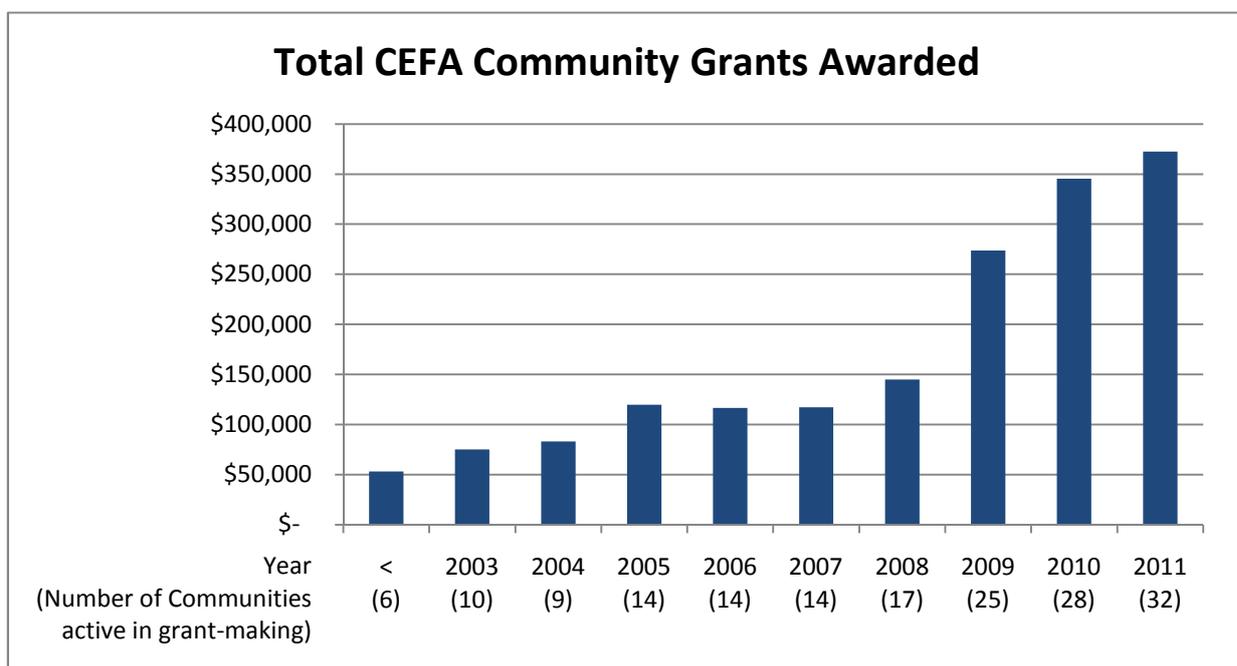




2011 CEFA Grant Analysis Report

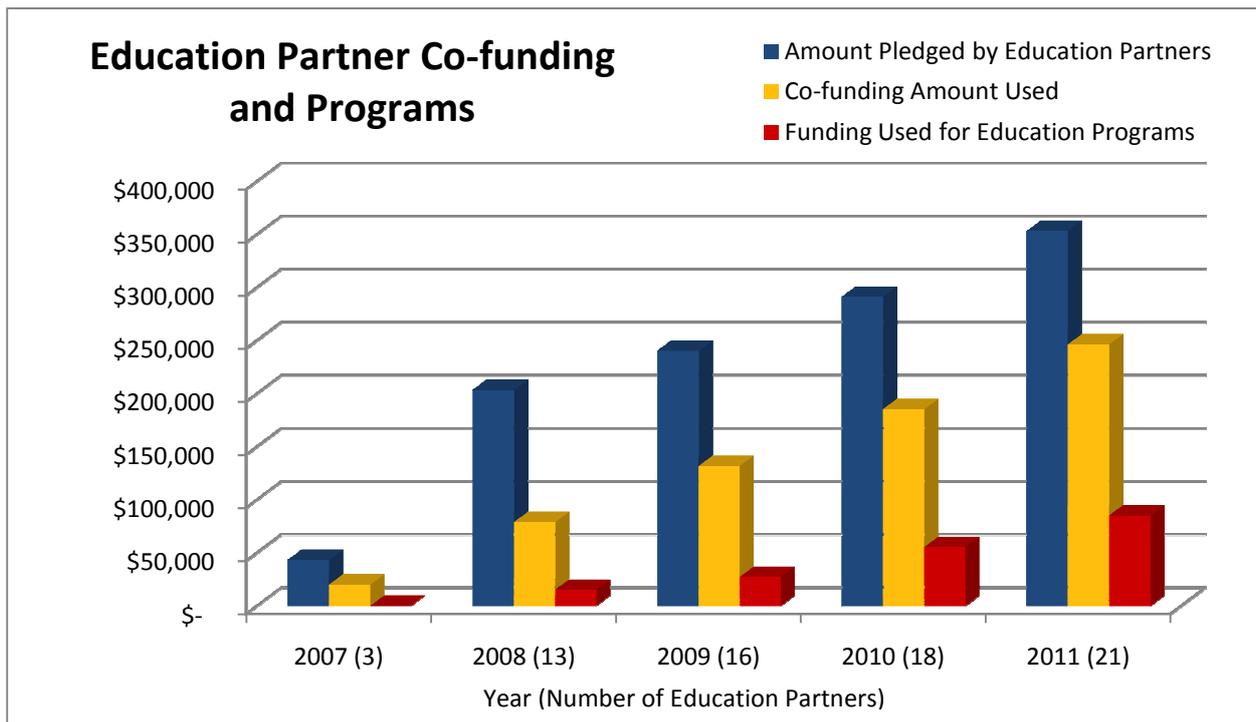
- The total number of grants provided to rural youth for 2011 was 349, with the average number grants provided per community being 11 and the average value of each grant \$1,068.
- The total value of grants given by our local Education Foundations was \$372,595, an increase of almost 8% on 2010 figures.
- This year, 32 of CEFA's local communities were active in grant-making, with many of our newer communities becoming ready for their first round of grant offers late 2010. The remainder were either too young to commence grant-making this year or their communities so small that there were no school leavers in 2011.
- Since 1993, when our first Education Foundation was formed, 1,709 community grants have been given to rural youth totalling \$1,705,326.
- 2011 Education Partner co-funding has increased from \$185,025 in 2010 to \$246,095, reflecting a growth of 33%.
- In 2003, CEFA commenced its Education Partnerships with just one education provider. We now have 21. The resulting co-funding has provided a total of \$690,520 additional support for rural youth.
- The total value of support provided to youth in CEFA communities in 2011 (local grants, Education Partner co-funding, external scholarships and education aspiration enhancement programs) was \$820,890 - an increase of 22% on 2010 (\$677,215). This growth is reflective of three key factors:
 - Considerable increase in the value of co-funding provided by Education Partners to CEFA students in addition to their locally given community grants
 - Growth in the value and number of CEFA secured external scholarships offered to students from CEFA communities, particularly the Rotary Club of Sydney and the McLean Foundation
 - A significant increase in the number and scale of education aspiration enhancement programs offered to students from CEFA communities
- In total CEFA, our local Education Foundations, Education Partners, external scholarship and program providers have given \$2,894,896 of support to rural youth from CEFA communities since 1993.



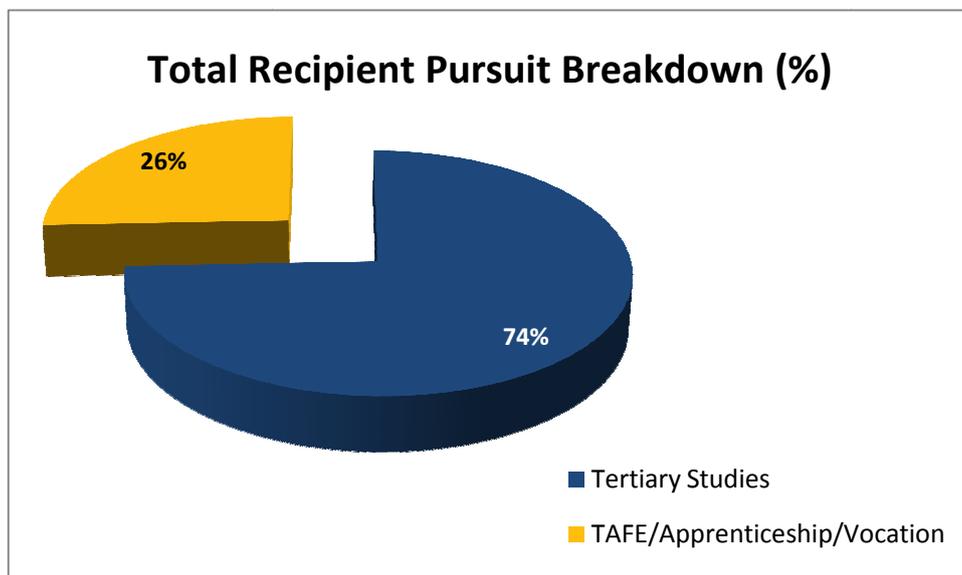
Total Value of 2011 CEFA Grants, Education Partner Co-Funding, Programs and External Support

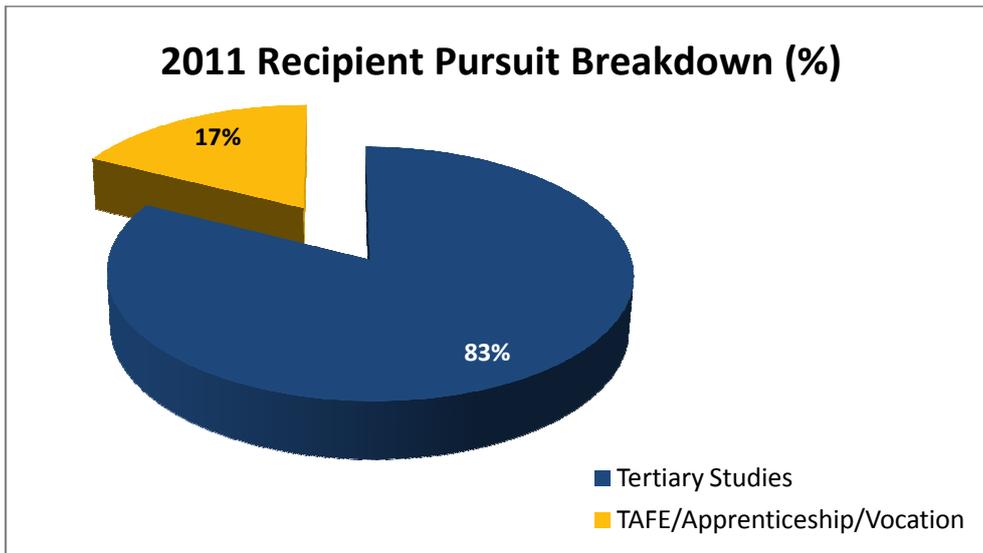
2011 CEFA Local Education Foundation Grants	\$372,595
2011 Education Partner Co-funding	\$246,095
2011 Education Aspiration Enhancement Programs	\$145,000
2011 External Scholarships and In-kind Support	\$57,200
Total Value of Support Provided to Youth in CEFA Communities in 2011	\$820,890

The support from CEFA’s Education Partners continues to increase each year. As a result, the value of student co-funding and our education aspiration enhancement programs, including our University Experience and Careers in Science Programs, also increases:

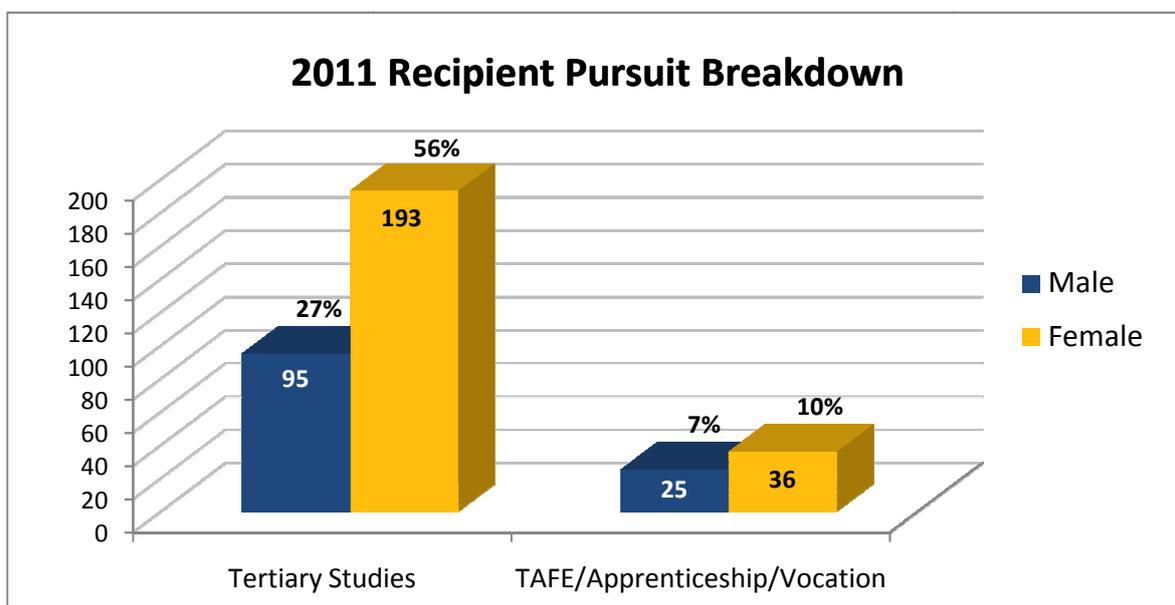
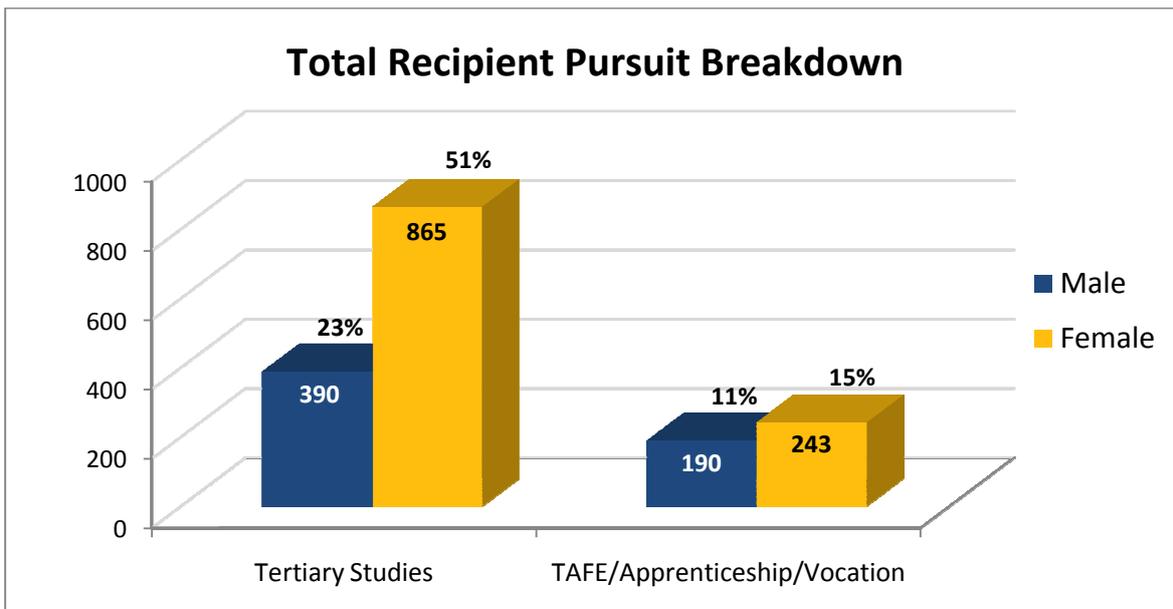


Recipients of CEFA grants are not university students alone. Grants are awarded to students who are pursuing a broad range of post-high school aspirations and vocations including apprenticeships, certificates, diplomas, traineeships, etc. The graphs below provide a breakdown of the types of pursuits that our grant recipients are undertaking. The first graph shows all CEFA grant recipients; the second, on the next page, represents recipients in 2011 only.

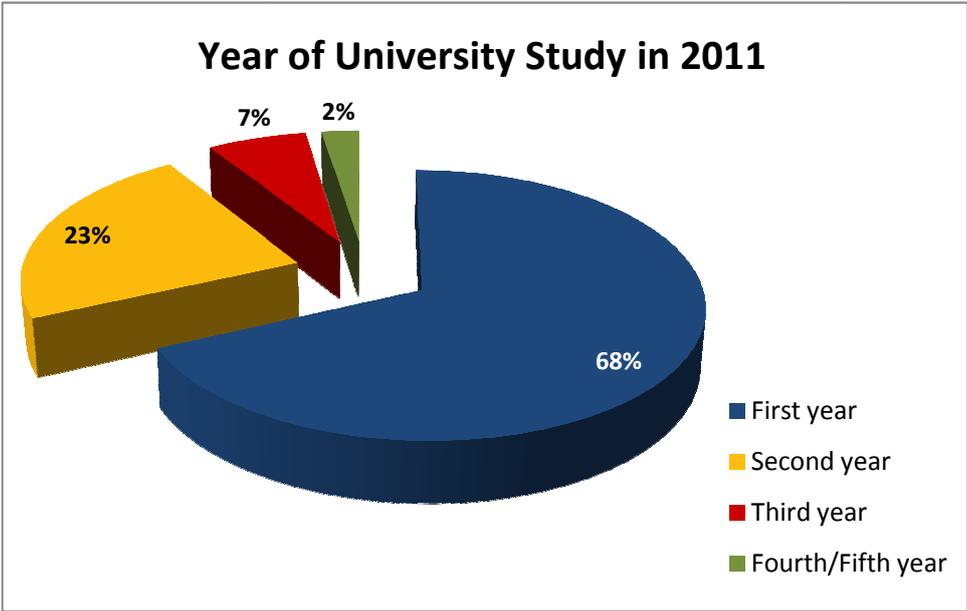




The graph below further breaks down the pursuits of recipients according to their gender, again both in total and 2011 alone. As with 2010, the majority of grants this year were provided to female students pursuing tertiary education, with grants to male university students the next largest group:



This chart represents the breakdown of CEFA grant recipients attending university according to their year of study in 2011. The number of students who have received grants for post first-year studies has increased, indicating that our local Education Foundations are working to provide repeat grants to students and to extend the longevity of their support.



The following chart provides an indication of the diversity of pursuits for which recipients have received a grant from their local community. Students studying double degrees have been recorded under both pursuits:

