributed 450 STEMM kits to our schools with each kit containing all the required supplies for the labs and activities.

**The following schools were served in the Los Angeles Unified School District**
- South Park Elementary School
- Selma Avenue Elementary School
- Augustus Hawkins High School, CHAS

**The following schools were served in the Lynwood Unified School District**
- Rosa Parks Elementary School
- Lynwood Middle School
- Cesar Chavez Middle School
- Hosler Middle School

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<thead>
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<th>School</th>
<th>SPA</th>
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<td>Hosler Middle School</td>
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Los Angeles Pediatric Society

Like most educational organizations, the Los Angeles Pediatric Society (LAPS) moved to an online platform in 2020. We selected and sent 9 high school juniors to participate in a series of presentations and interviews with healthcare professionals. These workshops occurred from July 6th through July 31st in 45-minute increments. We also committed CDU’s Dr. Shelia Young—Director of the Pre-Medical Academy and the Enhanced Post Baccalaureate Program—and Dr. Eleby Washington—Professor and Chairman of the Department of Surgery and Orthopaedic Surgery—as speakers for the program. During their respective presentations they shared with high school students their professional responsibilities and contributions to the field of medicine.

CDU Medical Simulations

Due to the close-proximity required for this program, we did not admit new students for the 2020 year. We will resume our in-person programming for CDU Medical Simulations when it is safe for our students, physician partners, and simulation staff to do so.

Community Programming

City of Los Angeles Mayor’s Office of Gang Reduction and Youth Development

The GRYD program in Los Angeles offers the local at-risk youth the tools and support needed to overcome the adversity in their communities. In partnership with GRYD, we brought STEMM education to several sites in 2020 and secured a partnership to expand in 2021. The hands-on lab demonstrations, instruction, and experiments provided 75 local youth with advanced and engaging STEMM exposure.

LAUSD Instant Admit with Augustus Hawkins

In our effort to diversify the next generation of healthcare professionals, we have partnered with our Enrollment Management team to coordinate Instant Admit programming with local high schools. On November 13th, we held a Degree Exploration virtual event with students at Augustus F. Hawkins High School. This program discussed the degree and career opportunities afforded to CDU students. The following week, on November 20th, we coordinated a financial aid workshop to discuss ways of paying for college, especially at CDU.
District Partnerships

We continue to build on our relations with Los Angeles Unified School District, Lynwood Unified School District, and Compton Unified School District. With the vast majority of our students attend schools in these districts, we are working to craft unique programs and expand the services we provide to underrepresented youth in our community. Most recently, we launched “CHYA+” at Augustus F. Hawkins High School—modeled after our CHYA program. The growing interest in this program has resulted in promising prospects for additional funds to grow and expand across LAUSD and LUSD.

Students and Teachers

For 40 years, Pipeline Programs has prepared underrepresented pre-kindergarten to 12th grade students for academic and professional careers in health and science. Students from our neighboring communities have strengthened their understanding of STEMM through engaging, creative, and hands-on curriculum proudly aligned with Common Core and the Next Generation Science Standards. They were guided by our shared vision to provide excellent health and wellness for all in a world without health disparities.

We recognize and celebrate our Pipeline students for their efforts, resilience, and accomplishments in 2020. As alumni of our programs, they join an elite group of scholars who embed the values of CDU to serve our community, lead as pioneers, excel in academic performance, embrace diverse backgrounds, maintain integrity, and act with compassion. It has been an absolute privilege to serve our students and we trust they will continue to excel in the classroom and beyond.

We also recognize the many hours of service instructors, teachers, tutors, mentors, and teacher assistants contributed in 2020. These high school juniors, seniors, and local college and university students, educators, and community members make our programs possible and inspire our next generation of leaders.

2020 Donors and Partners

Strengthening the pipeline to college is critical to address STEMM and health-professions workforce diversity. Public education in marginalized communities of color, especially in Los Angeles, is not successfully preparing these children for the rigors of post-secondary education. Overcrowded classrooms, out-of-date textbooks, and crime on campus are just a few challenges to academic success that are consistently experienced by students in Los Angeles' underperforming schools. Science and Math achievement is particularly dismal, severely limiting the supply of college-ready, STEM and health care profession-prepared students graduating from Los Angeles high schools. This is part of a national trend where a declining number of children are studying science, technology, engineering, mathematics and medicine (STEMM).
This is part of a national trend where a declining number of children are studying science, technology, engineering, mathematics and medicine (STEMM).

Your commitment and contributions to Pipeline Programs:

1. Helps students develop interest in STEMM and STEMM learning activities through STEMM instruction, hands-on learning, science experiments, lab work and activities, field trips

2. Provides students an opportunity to develop the capacity for productive engagement in STEM learning activities

3. Has data that demonstrates students increase their knowledge of STEMM as measured by the Next Generation Science Standards-based pre/post assessment of STEMM principles

4. Helps students come to value the goals/importance of STEMM in everyday life through STEMM instruction, mentorship, research opportunities/apprenticeships, hands-on learning, field trips, professional presentations

5. Provides students the opportunity to increase knowledge of STEMM and health care professions as measured by pre/post assessments of STEMM and health careers

6. Helps students develop interest in college attendance and a major in STEMM or health sciences through local college tours, SAT preparation, critical thinking courses, academic tutoring, FAFSA completion assistance, college application workshops, career presentations by STEMM and healthcare professionals

7. Helps ensure 12th-grade participants apply to a college or university
Thank you to the following corporate and organizational donors—
Our department perused several funding opportunities in 2020 to raise monetary/financial grant support for Saturday Science Academy II. The fund development activities/efforts of Pipeline Programs (supported by the University’s Office of Strategic Advancement and guided/monitored by the Office of Sponsored Programs) primarily works to seek and identify prospective funding sources and prepare and submit funding requests to secure grants to support the programs, activities, administration, and operations. The grants research, vetting, proposal development, and submission tasks involve the collaborative efforts of the Pipeline Programs’ Grants Team; Executive Director Eileen Forbes-Hill, Associate Director Anthony Reyes, and Program Development Specialist Karen Wade, coordinated/led by the Program Development Specialist.

**Funder searches target Pre-k to 12th grades funders.**

**Search topics included:**

- African-American services
- Educational access & equity
- Hispanic and Latino services
- Education
- K through 12 education
- Preschool / early learning
- Literacy
- STEMM education
- Health & medicine
- Technology access & digital literacy