

# #223

**COMPLETE**

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Page 1

**Q1** Name of your organization.

Seniors in Service of Tampa Bay, Inc.

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**Q2** Grant #

20180518

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**Q3** Grant Period

8/15/18 – 8/15/19

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**Q4** Location of your organization

City	<b>Tampa</b>
State	<b>Florida</b>

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

Donna Killoren

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**Q6** Phone Number:

813-760-7636

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**Q7** Email address.

dkilloren@seniorsinservice.org

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Page 2: Key Outcomes and Results

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

324

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

State the Goal: Each year, insure on-time grade promotion for all Hillsborough County Title 1 K-3rd students by providing the 3 key pillars of success – caring, trained, consistent mentor/tutors; family engagement; and relevant, engaging curriculum.

State Objective 1: Ensure on-time grade promotion for at least 403 Kindergarteners and 1st graders at Oak Grove and Mendenhall Elementary schools at the end of the 2018/2019 school year by providing Family Fun Nights through Zoo Tampa at Lowry Park, and engaging the entire family in natural-science curriculum in the classroom, at Family Fun Nights and at home.

Describe the Activities, Results and Outcomes for Objective 1:

The Expected Outcome was that at least 403 underserved Kindergarteners and 1st graders at Oak Grove and Mendenhall Elementary schools will achieve on-time grade promotion by the end of the 2018/2019 school year. Due to lower school enrollments than originally anticipated, we served 324 children instead of the 403 previously specified in our proposal.

Reports from the Hillsborough County School District with “on-time grade promotion” data were received on 8/29/19. 94% (304/324) of the children served achieved on-time grade promotion by the end of the 2018/2019 school year.

Activities to achieve this outcome were:

Volunteer Engagement: Program staff recruited, screened, trained, engaged, recognized, retained 20 Foster Grandparent Mentor/Tutors aged 55+ to serve at Oak Grove or Mendenhall Elementary.

Individualized Child Care Plan Creation: 19 classroom teachers created individual Child Care Plans to assess individual student needs and to guide volunteer tutoring in literacy and social/emotional skills for 324 students in K and 1st grade.

One-on-one or small-group in-class tutoring/mentoring: 324 underserved Kindergarteners and 1st graders were tutored/mentored by 20 classroom Foster Grandparent Mentor/Tutors. This Included:

- students reading aloud to help with pronunciation and word identification
- listening to Foster Grandparent Mentor/Tutor read aloud and following up with questions for comprehension.
- tutoring alphabet, math, numbers table skills - the fundamental skills to be promoted to the next grade
- using sight word flashcards/playing games to develop knowledge of letters, sounds, and words
- teaching social skills, respect for others, positive experiences with adults
- developing trust and stability through consistent encouragement from the same caring volunteer who served daily in the classroom
- offering wisdom, devoted time, and love to children who otherwise might not receive heartfelt concern.

Parents Invited for Readers in Motion Membership: Invitations to join Readers in Motion were sent to parents/caregivers of 324 students. Children whose parents joined received a members-only backpack.

Zoo-to-You Classroom Animal Encounters: We held Zoo-to-You Classroom Events for 324 students (2 events per grade (K and 1st grade) per school). Animal experts brought live animals that corresponded to enhanced class curriculum. In January 2019, Zoo Tampa staff brought a tree frog, python, skink and armadillo for up-close animal presentations. The students were able to see the animals as close as they felt comfortable and ask questions directly to animal professionals. At Zoo-to-You, the children geared up for Readers in Motion’s next set of Family Fun events hosted at Zoo Tampa in February.

Outreach to parents/caregivers: Invitations were sent to parents/caregivers of 324 children in K and 1st grade to attend special events. In addition, program staff personally called 5-10 parents per week to encourage them to participate in “Ed-Zoo-Cation” Family Fun events and/or get their feedback/suggestions for program improvement.

Parent Engagement “Ed-Zoo-Cation” Family Fun Events: We organized 3 sets of events held on Saturday mornings when parents were

## S.L. Gimbel Foundation Fund

more likely/able to attend. These were structured events including at least 2 activities plus breakfast. We held 9 Family Fun Events total, with 3 per grade (K and 1st grade) for Oak Grove Elementary and 3 total for Mendenhall Elementary (where K and 1st grade were combined). 324 students were invited to attend with their entire families — parents, grandparents and siblings were all invited to attend. Family Fun Events engaged attendees in natural science-based curriculum tied to classroom work and Reading Challenges to complete at home. All activities engaged the whole family and included the children's classroom teachers and the Foster Grandparent Volunteer Tutors, building a bridge between the educational team and the student's home life. Below is a description of each of the 3 sets of events:

1. November 2018 – The theme was “What Do Animals Eat?”. Attendees rotated among 3 stations:

- Animal Poop Craft- The main way we determine whether an animal is sick is by examining its poop (gross!). Zoo experts test poop weekly to make sure the animals are healthy. In this craft, kids and parents made a “poop craft” using modeling clay, twigs, seeds, acorns, leaves and other items found in nature. They learned that the consistency changes depending on what the animals eat.
- Outdoor Games (Killer Frog, Don't Wake the Bear and Predator vs. Prey) Each game was designed for the kids to learn the roles of animals (specifically how they get their food) in nature through activity.
- Zoo Animal Diets- Herbivores, carnivores and omnivores each have different kinds of teeth. Animal skulls were set up in classroom for show and zoo experts explained the difference in the three, allowing the kids to guess which animal (skull) belongs to which group. They shared “fun facts” of one-horned rhinos, pygmy hippos, African Elephants, Florida Panthers, African Painted Dogs, orangutans and black bears and had picture cut-outs that students organized into the correct group.

2. February 2019 – The theme was Animal Classification. The events started with mingling in the lecture hall and featured a Book Table for children to choose a book, from a selection laid out by grade level, to take home and read with their family. Zoo experts then led our groups on private tours through the Asian Gardens and Florida Wildlife areas, pointing out the various animals and how they are classified in the animal kingdom. Parents and children alike participated in an animal classification activity during the tour where they dove even further into the topic.

3. April/May 2019 – These are our end-of-year Sunset Safari Graduation celebrations. Held on Saturdays, they started with mingling and breakfast in the lecture hall to make it stress-free for the families attending. We featured a book table, manned by wonderful Foster Grandparent Volunteer Tutors, where each child was able to select one book to take home. Parents enjoyed the chance to engage one-on-one with the volunteers who tutored their children in class each day. Afterwards, the children were recognized in our “graduation ceremony” where they were called up individually to stand with their class and received personalized certificates. Teachers and Foster Grandparent Tutors posed for class pictures, and parents bonded over the funny faces and sharing photos. The families were then invited to enjoy a zoo day together.

Monthly Reading Activity Worksheets: 324 students received Monthly Reading “Bingo Book” Activity Worksheets and were challenged to complete 16 reading activities at home with their parent/caregiver per month. Each book featured 4 pages (one for each week of the month) and 25 reading activities laid out like a bingo board. The activities were created to encourage students to read with their family members. Some examples include: Ask mom/dad to read you a book they love; Read under a blanket with a flashlight; Read a book twice in a row; and Read after dinner. Parents were asked to sign off on activities they completed with their child. Each student that completed at least 16 reading activities for the month earned a brand-new book to take home. All families had access to books through myON, the digital reading environment made available by Hillsborough County School District to residents of Hillsborough County. Compliance activities: Program staff participated in monthly school visits and monthly monitoring of volunteer service. Program staff monitored student progress quarterly.

Year End Child Care Plan Evaluations: 19 classroom teachers evaluated student improvement vs. initial assessment of literacy and social/emotional skills for 324 students.

State Objective 2 (if applicable): N/A

Describe the Activities, Results and Outcomes for Objective 2: N/A

State Objective 3 (if applicable): N/A

Describe the Activities, Results and Outcomes for Objective 3: N/A

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

We know that parent engagement is critical to helping underserved elementary school children succeed. Increasing parent engagement continues to be a challenge, as low-income parents are often too busy, stressed or intimidated to engage with the child's school and educational process.

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

We made it our mission to connect with the parents in a deeper and more meaningful way. In our efforts to continue to improve Readers in Motion, we wanted to give parents the opportunity to think critically and offer constructive criticism. We created Parent Advisory Groups to gauge how best to communicate with the parents and what kinds of activities they are most interested in participating in with their children. We received feedback from 52 parents/guardians and here's what we learned:

1. Their preferred method of communication is either phone calls or text messages. Readers in Motion program staff increased outreach by calling 5-10 parents/guardians per week to discuss the program and creative ways to get involved with their student's education.
  2. They would like more zoo activities, more animal interaction and more locations/variety of family events. We will take this feedback into account for future events.
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**Q12** Describe any unintended positive outcomes as a result of the efforts supported by this grant.

Our "End of Year Reading Challenge" spanning from February-April of 2019 inspired a 36% increase in average number of students reading outside of school each month and a 56% increase in the average reading frequency done outside of school!

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

This grant enabled Seniors in Service to replicate our proven award-winning Readers in Motion initiative in another Title I school in Tampa, increasing the community impact to help a total of 324 underserved children in Kindergarten and 1st grade succeed.

Readers in Motion provides intensive literacy and social behavior intervention by caring, trained mentor/tutor volunteers aged 55+. Student engagement is sparked through relevant and age-appropriate content from the natural sciences. Parents are included in the process through regular communications and engaging events, inspiring involvement in their child's education that's essential to academic success.

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## S.L. Gimbel Foundation Fund

**Q14** Please provide a budget expenditure report. Also, provide a budget narrative that explains how the funds were utilized, what was purchased, what were the expensed items based upon the budget that was submitted.

1. a) Salaries

Program Staff: (Senior Program Manager, Program Coordinators, Program Assistant)

Amount Requested: \$ 15,350 Amount Spent: \$ 15,350

1. b) Payroll

Taxes & Benefits FICA, State Re-employment tax, Health Insurance

Amount Requested: \$ 4,650 Amount Spent: \$ 4,650

Total of Salaries and Benefits Amount Requested: \$ 20,000 Amount Spent: \$ 20,000

2. Program Expenses

Staff mileage for travel to the school sites, Zoo, and Children's Board trainings. Family Engagement Events with STEM activities, meals, Zoo to You classroom visits, Learning materials – backpacks filled with learning supplies .

Amount Requested: \$ 5,000 Amount Spent: \$ 5,000

TOTALS: Amount Requested: \$ 25,000 Amount Spent: \$ 25,000

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### Page 4: Success Stories

**Q15** Please relate a success story:

Readers in Motion collected feedback from parent surveys taken at the Zoo Tampa events; by engaging with parents through regular phone calls; and through unsolicited parent emails. The feedback collected was very positive!

Email from parent Sara W.: "I wanted to thank you for sponsoring the class and helping children excel at a young age. I've tutored children for years and I know how important it is to establish a strong foundation as early as possible. I think your program is absolutely wonderful and we've enjoyed participating in it. Elani loves her tablet, and the books she's received from your organization. Your contests motivated her to read even more, and helped her to advance significantly over the course of this year. If there is any way that we can help, volunteer, etc., please let me know!"

Email from parent Maryam H.: "I appreciate ALL you have done with this reading program. We LOVED it!! Matthew and I REALLY enjoyed doing it TOGETHER, and it obviously increased his love for books and reading!!!!...PLEASE let me know if I can volunteer or help out in ANY way this summer. Seriously, I will be off, and would LOVE to help, if the need is there."

Parent Survey #1: "The event at the zoo has been a lot of fun for the kids so far. I think the Readers in Motion program has been a valuable tool to help my daughter learn to read."

Parent Survey #2: "She is REALLY READING!"

Parent Survey #3: "Encuentro que el programa es muy útil para que los niños sigan desarrollando el aprendizaje." (Translation: I find that the program is very useful for the kids to continue developing and learning).

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

Seniors in Service was recognized by our federal funder for our Readers in Motion initiative that enhances the national-affiliated Senior Corps Foster Grandparent Program. In June 2019, our staff was invited to present “Innovations to Empower Children’s/Family Literacy” at the annual convening of Senior Corps grantees in Denver, CO. We shared lessons learned through our Readers in Motion initiative about helping underserved children succeed by augmenting intensive, ongoing tutoring/mentoring from caring volunteers with enhancements that include enriched curriculum, increased parent engagement, and increased reading frequency.

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

Our successful Readers in Motion initiative was recognized by myON – our program partner that provides the digital reading environment used for our reading challenges. In April 2019, we were honored when myON sent representatives to visit Oak Grove Elementary, one of our Readers in Motion schools, to film a segment that will become part of their national campaign!

And we received kudos from Florida Senator Rick Scott on May 6, 2019, when he visited Seniors in Service and Mendenhall Elementary in celebration of Older Americans Month. He was impressed to learn about our Readers in Motion initiative, tweeting: “It’s a great program that helps students and senior-aged volunteer tutors alike!”

Page 5: Organizational Information

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

**Service  
Organization**

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

**Health & Human  
Services**

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

African American	11
Asian/Pacific Islander	1
Caucasian	12
Native American	0
Hispanic Latino	71
All Ethnicities	0
Other	5
Unknown	0

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

Children Birth-05 years of age	0
Children ages 06-12 years of age	100
Youth ages 13-18	0
Young Adults (18-24)	0
Adults	0
Senior Citizens	0

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<b>Q22</b> Approximate percentage of clients served with disabilities from grant funds.	No clients served with disabilities	<b>100</b>
	Physically Disabled	<b>0</b>
	Blind & Vision Impaired	<b>0</b>
	Deaf & Hearing Impaired	<b>0</b>
	Mentally/Emotionally Disabled	<b>0</b>
	Learning Disabled	<b>0</b>
	Speech Impaired	<b>0</b>
	Other Disability	<b>0</b>

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<b>Q23</b> Approximate percentage of clients served in each economic group.	At/Below Poverty Level	<b>90</b>
	Homeless/Indigent	<b>0</b>
	Migrant Worker	<b>0</b>
	Working Poor	<b>0</b>
	Other	<b>0</b>

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<b>Q24</b> Approximate percentage of clients served from grant funds in each population category.	Single Adults	<b>0</b>
	Families	<b>0</b>
	Single Parent Families	<b>0</b>
	Disabled	<b>0</b>
	Ethnic Minority	<b>0</b>
	LGBTG	<b>0</b>
	Abused Women/Children	<b>0</b>
	Homeless/Indigent	<b>0</b>
	Immigrants	<b>0</b>
	Military	<b>0</b>
	Parolees	<b>0</b>
	Students	<b>100</b>
	Elderly	<b>0</b>
	Children/Youth (those not included in Family)	<b>0</b>

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