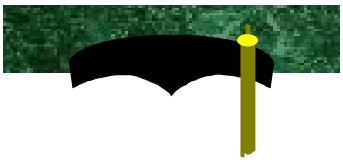
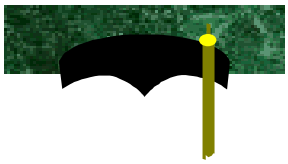
Daniel and Craft Foundation



SCHOLARSHIP AND AWARDS PROGRAM

(Designed For At Risk Students)

Daniel and Craft Foundation



MISSION STATEMENT

The Daniel and Craft Foundation ("DCF") believes that the country's future and that of the long term success of its planned business investment opportunities in California and Georgia, will depend largely upon the quality of education in these regions of the country. DCF feels that the best possible way to address or redress such a problem, is to do what it has done, and that is to establish and to develop a nonprofit foundation to sponsor improvements in education.

DCF believes that with the innovative advances and changes that are taking place in today's technology, and there increased use and application in school and industry, that a quality education is mandatory, representing one that must be required for anyone applying for employment at local and corporate companies in California and Georgia. America's industry now hires a fair number of its labor force from outside the country because it has become increasingly more difficult to find qualified workers in strategic areas of the country to fill open positions that might otherwise require a more sophisticated and skilled worker.

While the general health of California's and Georgia's local market economies affect all resident families living in those area of the country, the impact of any positive or negative changes in their basic economic structure is felt by all resident families, but is expected to have a disproportionately greater impact on families with a low income or poverty status than it would have on more affluent family groups. Such conditions help to prevent low income families from positioning themselves to improve their economic status.

DCF believes that such endemic conditions in California and Georgia, can only be treated and remedied by cooperation and the collaborative development of comprehensive programs that better serve the basic needs of communities by helping them to break the cycle of poverty, and to give each household resident an equal opportunity to pursue a more challenging and rewarding neighborhood environment in which to build a career and economic future.

To begin the process of addressing and redressing California's and Georgia's problems that are related to education, DCF is established as a nonprofit organizational sponsor to help meet these challenges by adopting the following approved program:

SCHOLARSHIP PROGRAM

DCF believes that one of the keys to solving many of California's and Georgia's educational problem, lies in the development of an effective partnership alliance between the business community and the local school system. In this regard, DCF and the local school system will be required to collaborate during and after the development, and the establishment of a comprehensive scholastic achievement program to encourage and to reward academic excellence. This program will be used to reverse the trend in education in our low-income and disenfranchised neighbor school, where it has been statistically proven that a significant number of its talented seniors do not go on to college, to a university, or receive technical school training before entering the work force. This unified and collaborative effort is essential, if the partnership between DCF and the local school systems are to be successful in identifying and rewarding such students for their academic achievement with an opportunity to receive a partial or full year's scholarship to advance their academic skills in science and mathematics at a College, University, or Technical School of their choice. Basic needs are centered around:

- Promoting and supporting corporate-sponsored scholarships for high school students with a low income status household.

- Giving scholarly high school students from low income families an equal opportunity to compete more effectively in an otherwise less competitive academic setting against more affluent students.

- Creating and promoting a more competitive academic environment for the study of science and mathematics by high school scholars.

- Giving Corporate America the edge and the opportunity to compete more effectively against foreign businesses that sell products or services in the U.S., and the opportunity to regain its leadership role in technology.

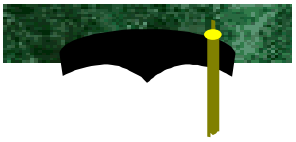
- Helping talented students from low income families to break the cycle of poverty and to become a more progressive and productive member of the local market economy.

The Daniel and Craft Foundation supports efforts to make Corporate America more responsive and responsible to the scholastic achievement and economic needs of underrepresented high school students that come from low income or underprivileged family groups in California and Georgia. DCF encourages each local corporation to make annual contributions to the scholarship fund.

DCF has adopted a resolution to establish a Corporate-Sponsored Scholarship Fund with a Committee on Education and Scholastic Achievement to administer the program on a regional level in the states of California and Georgia. This scholarship program shall commence immediately following DCF's receipt of its non-profit status.

Daniel and Craft Foundation

SHCOLARSHIP PROGRAM



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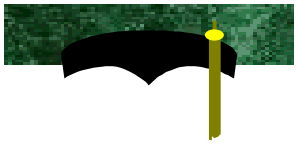


Scholarship
& After School Programs

INTRODUCTION

The Daniel and Craft Foundation ("DCF") was established in 2004 as a nonprofit philanthropic organization. It was established to serve communities with the largest concentration of low-income, ethnic/racial minority populations in various counties located throughout the states of California and Georgia.

DCF, a nonprofit philanthropic organization was established to serve communities in the states of California and Georgia, by providing assistance to talented "at-risk" high school students during the after school that demographically have the largest family concentration of low-income, and ethnic/racial minority populations. This organization provides leadership and assistance to improve the "quality of life" of communicty residents.

Mandy A. Craft, the founder, has lone sense identified a growing need to partner with her community and others to provide leadership in very critical areas in the delivery of education in not only the states of California and Georgia, but that of the nation; the need to provide financial assistance to talented, low-income, underrepresented, Californian and Georgian "at-risk" high school students alike who are interested in pursuing the goal of higher education, with a major in science or mathematics, and opportunities in careers which utilize mathematics, science, and technology.

PURPOSE

The primary purpose of the Daniel and Craft Foundation ("DCF") Scholarship Program is to establish a comprehensive framework for the promotion and support of higher education for talented, low-income, disenfranchised and underserved students who wish to obtain higher education degrees in mathematics or the sciences. While other programs provide financial assistance on a general education

basis, the Daniel and Craft Scholarship Program is limited to the areas of mathematics and the sciences, because it is felt that these discipline areas represent an integral part of the basic foundation for innovations and improvements in today's and tomorrow's technology-driven economy. These disciplines and related careers also represent the most critical area of underrepresentation of emerging student populations.

AN EFFECTIVE POINT SCORING SYSTEM FOR SCHOLARSHIP AWARDS

In establishing an effective process for reviewing and evaluating a high school student's scholarship award application, it is important to first identify and to understand what criteria are most appropriate for the established categories of measurement to be used, and what process should be identified and used to set up the most appropriate point classification strategy. It is also important to develop this process with an aim towards setting up a *Point Scoring System (PSS)* that is comprehensive, effective, efficient, and fair in every material respect to the applicant.

What's important to this process is the manner in which certain relevant information is to be treated and applied during the assessment and evaluation processes. This is especially true in cases where we consider the information that is directly related to an applicant's economic status as identified by his family's personal financial statement. In such cases, the process used to review and evaluate a person's economic status should be reversed when considering his or her family's financial statement strength or income level, because it is very key to what *PSS* is trying to achieve. That is to provide financial assistance to persons whom it is felt are in greater financial need. Since a scholarship award is granted only to an individual whose family is considered poor or very poor, the point assignment and classification processes are very key to coming up with and providing an award candidate with an equitable assessment and evaluation of his or her family's condition as it relates to the selection of points to be assigned to a scholarship request.

For instance, if we consider an applicant whose family is very poor and whose economic status substantiates this condition, and this condition is compared to another applicant whose family is considered above the poverty level, it stands to reason that the very poor applicant's qualifications for a scholarship award would demonstrate that he is in a much greater need of the scholarship funds than the other applicant whose family is above the poverty level.

This clearly illustrates that if you have an assignment of a point classification that is applied with a standard that gives more credit to an applicant with a much stronger family financial condition, that you are not acting in the best interest or spirit of the program in staying within the framework of reversing the process. Reversing the process gives the applicant whose family is very poor a much better chance to compete for the scholarship award because of his or her greater need. Naturally, this

process should operate within the framework of the other point classifications, and that things are equal in all other material respects.

Furthermore, in exacting appropriate control over the process, we must adopt quantitative and qualitative methods of measurement that are both subjective and objective in their application. This may be achieved by assigning specific points to a student's academic accomplishments, which are identified in his or her school's *Grade Point Average (GPA)* statistical data, *SAT* or *ACT* intelligence aptitude testing scores. In one instance, this information is available in a student's transcript *(shows GPA)* record, and in others in a student's *SAT* or *ACT* scores that are available at various levels of the testing bodies for external use by third parties interested in such information.

POINT SCORING SYSTEM

Each category consists of key measurement components which are used on a composite basis in evaluating and determining the inherent strengthens and weaknesses of each applicant and all supporting information. In reviewing and evaluating individual student applications, it is important to establish specific measurement points for each component in each category, and to apply them on a consistent and composite basis to the overall quality and academic achievement of an applicant.

This point scoring system is designed to provide a more effective and efficient way in which to review and process scholarship applications and to perform a reasonable analysis in order to qualify each scholarship candidate. This improved process allows us to spend less time dealing with subjective issues, and more time at approving awards. This process allows us to operate with more proficiency and to maintain better controls within the office administrative environment.

In establishing an appropriate and effective basis for handling scholarship applications, we had to deviate from the traditional methods to develop processes that are more appropriate, and represents fairness to the different ethnic groups in evaluating and assessing whether a scholarship opportunity should or should not be granted to a potential scholarship candidate.

Furthermore, this process allows us to make clear distinctions between the different qualities and qualifications of candidates who apply for scholarship awards. This further establishes uniformed guidelines to assess and process scholarship applications on a consistent basis. Under this process, we have devised the following *Measurement Categories* for use in evaluating and analyzing the quality of the scholarship request:

MEASUREMENT CATEGORIES

- High School Transcript (GPA)
- SAT or ACT Scores
- College Credits (Pre-entry Level)
- Science Teacher or Professor (Reference)
- Extracurricular Activities
- Outside References (Personal)
- Family Economic Status (Personal Statement):

    a. Net Worth (Tangible)
    b. Net Personal Income
    c. Debt to Worth

The *Point Scoring System* consists of the assignment of 5 to 30 points, with 30 representing the best possible score in any category. However, in assigning the 30 points, we felt that this high number is appropriate and is better suited to identify and measure the student's *High School Transcript (GPA)*. The selection of these categories is considered very key to handling the ongoing fairness and ability of each student candidate to apply for a scholarship award. Other scoring is based on the assignment of a maximum of 5 and 10 points to all other categories.

The *Point Scoring System* uses five (5) different quality categories for each measurement category. The quality categories are identified as:

1. Superior
2. Excellent
3. Very Good
4. Good
5. Satisfactory

In each quality category classification, the following descending quality category is assigned and applied during each candidate's request for a scholarship award for the *Scholarship Fund*:

POINT SCORING SPREAD

Superior	Excellent	Very Good	Good	Satisfactory
5 to 30	4 to 25	3 to 20	2 to 15	1 to 10

Depending upon which category is being evaluated, a potential scholarship candidate might receive a score of 5 to 30 points (Superior) or as low as 1 to 5 points (Satisfactory), if the quality of certain components of the *High School Transcript [Grade Point Averages (GPAs)]* quality, or certain

components of *Extracurricular Activities* are so represented. The maximum number of points any one scholarship candidate or applicant can receive is 100, and in the measurement categories we've identified and defined in the following:

Measurement Categories:	Maximum No. of Points
1. High School Transcript (GPA)	30
2. SAT or ACT Scores	20
3. College Credit (Pre-entry level)	10
4. Science Teacher or Professor (Reference)	5
5. Extracurricular Activities	10
6. Outside References	5
7. Family Economic Status (Personal Statement):	
a. Net Worth (Tangible)	5
b. Net Personal Income (last 3 yrs)	10
c. Debt to Worth	5

A further example is shown in the attached exhibit. This exhibit illustrates the maximum and minimum points an individual applicant can obtain in each measurement category and each quality category. Naturally, no one individual is expected to reach the maximum levels in each category of Superior or Excellent. However, it is expected that the average individual will receive points that total approximately seventy (70) as the total number of points to begin the minimum quality assessment process. A potential scholarship candidate must receive, in the aggregate, at least seventy (70) points to qualify for financial assistance under this scholarship program. This will place a candidate in *Very Good* quality category of the *Point Scoring System*. The total number of aggregate points will determine the candidate's award standing in the competition.

DEFINITION OF MEASUREMENT CATEGORIES

Before any attempt is made to continue with the point scoring processes further, it is important to define each point classification category. Therefore, the point classification measurement categories are defined as following:

1. High School Transcript (GPA), is defined as that record of statistical information that is developed, maintained, and obtainable from a student's high school where his or her historical academic achievements are on file along with their respective *Grade Point Averages ("GPAs").* This information must be identified and used as an important and integral part of the evaluation process of

an applicant's scholarship award request. In considering an applicant's *GPA*, it stands to reason that because of its representative and cumulative effect on a student's academic abilities, it should be given more weight in the overall scheme of assigning a specific number of points in a clearly established point scoring system, because the information it contains is statistically representative of a true measurement of a student's academic achievement.

2. SAT or ACT Scores, are defined as two separate test devices which are used to determine whether an individual student has the capacity or is capable of comprehending and using certain information he or she might have learned over the years from different sources of information they might have come in contact with (mathematics, reading comprehension, science, application) formally or informally:

a. Scholastic Aptitude Test (SAT). This is defined as a testing device that has been developed and used to clearly identify and to distinguish one student's capacity for learning, retaining, and applying certain educational material from that of another student's ability or limitation to perform or use certain educational tools to accomplish the same thing. This device measures whether an individual is capable of dealing with more complex subject matter, and whether that individual's mind is capable of performing analytical or manipulative tasks better than his or her counterpart in a school or work environment setting.

Therefore, it is important to assign a higher point scoring classification to this testing device in the same way as that which is to be assigned to *ACT* scores. In no instance should more than one device be used in assessing and evaluating an applicant's aptitude for learning. One should use one *(SAT)* or the other *(ACT)*, not both.

SAT scoring represents two elements of measurement; verbal and mathematical reasoning abilities that are related to successful performance in a college or university. The actual process uses *SATV* to identify *verbal* test scores, and *SATM* to identify and measure *mathematical* test scores. In each category, scores range between 200 and 800, with 200 representing the lowest possible score and 800 representing the highest possible score a student might achieve in each category. The two categories are combined to identify a

minimum number of 400 or a maximum number of 1600 scored points. The national average shows a combined total of 900. However, these scores must be placed into perspective and translated on a more localized school district level in order to fully understand the impact of individual student test scores. The above average students are those most sought after by colleges or universities. Therefore, the measurement categories shall be represented by the following example:

Superior = 1400 to 1600
Excellent = 1200 to 1399
Very Good = 1000 to 1199
Good = 800 to 999
Satisfactory = 600 to 799

b. American College Testing (ACT). The *ACT* is designed to measure high school students' educational development as related to their readiness to pursue further study at a college or university. The substantive nature of this testing process is noted for assessing and measuring educational development in the areas of *english, mathematics, social studies, and natural sciences*.

The four *ACT* assessment test scores are reported on a scale ranging from 1-36. A composite score, which is the average of the four test scores, is also reported on a scale of 1-36. For example, the national average score is shown at 20.7. Again the above average students are those sought by colleges or universities. Therefore, the following composite measurements will be appropriate for this *Point Scoring System*:

Superior = 33.0 to 36.0
Excellent = 29.9 to 32.9
Very Good = 26.8 to 29.8
Good = 23.7 to 26.7
Satisfactory = 20.0 to 23.6

However, it should be noted that each quality category must be review and evaluated on the basis of each school district's average score in applying and assigning the different quality categories.

3. College Credits (Pre-entry Level). This measurement category defines what constitutes acceptable college or university credits or units high school students might receive for courses they've taken at an accredited college or university. These college or university courses must be identified as suitable to meet the minimum requirements for a degree in mathematics or the sciences, and be applied in the same way as that which a student might receive as a matriculating college or university student. All college or university course credits must be appropriate for what may be required to receive a degree in mathematics or the sciences. This may include elective courses as well. To receive points under this *Point Scoring System*, high school students must obtain and maintain *Grade Point Averages (GPAs)* that are consistent with those they have received or better at the high school level.

As in cases involving academic records at the high school level (high school transcripts), all college or university course credits must be transferable and supported by a record transcript from the college or university he or she attends on a direct or indirect basis.

4. Science Teacher or Professor (Reference). Since the high school students will be applying for a scholarship to further their education in mathematics or the sciences, it stands to reason that their science teacher or professor should be contacted and allowed to supply any classroom reference input that is relevant to a student's classroom contributions and any other first hand knowledge about the student's character and interaction with other students. While personal comments from science teachers or professors are subjective in nature, such comments can and will be used as an integral part of the evaluation process, and shall receive reasonable weight in the overall assessment and determination of the scholarship application.

It must be noted, however, that under no circumstances shall a science teacher or professor be required to provide or make any recommendations to the *Committee on Education and Scholastic Achievement* on behalf of any student. Their activities must be limited to experiences in the classroom alone as a student. At no time will a science teacher or professor submit a scholarship application on behalf of a student, this must be done by the student and his family. All applications received in this manner are to be rejected and returned to the school from which they might have originated.

5. Extracurricular Activities. Extracurricular Activities are defined as any outside activities that a high school student engages or participates that helps to build his or her moral character. Such activities could involve working part-time for a business profession that helps to strengthen a student's business and academic work skills that he or she would not otherwise be exposed to without performing certain tasks. Such tasks might involve an internship work program with a local business, or it could involve a student mentorship program where the applicant devotes meaningful time, in addition to his normal school activities, towards helping other underprivileged high school students who might not otherwise be able to benefit from their knowledge in areas of academic excellence.

6. Outside References. This area is defined as that which is clearly personal in nature, and which is identified from a personal and subjective perspective. While outside references will be weighted fully and fairly for their contribution to the overall assessment and evaluation of the applicant's award qualifications, such references should be treated and scored according to the added value it provides. Such value may be determined by the strength of the references' comments which are purely subjective. Therefore, any review and examination of outside references should be openly discussed prior to any assignment of points by the *Committee on Education and Scholastic Achievement*.

7. Family Economic Status (Personal Statement). In defining this category, it is important to understand that such information is to be measured based on the weaknesses that are found while reviewing the financial stability of each applicant's family's economic status. This says that a family that is found to have a very weak economic status, and whose income is identified as below or at the poverty level, shall receive more favorable consideration towards their child's application for a scholarship award than an applicant whose family is well-off, financially. This represents an area of consideration that must be weighed very closely in determining an applicant's qualifications and the assignment of points.

SUBJECTIVITY vs. OBJECTIVITY

When we observe certain activities, such activities tend to represent internalized perceptions and interpretations of what is actually taking place. This is in distinct contrast to any general or universal experiences, and is not considered on the basis of objectivity or is not representative of any

objects that are external to the mind. In order for subjectivity to be treated from an objective perspective, it must first be objectified or externalized as an object.

Before beginning the examination or evaluation of a potential scholarship award candidate, it is important to consider the merits of each application, and to base any decision that is to be made on a fair and equitable basis. Furthermore, it must be understood, in all such cases, that there are certain aspects of an application that must be evaluated by using quantitative and qualitative material, and in others, the use of subjective material. However, this process will require that we perform the examination based on the use of consistency in bringing objectivity to the scholarship award program. On the one hand, certain classroom-related statistics (*GPA*s) and/or *SAT* scores are quantitatively and qualitatively applied to attain a specific measurement objective. On the other hand, certain internal observations and activities are taken in to account because of their subjectivity. The subjective aspects usually apply to any area where references are required, where opinions or comments are asked of others about an individual candidate's character, or where other relevant observations are made.

For instance, if we were to take a look at John Doe as a potential candidate for a scholarship award, he shall be required to file an application, to be accompanied by a high school transcript (*GPA*s), three outside references, personal family financial statement, *SAT* or *ACT* scores, other college credits, or any other outside extracurricular activities. Such information will fall into one of two categories; objectivity or subjectivity. In either case, the information is reviewed on the merits of the assessed quantities and qualities, and is collectively evaluated for consideration. The information in each measurement category is then assigned a specific point classification to meet the requirements and limitation of this *Point Scoring System*.

You will probably recognize the fact that the application of objectivity to a candidate's application is much easier, because of the established quantifiable nature and guidelines we have to work from. On the other hand, the not so easy area to work with is subjectivity, because it merely represents a condition that is an internalized interpretation of information we use as an observer.

Under normal conditions, objectivity plays a very important part during the assessment and evaluation process of a scholarship award application, and is given serious consideration even though no point system is contemplated or established to quantify the quality of a potential candidate. While there is no precedent or standard method of a point system for scoring scholarship award applications, the assessment process will nonetheless require that standard methods be used to quantify certain key measurement categories of an applicant's pre-qualification requirements.

The quantification and analysis processes are used to establish meaningful and more reliable ways in which to measure a scholarship applicant's strengths and weaknesses, and to use this information to establish specific guidelines for examining student qualities. In establishing the

guidelines, the student has achieved specific goals or objectives, or his or her performance is measured against other standardized testing methods. It must be noted, however, that a student's objectives simply represent an extension of a subject matter's subjective material that has been placed into a quantifiable format for analysis and evaluation purposes.

Since we are applying both subjectivity and objectivity to the evaluation process of an effective *Point Scoring System*, the process itself deserves serious consideration and is deemed appropriate in cases involving students that are located in families with low-income status. Generally speaking, when we consider subjective material, it is seen from the point of view of the thinking subject (in this case the personal references, school teacher or professor). However, the subject matter that is the topic under review must be considered and analyzed on the basis of its intrinsic value and its inter-dependency as a contributing factor to a student's overall quality.

POINT SCORING SELECTION PROCESS

In identifying and selecting points for each of the group categories assigned to the *Point Scoring System*, it is necessary to identify and to establish a specific relationship between the *Measurement Categories* and that of the maximum or minimum point allocation for each category.

The point scoring selection process requires that a clear distinction be made between group categories that have high quality classifications and those group categories that have low quality classifications. This process measures individual group segments within the same group category against that of the others. For example, if we were to select the maximum point score of 30 (*Superior*) for a *High School Transcript (GPAs*), the point selection would be made based on the quality (maximum or minimum point average) of the *GPA* achieved. Conversely, if we were to select the minimum point score of 10 (*Satisfactory*) for a *High School Transcript (GPAs)*, the point selection will require making the same determination, but under conditions that offer less quality performance in this classification category for a potential scholarship candidate.

Even though each group category will use this process, the process itself will require the application of different measuring devices that are indigenous to the type and relative weight that is given to the different categories that are used in evaluating a candidate qualifications. This suggests that each group category be broken down into sub-measurement categories for point assignment and classification under the *Point Scoring System*.

In this scenario, we've taken the subjective aspects of the selective process, and by a process of elimination, reduced them to a quantifiable state of objectivity. It is the latter process that allows us to

legitimize the reliability of the information that is used to evaluate and analyze the merits of each application, and to apply the resulting information to the *Point Scoring System*.

CRITERIA FOR ASSIGNING POINTS TO MEASUREMENT CATEGORIES

To effectively assess, evaluate, and assign appropriate points to qualify each candidate for a scholarship award, it is necessary to create a specific quality achievement classification for each measurement category, and depending upon the individual component condition, points are assigned. Based on the following tools, this process will require an examination and an analysis of each measurement component category before we assign points to an application for scholarship award funds:

1. High School Transcript (GPA).

a. Superior. The applicant will receive this point classi-fication only when it can be demonstrated by the applicant's high school transcript records that at least a *4.0 Grade Point Average* has been achieved and maintained.

b. Excellent. The applicant will receive this point classifica-tion only when it can be demonstrated by the applicant's high school transcript records that at least a *3.5 Grade Point Average* has been achieved and maintained.

c. Very Good. The applicant will receive this point classifi-cation only when it can be demonstrated by the applicant's high school transcript records that at least a *3.0 Grade Point Average* has been achieved and maintained.

d. Good. The applicant will receive this point classification only when it can be demonstrated by the applicant's high school transcript records that at least a *2.5 Grade Point Average* has been achieved and maintained.

e. Satisfactory. The applicant will receive this point classifi-cation only when it can be demonstrated by the applicant's high school

transcript records that at least a *2.0 Grade Point Average* has been achieved and maintained.

f. Poor. The applicant will receive this point classification only when it can be demonstrated by the applicant's high school transcript records that the *Grade Point Average* is below *2.0.*

2. SAT or ACT Scores:

a. Superior. The applicant will receive this point classification only when it can be demonstrated by the applicant's Scholastic Achievement Test (SAT) score of 1400 to 1600, or American College Testing (ACT) score of 33.0 to 36.0 has been achieved.

b. Excellent. The applicant will receive this point classification only when it can be demonstrated by the applicant's Scholastic Achievement Test (SAT) score of 1200 to 1399, or American College Testing (ACT) score of 29.9 to 32.9 has been achieved.

c. Very Good. The applicant will receive this point classification only when it can be demonstrated by the applicant's Scholastic Achievement Test (SAT) score of 1000 to 1199, or American College Testing (ACT) score of 26.8 to 29.8 has been achieved.

d. Good. The applicant will receive this point classification only when it can be demonstrated by the applicant's Scholastic Achievement Test (SAT) score of 800 to 999, or American College Testing (ACT) score of 23.7 to 26.7 has been achieved.

e. Satisfactory. The applicant will receive this point classification only when it can be demonstrated by the applicant's Scholastic Achievement Test (SAT) score of 600 to 799, or American College Testing (ACT) score of 20.0 to 23.6 has been achieved.

f. Poor. The applicant will receive this point classification only when it can be demonstrated by the applicant's Scholastic Achievement Test (SAT) or American College Testing (ACT) that a score of less than 600 or 20.0, respectively, has been achieved.

3. College Credits (Pre-entry Level):

a. Superior. The applicant will receive this point classification only when it can be demonstrated by the applicant's pre-college transcript records, and prior to entering college on a full time basis, that at least a grade point average of A+ has been achieved and maintained.

b. Excellent. The applicant will receive this point classification only when it can be demonstrated by the applicant's pre-college transcript records, and prior to entering college on a full time basis, that *at least a grade point average of A* has been achieved and maintained.

c. Very Good. The applicant will receive this point classifi-cation only when it can be demonstrated by the applicant's pre-college transcript records, and prior to entering college on a full time basis, that *at least a grade point average of B+* has been achieved and maintained.

d. Good. The applicant will receive this point classification only when it can be demonstrated by the applicant's pre-college transcript records, and prior to entering college on a full time basis, that *at least a grade point average of B* has been achieved and maintained.

e. Satisfactory. The applicant will receive this point classification only when it can be demonstrated by the applicant's pre-college transcript records, and prior to entering college on a full time basis, that *at least a grade point average of C+* has been achieved and maintained.

4. Science Teacher or Professor (References).

Unlike the objectivity that is identified in the preceding quantitative categories of the *Point Scoring System*, this particular category merely represents subjective input from a student's science teacher or professor, who is only asked to give an opinion or observation about a student's potential to handle and deal with, not only mathematics or related issues, but how he or she interacts with other peer students, faculty members, other community groups, and their outlook for the future as a potential contributing scientist. Since it is not possible to identify or quantify a student's subjective attributes and to view them from an objective perspective by

examining his or her future contributions or achievements, it is deemed inappropriate to make an assignment of individual category points. Therefore, this particular category is *assigned a minimum of five (5) points*. Points shall only be given after it has been determined that it is appropriate and applicable to the application.

5. Extracurricular Activities.

Extracurricular Activities represent an area of consideration which can only be measured in terms of subjectivity, because an applicable observation is limited to internalized interpretation of a candidate's performance while doing a specific job or activity for a another party or organization. This particular category is *assigned ten (10) minimum points* because of a student's involvement in after school activities that might enhance his or her working capabilities, either by providing community services, tutoring, after school work, etc. Points has only be given after is has been determined that it is appropriate and applicable to the application.

6. Outside References.

Outside references represent an area of discussion that is simply subjective, and should not require any further explanation, except to the extent that the information that is expected to come from the referees, shall be based on their individual but personal observations of the candidate's capacity and ability to perform under certain academic or practical circumstances. In this particular category *a minimum assignment of five (5) points* is considered appropriate. Points shall be given after it has been determined that it is appropriate and applicable to the application.

7. Family Economic Status (Personal Statement).

As we described elsewhere in the definitions of this *Point Scoring System*, the integrity of the system relies, for the most part, on deviating from the norm when we assess and evaluate a low-income family's net worth, net income, and debt-to-worth, because it is more appropriate to reverse the review process in order to assess the quality aspects of the various measurement categories that we use during specific point classifications. Normally, when we consider the quality of a person's financial condition, it is considered on the basis that the stronger the net worth the better that person's financial condition is. On contrary, in all of our cases, the weaker the

financial condition, the stronger his or her chances are for obtaining financial support under *TMCI*'s *Scholarship Program*, and such a weak condition supports an applicant's greater need for the assistance.

The assignment of points to a Family's Economic Status shall be based upon the financial condition of the family household at the time the application is filed by a respective student. This is determined by an examination of a personal financial statement that is furnished by the head(s) of household. Therefore, the economic status shall be represented by a collective assessment and evaluation of the head(s) of household net worth, asset liquidity, combined annual personal income, and the measurement of total debt to combined personal tangible net worth.

Net Worth (Tangible):

a. Superior. The applicant will receive this point classification only when it can be demonstrated that the applicant family's most recent personal financial statement, that their tangible net worth is less than positive, that combined household net income is insufficient to boost it above the defined very-low or low-income status level on an annual basis, and that such a level has been maintained on a consistent basis for at least the last three years.

b. Excellent. The applicant will receive this point classification only when it can be demonstrated by the applicant family's most recent personal financial statement, that their tangible net worth is less than positive, that combined household net income is insufficient to boost it above the defined low-income status level on an annual basis, and that such a level has been maintained on a consistent basis for at least the last three years.

c. Very Good. The applicant will receive this point classification only when it can be demonstrated by the applicant family's most recent personal financial statement, that their tangible net worth is less than positive, that combined household net income is insufficient to boost it above the defined low-income status level on an annual basis, and that such a level has been maintained on a consistent basis for at least the last three years.

d. Good. The applicant will receive this point classification only when it can be demonstrated by the applicant family's most recent personal financial statement, that their tangible net worth is less than positive, that combined household net income is insufficient to boost it above the defined low-income status level on an annual basis, and that such a level has been maintained on a consistent basis for at least the last three years.

e. Satisfactory. The applicant will receive this point classification only when it can be demonstrated by the applicant family's personal financial statement, that their tangible net worth is less than positive, and that combined household net income is insufficient to boost it above the defined low-income status level on an annual basis, and that such a level has been maintained on a consistent basis for at least the last three years.

Net Income (Last three years).

a. Superior. The applicant will receive this point classification only when it can be demonstrated by the applicant family's most recent personal financial statement that their combined annual personal net income is below the poverty level for low-income families (as defined by the 1990 Census), and that it has been maintained at this level for at least the last three years.

b. Excellent. The applicant will receive this point classification only when it can be demonstrated by the applicant family's most recent personal financial statement that their combined personal net income (annual) is at the poverty level for low-income families (as defined by the 1990 Census), and that it has been maintained at this level for at least the last three years.

c. Very Good. The applicant will receive this point classification only when can be demonstrated by the applicant family's most recent personal financial statement that their combined personal net income (annual) is at the poverty level for low-income families (as defined by the 1990 Census), and that it has been maintained at this level for at least the last three years.

d. Good. The applicant will receive this point classification only when it can be demonstrated by the applicant family's most recent personal financial statement that their combined personal net income (annual) is at or near the poverty level for low-income families (as defined by the 1990 Census), and that it has been maintained at this level for at least the last three years.

e. Satisfactory. The applicant will receive this point classification only when it can be demonstrated by the applicant family's most recent personal financial statement that their combined personal net income (annual) is at or near the poverty level for low-income families (as defined by the 1990 Census), and that it has been maintained at this level for at least the last three years.

Debt to Worth Ratio.

a. Superior. The applicant will receive this point classification only when it can be demonstrated by the applicant family's most recent personal financial statement that their combined debt-to-worth ratio shall not be less than 3.0:1.

b. Excellent. The applicant will receive this point classification only when it can be demonstrated by the applicant family's most recent personal financial statement that their combined debt-to-worth ratio is not less than 2.5:1.

c. Very Good. The applicant will receive this point classification only when it can be demonstrated by the applicant family's most recent personal financial statement that their combined debt-to-worth ratio is not less than 2.0:1.

d. Good. The applicant will receive this point classification only when it can be demonstrated by the applicant family's most recent personal financial statement that their combined debt-to-worth ratio is not less than 1.5:1.

e. Satisfactory. The applicant will receive this point classification only when it can be demonstrated by the applicant family's

most recent personal financial statement that their combined debt-to-worth ratio is not less than 1.0:1.

P R E P A R A T I O N R E Q U I R E M E N T S

The *Committee on Education and Scholastic Achievement* shall be responsible for reviewing, evaluating, and preparing a comprehensive evaluation worksheet *(Analysis of Current Applicant)*, which shall be supported by definitive information (high school transcripts (GPAs), SAT or ACT scores, college transcripts, personal references, family's personal financial statements, and other appropriate data) that outlines in detail, the processes that were used and applied to establish the underlying bases for approving and awarding a scholarship to a potential candidate.

The preparation of the evaluation worksheet shall be backed up by a formal review, assessment, and an information analysis report which shall be used to represent and support the findings of each sub-category of each group category. The basis for each finding must be supported by research and analyzed data. The review process of such data must be consistent with that generally accepted within the framework of awarding scholarships. All point scores must be clearly shown in the details of the *Point Scoring System* total and in the *Analysis of Current Applicant*'s report. Therefore, scholarship requests or applications must include the following backup data:

- Copy of the Point Scoring System (see Exhibit A & C)
- Copy of the Analysis of Current Applicant (see Exhibit B & D)
- Copy of Student Applicant's high school transcript record (GPAs)
- Copy of Student Applicant's SAT or ACT score report.
- Copy of Student Applicant's college transcript record for college credits.
- Copy of Student Applicant's personal references (minimum of 2).
- Copy of any information regarding Student Applicant's extracurricular activities.
- Copy of Student Applicant family's personal financial statement.
- Copy of Student Applicant's reference from teacher or professor (math or Science).

This process should be followed at all times, and under no circumstances should there be any deviation. Adherence to this process is recommended to ensure that each scholarship request is reviewed and analyzed with consistency, uniformity, and that potential review problems are avoided and prevented. If there should be any exceptions to be made, they must first receive a waiver or approval through the normal channels of the *Committee on Education and Scholastic Achievement* before any attempt is made to apply the exception to the review and analysis processes.

AWARD SELECTION PROCESS

Students with the highest and next highest academic achievement credentials are selected by the *Committee on Education and Scholastic Achievement* to receive either full or partial annual scholarship awards. These awards range from a high of $5,000 for full individual scholarships, to a low of $1,000 for partial individual scholarships for qualified candidates who attend one of the qualified schools in a school district.

The number and amount of scholarships to be awarded to qualified students each year, will depend on the campaign constributions that we receive from participating corporate-sponsors. This process will also determine the size of each award under the full and partial award programs.

BASIC SCHOLARSHIP ELIGIBILITY REQUIREMENTS

It is important to identify the basic requirements needed to pre-qualify a student for eligibility under our *Scholarship Program*. To be eligible, an applicant must meet the following minimum requirements:

Minimum Eligibility Requirements

- Underrepresented (African-American, Hispanic-American, or Native-Native-American, or other) male or female senior high school student;
- Student must attend high school in the East San Jose Union School District;
- Student must plan to pursue a degree at an accredited U.S. postsecondary school or university;
- Student must major in the field of Natural or Physical Sciences, Mathematics, or Engineering;
- Student must score well on either the *SAT* or the *ACT*;
- Student's high school transcript record must be submitted;
- Student must come from a below or low-income family;
- Student's current family financial statement must be submitted;
- Student prepared letter summarizing the applicant's extracurricular activities and plans for the future; and
- Student must submit three references, one to be submitted by a science teacher.

The minimum eligibility requirements shall be strictly enforced for all applications in consideration of a scholarship under the *DCF Scholarship Program*.

SAMPLE CASE OF JOHN DOE

John Doe attends Independcnce High School in the East San Jose Union School District. His major school subjects are math and science where he has consistently maintained a grade point average (*GPA*) score of 3.2. His overall grade point average is 3.5 as supported by the school's transcript, if you include all other school subjects taken. He is currently the President of the senior class, and the editor of the school's newspaper. He also tutors two other senior students in the subject of mathematics. His academic achievements have helped him in selecting his field of study at a university of his choice. According to his records, John Doe scored in the top 20 category in scoring on his *Scholastic Achievement Test (SAT)* for a score of 1400. Acceptance letters have been received from four major universities; MIT, Stanford, San Jose State School of Engineering, and the University of California, Los Angeles where plans to study engineering.

John Doe lives with his father, mother, two sisters, and two younger brothers in a three (3) bedroom apartment. His father is the only wage earner, while his mother manages the apartment and attends to the children, including John Doe's, daily supervisory activities. His father's annual net income before expenses and taxes is approximately $28,000.00. John Doe family's personal financial statement shows a net worth of approximately $2,500.00 and a debt-to-worth ratio of 3.0:1.

John Doe, because of his academic achievements, is allowed to take college course classes at San Jose State University for which he has received college credit towards a degree in engineering. He maintains a grade point average of B+ or 3.0.

On the weekends, John Doe volunteers his time in working with civic groups that are engaged in protecting the environment from pollution, and he has received a number of awards for devoting his time in this humanitarian effort.

Daniel and Craft Foundation

Scholarship Program

Annual Competition

CORPORATE SCHOLARSHIPS FOR UNDERREPRESENTED HIGH SCHOOL

STUDENTS WHO MAJOR IN SCIENCE OR MATHEMATICS

Student Application Form - Deadline _____

Please type or print using black ink when completing both sides of the application

_____
Full Name

_____
Home Address

_____
City State Zip Code

_____
Home Telephone Number

_____
Campus Address *(if you are already in college)*

_____
City State Zip Code

_____
Your Campus Telephone Number

_____ Sex: _____ _____
Social Security Number Male Female

_____ _____
Date of Birth Citizenship

_____ _____
Birthplace City Birthplace State

Your Ethnic Group:

_____ _____ _____
African-American Hispanic-American Native American , or Other
(Please indicate Tribal I/D if Native American)

Please complete reverse side

Mother's Ethnic Group _____ Father's Ethnic Group _____

Mother's Occupation _____ Father's Occupation _____

Mother's Maiden Name _____ Citizenship _____ Birthplace _____

Father's Name _____ Citizenship _____ Birthplace _____

Have you ever applied for this scholarship before? ___Yes ___No If yes, the applied _____

Do you have other scholarship support? ___Yes ___No Please describe _____

Present Class Year *(Check one)* ___ H.S. Senior ___College Freshman ___College Sophomore

Academic Institution in which you expect to be enrolled in the Fall of_____.

H.S. Grade Point Average _____ Class Ranking _____ Out of *(number)* _____ College GPA _____

Honors, Awards, and Extracurricular Activities *(use additional paper if necessary)* _____

Names of three people who have agreed to submit REFERENCE FORM

Name Position Institution & Phone Number

1. _____
2. _____
3. _____

How did you find out about the scholarship program?_____

Please type or print in black ink a personal statement of your career ambitions and how the undergraduate study of Science or Mathematics relate to them. Please give examples of any specific scientific studies or projects. *(Use extra paper if necessary.)*

Signature: _____ Date:_____

Send this completed form to the address below before the deadline date. **Three completed REFERENCE FORMS (At least one reference form must be from a science or math teacher or professor)**, official high school and college transcripts, SAT, ACT, or other references, school, and testing service directly to the address below before the deadline date.

Scholarship Program . Daniel and Craft Foundation
980 9th Street, 16th Floor . Sacramento, California 95814

Daniel and Craft Foundation

Scholarship Program

Annual Competition

CORPORATE SCHOLARSHIPS FOR UNDERREPRESENTED HIGH SCHOOL
STUDENTS WHO MAJOR IN SCIENCE OR MATHEMATICS

Student Personal/Teacher Reference Form - Deadline _____.

Please type or print using black ink when completing both sides of the reference form

_____
Applicant's Name

_____
Applicant's Present School

_____
Applicant's Ethnic Group

_____
Reference's Name

_____
Reference's Institution and Department

_____
Reference's Title and Phone Number

Acquaintance with Applicant:

1. I have known the applicant for a period of _____ years and/or _____ months.
2. I have known the applicant as: ☐high school student ☐undergraduate student ☐other (specify) ☐
3. I have served as the applicant's: ☐advisor ☐teacher in several classes ☐teacher in only one class ☐other ☐

Comments: On the back of this page, please describe the applicant's suitability for this Program for scholarship for Underrespresented Students who Major is Science or Mathematics. *(Please use attachments, (If necessary).*

Applicant's overall ability: In comparison to other (Science or Math) students who have had approximately the same Amount of experience and training, how do you rate the applicant?

1. ☐Outstanding, High 10%
2. ☐Top Quartile
3. ☐Second Quartile
4. ☐Third Quartile
5. ☐Fourth Quartile

Please complete reverse side

Please use the following space to provide any additional information or comments (*Applicant's suitability for this program*):

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

I have no objection to the distribution of the information contained herein to the Review Committee.

_____ _____

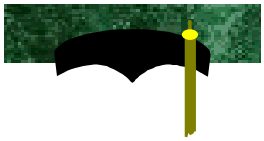
Signature of Reference Date

Return directly to:

Scholarship Program . Daniel and Craft Foundation
980 9th Street, 16th Floor . Sacramento, California 95814

Daniel and Craft Foundation

Scholarship Program



Type: Corporate-Sponsored Scholarship - (full or partial).

Focus: Fields of Science - including the Physical Sciences, Natural Sciences - Mathematics, and Engineering.

Eligibility: Underrepresented male or female high school seniors in the local School District. Student must plan to pursue a degree and be accepted by an accredited U.S. postsecondary school or university, and be from a low-income family group.

Description: Students may apply individually to the program, or may have their schools nominate them. All high school seniors are authomatically identified for the program if they have scored well on either the SAT or the ACT. A high school transcript, family financial data, and a letter summarizing the applicant's extracurricular activities and plans for the future are also required.

Awards: The scholarship is based on making a selection from the top semifinalists, with a selected number to become finalists to receive awards of $1,000-$5,000 in partial or full annual scholarships. Each year will require annual transcript review and maintenance of a specific Grade Point Average (GPA).

Deadline: April 1st. of each year. Applications received after April 1st will automatically be processed and evaluated for the following year's program. (Deadline is May 2nd).

Address: DCF Scholarship Program
Daniel and Craft Foundation
980 9th Street, 16th Floor
Sacramento, California 95814

Telephone: (916) 444-9036

Daniel and Craft Foundation

Scholarship Program

APPLICATION PROCEDURE

The student should follow the application process which consists of:

- One completed student application form and personal statement;

- Three completed reference forms, sent directly by the references to *DCF* office. One of the references must be filled out by a science teacher or professor;

- For high school seniors, official high school transcripts. For college freshman and sophomores, official high school and college transcripts to be mailed directly to *DCF* office; and

- Scholastic aptitude test scores (SAT, ACT) sent directly to *DCF* office.

The Educational Test Service code for sending SAT scores to *DCF* is 0634.

The ACT code for the *DCF* is 2675.

The deadline for receipt of the completed application packet is May 2nd for this year.

APPLICATION FORMS, REFERENCE FORMS, and other information about this *Program* may be obtained from and sent to:

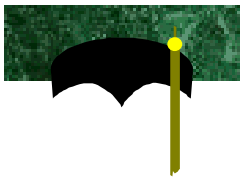
DCF Scholarship Program
Daniel and Craft Foundation
980 9th Street, 16th Floor
Sacramento, California 95814

Telephone: (916) 444-9036
FAX: (916) 444-9146

Daniel and Craft Foundation

Scholarship Program

980 9th Street, 16th Floor, Sacramento, California 95814
(916) 444-9036 . FAX (916) 444-9146



Education

July 26, 2005

Piedmont Hills High School
East Side Union School District
1377 Piedmont Road
San Jose, California 95132-2497

Dear Gentlemen:

As Chairman of the *Committee on Education and Scholastic Achievement*, it gives me great pleasure to announce that the following Piedmont Hills High School students have been selected to receive a full or partial scholarship award for the 2004/2005 academic year for tuition at a college or university of their choice:

Type of Scholarship	Award Recipient	Award Amount
Partial	Kristin Kayo Higaki	$1,000.00
Partial	Jennie Thi Tran	$1,000.00
Partial	Eric Shanker	$ 750.00

Not only do we congratulate these outstanding students for their scholastic achievements, we also commend you as teachers for a job well done in helping to nurture and guide their hunger for knowledge and understanding in mathematics and the sciences.

We look forward to next year when we again receive student applications for the 2006/2007 academic year to join other recipients of scholarship awards.

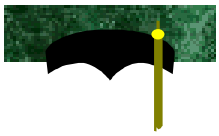
Sincerely,

Committee Chairman
Committee on Education and Scholastic Achievement

Sample Letter To School Of Award Recipients

Daniel and Craft Foundation

Scholarship Program



2004/2005 STUDENT EVALUATION
AND AWARD CLASSIFICATION SUMMARY
(Class of 2005 Recipients)

Award Ranking	Student Name	School	H.S. GPA	Ethnicity	College/ University
$1,000	Mabel Chan	Mt. Pleasant	3.96	Asian	S.J.S.U.
500	Viet Trinh	James Lick H.S.	3.66	Asian	S.J.S.U.
500	Nary Sun	Adrew Hill H.S.	3.87	Asian	U.C. Berkele
500	Joanna Sandoval	Mt. Pleasant	3.58	Hispanic	S.C.U.
500	Becky Medez	James Lick H.S.	3.68	Hispanic	S.J.S.U.
500	Irma Solis	Yerba Buena	3.21	Hispanic	S.C.U.
500	Shiena Sharma	Mt. Pleasant	4.00	Indian	U.C.L.A.
750	Nick Solo	James Lick H.S.	2.78	Hispanic	S.J.S.U.
500	Thai Nguyen	Overfelt H.S.	3.90	Asian	U.C. Berkele
750	Abraham Rivera	Yerba Buena	3.67	Hispanic	S.J.S.U.
500	Tam Minh Le	Andrew Hill H.S.	4.00	Asian	U.C. Davis
500	Abinesh Chandra	Overfelt H.S.	3.30	Indian	S.J.S.U.
750	Joanna Perez	James Lick H.S.	3.48	Hispanic	S.J.S.U.
1,000	Gonzalo Chairez	Andrew Hill H.S.	2.44	Hispanic	S.J.S.U.
1,000	Manu Seth	Pleasant Hill	4.00	East Indian	M.I.T.
500	Revecca Lopez	Yerba Buena	2.86	Hispanic	S.C.U.

Total	Total Students
$10,250	16

In the order and ranking shown, the referenced students have been selected to receive a scholarship award based on their respective scholastic achievement, recommendations by personal and school references, and their participation in extracurricular activities. Based on this information, it is hereby recommended that each student in the first group of three (3) students should receive $1,000.00 awards each, while the next group of three (3) students should receive $750.00 each, with the remaining group of ten (10) students to receive $500.00 each in awards for the first competition year 2004/2005.

Sample of data collected to show annual disbursement of scholarship funds