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COMPLETE

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Q1 Name of your organization.

LEAP Learning Center

Q2 Grant #

20160274

Q3 Grant Period

May 16, 2016 through May 16, 2017

Q4 Location of your organization

City	Tustin
State	California

Q5 Name and Title of person completing evaluation.

Sally Parkin, Executive Director

Q6 Phone Number:

(714) 225-2756

Q7 Email address.

sallyparkin@leaplearningcenter.org

Page 2: Key Outcomes and Results

Q8 Total number of clients served through this grant funding:

132 at-risk and economically disadvantaged students

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:

Our stated objective for the 2016-2017 school year was as follows: To instruct, mentor, motivate and inspire 128 academically at-risk and disadvantaged students to develop strategies, skills and confidence to read at or near grade level.

LEAP was able to provide free after-school reading intervention services to 132 at-risk and economically disadvantaged students at four Title I schools in the TUSD. Our LEAP site supervisors and executive director worked closely with TUSD teachers, principals and staff to identify and select students for our Reading Intervention Program. To be considered eligible for our program, students had to be reading below grade level and be economically disadvantaged. The majority of our students came from families where English is not their primary language and lacked the resources and support that were needed to be successful readers.

Our LEAP after-school Reading Intervention Program for the 2016-2017 school year was held from September 2016 through June 2017, Monday through Thursday, at four Title I campuses in the TUSD. Student reading groups were constructed based on the student's current reading level which allowed tutors to carefully observe and address individual strengths and weaknesses. The program was comprised of two separate one hour sessions, with each session assisting a different roster of students. Providing two sessions each day allowed us to limit our reading groups to approximately four students per group, with roughly four to five groups per session. Our literacy tutors continued to be largely comprised of retired school teachers and college students from the University of California, Irvine (UCI), and California State University, Fullerton (CSUF). This year, we were very excited to welcome 14 new outstanding college students to our literacy tutor team—9 of whom had awards through the Federal Work-Study Program (FWS). We were able to successfully recruit these nine tutors through our participation in the UCI Career Center Employment Fair in October 2016. Because LEAP is an approved off campus employer for FWS, we were only charged a 15% administrative fee by UCI to employ these students. All of our new literacy tutors were given a LEAP Tutor Manual which outlined our program procedures, scope and content, as well as the core components of the LEAP curriculum. Additionally, they received initial training from our Executive Director and on-going support and coaching from the site supervisor at their respective school site. Fortunately, all of our volunteers, and most of our college students, plan to return as LEAP literacy tutors for the following school year (2017-2018). All of our tutors have expressed how much they enjoy working with our students and how impactful and gratifying their experience with our program has been.

As we do every year, our LEAP Executive Director and staff carefully selected engaging texts, for each instructional level, that was specifically targeted for the needs and interests of every student in our reading groups. With much thought and deliberation, our LEAP curriculum was developed and designed to address the acute and growing literacy deficiencies among our students, and every year test results have proven the effectiveness of our program. Based on our recent mid-year assessments, compiled by the TUSD, we have already seen an average improvement of 2.3 reading levels! All four of our schools demonstrated an average growth of at least two reading levels, with one of our schools achieving a growth of 2.75. With an entire trimester left in the school year, 60% of our LEAP students were reading at grade level by mid-year. We can't wait for the results of the final assessments to see what our students were able to achieve by the end of the school year!

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

This school year, we encountered new leadership at 3 of our 4 school sites. With three new principals on board, we worked hard to establish new relationships and prove the effectiveness of our program. For our program to be truly successful, we rely on the cooperation and collaboration of the TUSD teachers and administrative staff. We are pleased to say that we were able to overcome this initial challenge and achieve a close partnership at all four school sites.

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

The support we received from the TUSD staff was extremely helpful in establishing a good relationship with each new principal. The Director of Elementary Education, a stalwart supporter of LEAP, held a meeting with the new principals and explained the tenets of our program and its proven effectiveness. She set the stage for the acceptance of LEAP as an integral part of each school's culture, intervention curriculum, and positive outcome for students. Following this meeting, LEAP staff devoted time and careful attention to meeting with school staff and successfully ensuring that LEAP would serve as a good and trusted partner at each school site.

Q12 Describe any unintended positive outcomes as a result of the efforts supported by this grant.

One unintended positive outcome as a result of our efforts supported by this grant, was the funding by Chi State LIFE Foundation for a supplementary project, LEAP for Books. LEAP for Books addresses both the critical need for our target population to have books in the home and to prevent the well-documented and disastrous effects of "summer slide". Summer slide is defined as "the tendency for students, especially those from low-income families, to lose some of the achievement gains they made during the previous school year" (Colorado Department of Education, 2016). LEAP for Books enabled participating students to self-select 3 books at their reading level during our recognition ceremony, which was held at the end of the school year at all four school sites. It is well documented that having books in the home promotes reading achievement. In a 2010 study, a research team led by University of Nevada sociologist, Mariah Evans, found "home library size has a very substantial effect on educational attainment, and books especially benefit children from disadvantaged families." Richard Allington and other prominent researchers detail the importance of having access to books in the home to prevent summer slide, pointing to data that link books and reading as even more significant than summer programs. With LEAP for Books, children are excited to select books that represent a variety of interesting topics and stories and will subsequently be very motivated to read over the summer. By selecting books at their independent reading level, children will continue to experience success with reading as they did in LEAP's Reading Intervention Program 2016-2017, supported by the 2016 S. L. Gimbel Foundation Grant.

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

According to ProLiteracy, a New York based organization that promotes adult literacy, the effects of low literacy on our community, and our country, is severe: low literacy costs the United States more than \$225 billion in non-productivity in the work-force, as well as crime and loss of tax revenue; 75% of our state prison inmates did not complete high school or are deemed low-literate; and 43% of adults living in poverty are considered low-literate. Furthermore, having a low-literate parent increases a child's chance of growing up to be low-literate themselves by 72%.

LEAP provides the only Reading Intervention Program in the TUSD, and the need for our program is immense. In the four schools that we serve, nearly half of all students enrolled in third through fifth grade (not simply the students we serve) did not meet the standard for English Language Arts/Literacy, according to the 2016 California Assessment of Student Performance and Progress (CAASPP). This number does not include the additional 25% that are still not meeting the standard but are getting closer to meeting the standard. Collectively, nearly 75% of students enrolled in third through fifth grade, at the four Title I schools that we serve, are not meeting the recommended reading standard.

However, the numbers for English Learners (the primary candidates for our program) are even more staggering. In the four Title I schools that we serve, 62% of English Learners did not meet the standard, with an additional 26% of English Learners getting closer to meeting the standard—that means that nearly 90% of the English Learners at our four school sites are reading below the recommended reading level. Likewise, 47% of economically disadvantaged students (which represents all of our LEAP students) did not meet the standard compared to 30% of non-economically disadvantaged students.

The need for high-quality after-school programs that ensure that economically disadvantaged children, especially English Learners, have the resources and support they require to be successful is absolutely imperative. The lifetime effects of illiteracy and low-literacy are so grave that they cannot be underestimated. LEAP is the only community supported Reading Intervention Program available to low-income and English Learner students and is only available because of the generous support of foundations like S.L. Gimbel. In addition to our students making huge strides in their reading abilities, our LEAP tutors have witnessed first-hand how our reading program has significantly improved the confidence and motivation of our participating students. LEAP tutors teach and model the critical skills our students need to be successful readers, as well as the grit and determination to overcome obstacles. These are transformative qualities that will shape and serve our students well beyond the classroom.

Page 3: Budget

Q14 Please provide a budget expenditure report of the approved line items. Include a brief narrative on how the funds were used to fulfill grant objectives.

Because of the population we serve, it is crucial that we are able to provide our services free of charge. For this reason, we have worked diligently to create a cost-effective Reading Intervention Program.

With the generous support of the S.L. Gimbel Foundation Fund, LEAP was able to retain our four part-time Site Supervisors that oversee our Reading Intervention Program at each campus, as well as hire an Administrative Assistant and Program Assistant (both of whom work approximately 8 hours a week), and compensate our college student tutors when their Federal Work-Study award expired. Of course, LEAP's team of over 30 dedicated, well-trained volunteer tutors continue to be the lifeblood of our organization.

Additionally, because of this grant, we were able to provide educational supplies and materials such as student notebooks and dividers, notebooks and dividers for our tutors, reading group containers, supply caddies, paper, pencils, white boards, post-it notes, reward stickers, pencil sharpeners, staples, resource materials, and guided books sets—all of which are necessary to carry out an effective and meaningful curriculum. Furthermore, we celebrated the accomplishments of all students in our eight after-school sessions with a Certificate of Recognition for each student and a small party with the students, their families, our tutors and site-supervisors.

Page 4: Success Stories

Q15 Please relate a success story:

The year before Juan joined LEAP, his father was murdered and his mother abandoned the family. Juan stopped talking for a year. When I started working with him, he was beginning third grade. He was verbal again, but was struggling with behavior issues in the classroom that significantly interfered with his learning. He could not read at all-- something I had never encountered before, or seen since, in my many years as a tutor.

It was a tough year for both of us. At the ripe old age of eight, Juan felt defeated. He was clearly angry and embarrassed that he couldn't read. He would alternate between giving his best effort or proclaiming that reading was stupid and boring. We began with the most basic illustrated readers teaching phonics and sight words. It was a great struggle for him to control his behavior and to focus on the difficult task of learning to read. Still, he made slow but steady progress learning phonics, sight words, decoding strategies, and vocabulary, enabling him to take on increasingly more challenging books.

By the end of the school year, Juan had developed an enthusiasm for reading. He gained the confidence to try something difficult that he had previously thought he couldn't do. He learned that effort produces results, and greater effort yields greater rewards. He experienced the satisfaction of achievement, and he completed the year knowing that many people care deeply about him and are invested in his success. It is my sincere hope that these lessons will sustain him and allow him to flourish as he moves forward in life.

Another student, Sam, is smart, curious, eager to learn, kind and polite. He greets me with his gentle smile every time I see him. In short, he is the ideal LEAP student, a child who just needs a bit of extra help to be a successful reader and learner. The small group environment at LEAP gives Sam the opportunity to practice his reading fluency and improve his vocabulary and comprehension. Sam is an engaged and enthusiastic learner. His hard work and focus at LEAP have resulted in his climbing four reading levels since September. As his reading has improved, so have his comprehension and general knowledge base, giving him a strong foundation for future learning and academic success.

Submitted by Cathleen Laufer, LEAP Tutor for 8 Years

Q16 Please relate a success story here:

This has been a very successful year with LEAP. One student who stands out in my mind is Angel Sanchez. The first day of LEAP he came dragging in, slung his back pack down, and sat down. His facial and body language told me he did not want to be with us. It took some time but slowly he began participating. Angel began reading with more fluency, his word attack improved, his comprehension improved and he was willing to share. I think the best thing is that his attitude toward reading has changed and he enjoys what he is doing.

Submitted by Judith Ramazzina, LEAP Tutor
School Teacher for 15 Years, Retired

Q17 Please relate a success story here:

With all the current emphasis on teaching STEM activities, many basic literacy skills can be relegated to a place of less importance. Language expression and understanding is still fundamental to the education of young children. If students can't read and follow sequential instructions, they will never master complex instruction in any language. After a several weeks break from tutoring my students, I was amazed to return to an advancing group of enthusiastic learners. Tutors use markers as microphones to enhance oral expression, create individual dictionaries based on vocabulary in books read, create reader's theater scripts from texts and have students write, write, write furthering standard written English skills. Partnering with school staff, the LEAP volunteers make a profound difference in the annual progress of their students. Thank you for this wonderful community based support program.

Submitted by Kathleen Ellis, LEAP Tutor
School Teacher for 26 Years, Retired

Page 5: Organizational Information

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

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

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

African American	1
Asian/Pacific Islander	5
Caucasian	5
Native American	0
Hispanic Latino	88
Unknown	1

Q21 Approximate percentage of clients served from grant funds in each age category. Children ages 06-12 years of age **100**

Q22 Approximate percentage of clients served with disabilities from grant funds. **Respondent skipped this question**

Q23 Approximate percentage of clients served in each economic group. At/Below Poverty Level **100**

Q24 Approximate percentage of clients served from grant funds in each population category. Students **100**