

# FY11 United Way Year-End Report

**Program:** K - 4<sup>th</sup> GRADE After-School Tutoring  
**Agency:** Charlottesville Abundant Life Ministries, Inc.  
**Date:** August 5, 2011

1. **For the current funding period, please highlight your program's goals, activities and results, noting any changes to your original plan/proposal. Include any relevant budget and/or financial information. Limit your response to no more than one page.**

**GOALS:** The goal of CALM's K-4<sup>th</sup> grade After-School Tutoring Program is to increase children's success at school by focusing on reading skills, math skills and appropriate behaviors such as attention span and self-control. CALM uses pre-tests, mid-year tests, and post-tests to evaluate not only these skills but also students' responsibility regarding homework completion. Spring SOL scores of CALM's 3<sup>rd</sup> and 4<sup>th</sup> graders are analyzed during the following fall once data becomes available from the City Schools. Personalized 1:1 tutoring is the program's cornerstone but CALM also supplies staff to provide enrichment services at the *CLASS program*, the Blue Ridge Commons' *Neighborhood Network Center*, and the *Boys & Girls Club* so that our students can access these programs on their non-tutoring days.

**ENROLLMENT:** In the fall, CALM trimmed enrollment back to 48 students (from 93) due to no longer being part of a *21<sup>st</sup> Century Community Learning Center* grant. Five other students were enrolled only in our enrichment-afternoon partnerships with CLASS, BRC or Boys & Girls Club; during the spring, we were able to pull most of these into 1:1 tutoring as well. Total unduplicated beneficiaries for FY11 are 59 served by 1:1 tutoring and another two served by enrichment-only afternoons, making a total served of 61.

**ACTIVITIES: TUTORING:** All students attend at least once/week to work with a personal 1:1 tutor who receives a weekly lesson plan written by an Educational Consultant. The tutor writes back at the end of the session, letting the EC know what was finished and how things went. 19 of the children also attended tutoring on a second day of the week with yet another personal tutor, requiring 60+ volunteers.

Tutoring was structured into: playground time, snack time (thanks to the food bank's *Kids Café* program), homework time, computer lab time (using more than twenty-two different reading/math modules of Orchard Learning Software), and enrichment time (doing timed readings together, playing math or reading educational games, or doing extra assignments provided by the Educational Consultants). *Book Baskets* supplied take-home books after children practiced reading them with tutors.

**ENRICHMENT AFTERNOONS:** During their non-tutoring afternoons, parents could enroll children in one of three sites where CALM provided staff to do enrichment: 1) CLASS at Johnson Elementary, 2) Blue Ridge Commons' *Neighborhood Network Center*, or 3) the *Boys & Girls Club*.

**FRIDAY PROGRAMMING:** Volunteers from UVA offered an optional, student-run Bible Club for about 10-15 boys and 10-15 girls on Friday afternoons during about nine weeks of the UVA semester. On Fridays when the UVA students were not available, CALM offered a non-religious, recreation program.

**FINANCES:** For FY11, the City Schools provided \$20,000 towards CALM's K-4<sup>th</sup> grade tutoring program, in addition to funding by the United Way and the City. UVA students worked hard to raise money for tutoring at the annual Abundant Life Christmas Banquet at the JPJ Arena; however, for the first time in years, revenues did not exceed expenses. A local church's women's group also raised \$300 for the K-4<sup>th</sup> program. For FY12, CALM submitted grants to: the Youth Service Award (declined), the Future Fund, (declined), the BAMA Works Fund (accepted, \$2,500 for Johnson), and partnered with the

City Schools on a new proposal to the *Virginia 21<sup>st</sup> Century Community Learning Centers* grant. We continue to search for more funding partners whether small or large.

**OUTCOMES:** Please also see our attached charts for reading and math.

CALM students made excellent gains in **reading** this year, with **87%** (46 of 53) tutored 1<sup>st</sup>-4<sup>th</sup> graders improving at least 10% in their reading skills. This surpassed the outcome goal of having about half (49%) of students improve.

CALM students also had solid improvement in **math** skills. 39 students in the 2<sup>nd</sup>, 3<sup>rd</sup>, & 4<sup>th</sup> grades had both a fall and a spring math assessment score (several others were present only for one semester -- in the fall or only in the spring). Of the 39 students, 26 or **67%** improved their math score by at least 20%. This surpassed the outcome goal of having at least half (50%) of the students improve by at least 20%.

**Homework** results were very solid. By year end, **98%** (52 of 53) students remembered to have their homework folder with them at tutoring at least 80% of the time. (Data not tracked for Kindergarteners). Even the handful of students who joined tutoring late in the spring (at the school's request) learned very quickly the importance of having their homework folder available to their tutor.

Data for the **attention-span** and **self-control** behavioral outcomes is collected three times during the year, primarily from tutors who rank their student on a scale of 1 to 10. If tutors are unavailable, then tutoring coordinators fill in data when needed. (No behavior data was recorded for our students until they had a 1:1 tutor; this means that more students than usual had only spring scores.)

- **43%** (19 of 44) improved one or more levels in **attention-span** and 2 students maintained a perfect score of 10. This met the outcome goal of having at least 40% of students improve in attention-span.
- **37%** (13 of 35) improved one or more levels in **self-control** and 9 students maintained a perfect score of 10. This result was slightly below the outcome goal of having at least 40% of students improve in their self-control.

**SOL data** becomes available for analysis the following August/September and **is reported on the Outcomes Chart in fall funding applications** to the City (October) and to the United Way (January). (We will also email a "Revised" version of the present report once we have full data).

Meanwhile, as of July, we have received *unofficial* scores for our 3<sup>rd</sup> & 4<sup>th</sup> grade students.

#### READING:

- 25% of the 4<sup>th</sup> graders (4 of 16) improved measurably compared to their 3<sup>rd</sup> grade score. However, only one student (6%) had a 20% or greater improvement; this result did not meet the outcome goal of 33% of 4<sup>th</sup> graders improving 20% or more.
- CALM's 3<sup>rd</sup> graders took their first reading SOL; their average score was 465. The average reading SOL score for Citywide "disadvantaged" students is not yet available. Once it is available, we can see if CALM's 3<sup>rd</sup> graders' average is at least 5% higher.

#### MATH:

- 44% of the 4<sup>th</sup> graders (7 of 16) improved measurably compared to their 3<sup>rd</sup> grade score. However, none improved by 20% in score; this result did not meet the outcome goal of 33% of 4<sup>th</sup> graders improving 20% or more.
- CALM's 3<sup>rd</sup> graders took their first math SOL; their average score was 471. The average math SOL score for Citywide "disadvantaged" students is not yet available. Once it is available, we can see if CALM's 3<sup>rd</sup> graders' average is at least 5% higher.

**2. Please share a success story from your program. We are especially interested in stories that show a long-term impact on a person or family, and stories that show collaborations or referrals with other community programs in meeting a client's multiple needs.**

The Wilson family moved to Charlottesville after a tumultuous period in Sierra Leone followed by a stay in a Liberian Refugee Camp. The *International Refugee Center of Charlottesville (IRC)* helped the Wilsons establish themselves in the city and in the growing Liberian population. At the time, the Wilsons had two daughters, Cassidy and Annie. The family of four moved into a small townhome in *Blue Ridge Commons* – the very neighborhood Charlottesville Abundant Life Ministries (CALM) serves.

Cassidy started 1<sup>st</sup> grade at *Johnson Elementary School* and was enrolled in CALM's afterschool tutoring. While she began the year far behind in reading skills, Cassidy caught up to grade level by late April. However, for over two years she was extremely shy and skittish. If Cassidy heard loud noises, she would hide underneath the table. If she encountered difficult problems or felt her tutor was disappointed with her academic performance, she would shut down and cry.

A caring member from the *IRC* also took Cassidy under her wing and began taking Cassidy and Annie on special trips. In addition, Georgia, a student from the University of Virginia, became Cassidy's weekly tutor in the CALM afterschool program. Georgia went above and beyond the expectations of a tutor and made an effort to know the Wilson family and spend extra time with Cassidy outside of school. Georgia remained Cassidy's tutor for three years. Through the consistent effort and support of these individuals and programs, Cassidy became more and more secure – and her reading skills stayed above grade-level.

However, Cassidy remained shy into 4<sup>th</sup> grade. At the beginning of the year, an *AmeriCorps* member at CALM noticed how Cassidy never associated with other girls in her grade. Slowly, she got to know Cassidy and encouraged her to join in group games. As a member of the *Arts Leadership Development Program of The Piedmont Council for the Arts*, she began taking Cassidy to various art events throughout the city. Gradually, Cassidy began to be more outgoing and started interacting with girls her age.

As Cassidy began to talk more and take risks with her peers, she soon encountered another problem: bullying. Some of the girls in 4<sup>th</sup> grade took advantage of Cassidy's desire to be included and began daring her to do dangerous things or teasing her. Cassidy never complained about this because she just wanted to have friends. The *school counselors* at Johnson Elementary and the Abundant Life Ministries staff quickly recognized the problem and held a meeting with the girls and their families. CALM staff was notified and at every chance a staff member had, particularly those who worked with young girls, the leaders emphasized the importance of treating others with kindness.

By the end of the school year, Cassidy developed genuine friendships with the girls and the bullying was no longer a problem. Furthermore, Cassidy proved to be academically competent and excelled in her homework, classroom, and tests. At CALM's 4<sup>th</sup> grade graduation ceremony, Mr. Wilson asked to get up and say a few words. He explained how much the school and CALM had meant to his family. He said Cassidy didn't want to graduate because that meant she would have to leave Johnson Elementary School and the CALM afterschool program.

However, Cassidy will be welcomed with open arms at her new school, Walker Upper Elementary, where CALM continues its afterschool tutoring program. Her little sister, Annie, is also in the CALM program at Johnson Elementary, is on grade-level, and we look forward to welcoming the younger Wilson children in the future as this family continues to blossom.

**3. Complete the following Outcome Measurement update (based on your application).**

**Projected Number of Intended FY11 Primary Beneficiaries:** 45      **Actual Number of FY11 Primary Beneficiaries:** 59 in CALM tutoring plus 2 others in enrichment afternoons makes **61 served.** (5 withdrew/moved, 2 in K were not assessed)

Projected FY11 Outcomes	FY11 Indicators Tracked	FY11 Outcome Results (provide specific # and %)
Students improve in self-control and <b>attention-span</b>	40% or 18 of 45 students improve at least one level in attention-span	<b>43%</b> (19 of 44) improved one or more levels in attention-span (and 2 students maintained a perfect score of 10)
Students improve in <b>self-control</b> and attention-span	40% or 18 of 45 students improve at least one level in self-control	<b>37%</b> (13 of 35) improved one or more levels in self-control (9 students maintained a perfect score of 10)
Students' <b>reading skills</b> improve	<p>49% or 22 of 45 students increase reading skills by 10% or more (measured by Qualitative Reading Inventory tests)</p> <p>~~~~~</p> <p>33% or 3 of 10 students in 4<sup>th</sup> grade increase their reading SOL score by 20% or more.</p> <p>~~~~~</p> <p>Average score of CALM 3rd graders to be at least 5% higher than avg score of non-CALM "disadvantaged"</p>	<p><b>87%</b> (46 of 53) improved by 10% or more on CALM's QRI tests.</p> <p>~~~~~</p> <p>16 of 17 4<sup>th</sup> graders have prior year SOL for comparison; 6% or one student (1 of 16) improved more than 20%; another 19% (3 of 16) students improved 7% or more.</p> <p>In all, 25% (4 of 16) 4<sup>th</sup> graders improved measurably in score.</p> <p>~~~~~</p> <p>3<sup>rd</sup> graders: Citywide Disadvantaged students' average SOL score not yet available for comparison _____</p>
Students' <b>math skills</b> improve	<p>50% of 2<sup>nd</sup> - 4<sup>th</sup> graders (about 30 of 60) increase math skills by 20% or more (as measured using in-house diagnostic tests based on SOLs, created by CALM's math lesson planner)</p> <p>~~~~~</p> <p>33% of 2<sup>nd</sup> - 4<sup>th</sup> graders (about 13 of 40) increase their math SOL score by 20% or more.</p>	<p><b>67%</b> (26 of 39) improved by 20% or more on CALM's math assessments.</p> <p>~~~~~</p> <p>16 of 17 4<sup>th</sup> graders have prior year SOL for comparison; none improved by 20%. 31% (5 of 16) students improved 8% or more. And 12% (2 of 16) students improved at least 5%.</p> <p>In all, 44% (7 of 16) 4<sup>th</sup> graders improved measurably in score.</p> <p>~~~~~</p> <p>3<sup>rd</sup> graders: Citywide Disadvantaged students' average SOL score not yet available for comparison _____</p>
Students have <b>homework</b> (or school folder) with them for every session	80% of students will have homework folder with them at least 80% of the time.	By year-end, <b>98%</b> (52 of 53) had their homework folder with them at tutoring at least 80% of the time.

**4. Impact Report. We are looking for issues and statistics specific to our local area; you are also welcome to include some general issues that set the framework for the local statistics. Under the Actual Results heading, we are looking for impact, especially long-term results, not just numbers served. For the Financial Impact section, have each example highlight a different thing**

**Community Needs or Issues Your Program Addresses -- please include at least 3 local issues/statistics and cite your source**

1) *American Community Survey 2009* data for Tract 5.01 (Fifeville) shows that 37% of children under 18 are below the poverty line. The Commission on Children and Families' 2004 report noted that "Children from the lowest income families are...almost 56 times more likely to be educationally neglected." (p. 21)

2) The *American Community Survey* data from 2009 also show that 27% of Fifeville residents speak a language other than English in the home. And, 14% do not understand English very well. This dramatic increase since the 2000 Census created a critical need for ESL services and for foreign-language speaking staff at Johnson Elementary School and at non-profits such as CALM.

3) *American Community Survey 2009* data also showed that in Fifeville, 79% of those with children under age six have all parents working. The 2004 CCF report highlighted the need to "reduce stresses of working poor/single parents" (p.4).

**Your Program's Solutions that United Way Community Impact Funds Support**

1) Working together, CALM tutoring, *CLASS*, Blue Ridge Commons' *Neighborhood Network Center*, and the *Boys & Girls Club* are addressing the need to "extend opportunities for/access to productive activities, especially for lower-income youth" like those in Fifeville. (p.9) Together, these programs provide up to five afternoons/week of safe and enriching activities after-school for families who need it. By sharing *AmeriCorps* members' time with other after-school entities, CALM is able to offer its students many more options than was the case even a few years ago.

2) For several years now, CALM and Johnson Elementary have collaborated to support non-native-English-speaking families. Ms. April Hoffman serves as the *ESL teacher at Johnson* and coordinates frequently with Abundant Life tutoring staff – especially with our *Spanish-speaking AmeriCorps members*. Numerous family visits both by CALM and by *IRC volunteers* communicate school information to the parents of children from Hispanic, Asian, and African countries. Language programs at *area churches* have served several families as have individual tutors provided through CALM or through *Literacy Volunteers of Charlottesville/Albemarle*. In addition, *ESL family nights* were held frequently at Johnson for several semesters to help international families become adjusted to life in America.

3) CALM's Tutoring Coordinators interact regularly with parents via home visits, phone calls, and parent dinners, in an effort to cultivate a community of encouragement and support among the children's parents, teachers, and tutoring staff. CALM also invests extra time with families of children who are falling behind academically in order to connect them with outside resources.

**Actual Results - based on your stated outcomes; please use percentages and numbers served to help show outcomes**

Please see attached reading and math charts.

**Financial Impact of Donations -- (i.e., \$3/week provides...; \$5/week provides...)**

A donation of \$3/week (\$156/year) provides **a nutritious after-school snack and juice** for our 1<sup>st</sup> graders and their tutors.

A donation of \$5/week (\$260/year) provides **volunteer training materials and orientations** for sixty tutors.

A donation of \$10/week (\$520/year) provides **toys, games or gift items** for six students to “buy” with their earned incentive points at our semi-annual “store” events.

A donation of \$15/week (\$780) provides food and supplies for **two annual parent/child/tutor dinners**.

A donation of \$20/week (\$1,040) provides weekly, individualized reading **lesson plans for four students**, as well as assessments at the beginning, middle, and end of year.

A donation of \$25/week (\$1,300) provides **three new educational software modules** in reading comprehension for use in the computer labs.

# FY11 United Way Year-end Report

**Program:** BUFORD Afterschool Tutoring (7<sup>th</sup>-8<sup>th</sup> Grade)  
**Agency:** Charlottesville Abundant Life Ministries, Inc.  
**Date:** July 30, 2011

- 1. For the current funding period, please highlight your program's goals, activities and results, noting any changes to your original plan/proposal. Include any relevant budget and/or financial information. Limit your response to no more than one page.**

**GOALS:** The Buford Afterschool Tutoring Program's long-term goal is for current 7<sup>th</sup> and 8<sup>th</sup> grade students to graduate high school with credentials that will give them the most opportunities post-graduation. In the short term, our goal is to see students improve in organizational skills, reading skills, and math skills as well as to help foster an environment which allows strong relationships to develop between tutors and students. Also, in the short term we hope to see students engaged in after-school activities, and to encourage parental involvement in education.

**ACTIVITIES/RESULTS:** 1:1 student and tutor pairs meet twice a week at Buford Middle School, on Mondays and Wednesdays, for one hour each day. Tutors assist students with homework assignments, studying for tests, and preparing for SOLs. They offer encouragement and support when the student struggles or needs motivation. Tutors help foster accountability and responsibility by encouraging students to write their assignments in their school Agenda Books. Students earn points for good attendance, coming prepared, putting forth effort, and good behavior during tutoring sessions; those with sufficient points earn the opportunity to attend a recreational fieldtrip each quarter.

CALM's Tutoring Program at Buford has developed positive relationships with the Buford faculty and administration: 1) teachers willingly offer their rooms for use, provide updates on students' progress, and offer extra resources; 2) school counselors print report cards, schedules, and attendance forms and discuss behavior issues when needed. CALM has a mutually beneficial relationship with the AVID Program at Buford (originally the *Scholars Program*). AVID is a program that assists select students through the more rigorous classes in middle school to prepare them for college prep classes in high school. Students chosen for this program are students that come from low-income households. The goal of the program is to close the achievement gap by preparing all students for college. Children served by CALM and AVID share many similarities such as the potential to be first-generation college attendees. However, AVID students must already be at or near grade level in their classes and on their SOLs whereas CALM supports many students who are still striving to reach this level. In 2010-11, four students benefited from support received from both AVID and CALM at Buford. Last year, AVID did not have an afterschool tutoring piece to their program. For the 2011-12 school year they plan to create an afterschool tutoring piece to their program. The AVID Program Director and CALM Tutoring Coordinator at Buford have made plans to share resources and work together to provide the best afterschool services for their students in FY2012.

**FINANCES:** City funding was not available for FY2011. Funding from The United Way, Dominion Foundation, Tzedakah Foundation, various individuals and from churches sustained the program. Funds were expended as proposed.

**2. Please share a success story from your program. We are especially interested in stories that show a long-term impact on a person or family, and stories that show collaborations or referrals with other community programs in meeting a client's multiple needs.**

(Note: Names have been changed.)

Middle School is a challenging time for everyone, families, teachers, and administration, but it is an especially trying time for students. Even when a student experiences constancy at home, the emotional and physical changes that occur during this age can be very difficult to navigate. Our middle school students face the same challenges as every middle school student does, but they do not always have a safe haven at home to help bring stability to these chaotic times. Not only do many of our students not have the stability of two parents at home, but they also have to contend with the pressures of violence and drug use and all the drama of living in a low-income neighborhood.

With this backdrop in mind I would like to introduce you to Esperanza Sanchez. Esperanza lives at home with her mom and younger sister. She was enrolled in CALM tutoring in 1<sup>st</sup> grade and has been with the program ever since, except for the spring of her 6<sup>th</sup> grade year when her family briefly and unexpectedly moved back to Mexico.

As an 8<sup>th</sup> grader this year, Esperanza appeared to be having trouble in school during the spring semester as her attendance became very irregular. Despite her mom's best efforts (she does not speak much English), Esperanza attendance in school continued to be sporadic. As CALM Tutoring Staff began to notice this they attempted to intervene. It became clear that Esperanza's mom had little control over the situation since she felt unable to communicate with the school.

While meeting with Ms. Sanchez, CALM staff and Esperanza's tutor were able to explain her options. They also talked to Esperanza about the consequences for missing too much school, reminding her that they love her and want the best for her. As the year finished, Esperanza's overall attendance improved slightly, but on the days when she had tutoring it improved drastically. Though she did not always feel comfortable or realize the importance of school, Esperanza became more open and honest with CALM staff, her tutor, and her mom about her struggles. Though she still faces many challenges and has a ways to go with her decision making, Esperanza has shown some promising signs. Through the support of her tutor and CALM staff, she and her mother have had extra support that has benefitted them greatly this year.

**3. Complete the following Outcome Measurement update (based on your application for funding) for the fiscal year to date.**

**Projected Number of Intended FY11 Primary Beneficiaries:** 20

**Actual Number of FY11 Primary Beneficiaries:** 21

Projected FY11 Outcomes	FY11 Indicators Tracked	FY11 Outcome Results (provide specific numbers and percentages)
Students improve Reading and Math SOL scores.	A. 25% of students increase their Reading SOL score by at least 10%. B. 25% of students increase their Math SOL score by at least 10%.	Scores will be released later in the summer and will be made available to the United Way in September.
Students are organized for learning.	80% of students will have their actively-written-in Buford Agenda Book with them 80% of the time or better.	76% (16 of 21) of students had and wrote in their agenda book 80% of the time.
Students in tutoring are involved in other activities after school.	60% of students participate in at least one after-school activity in addition to Buford Tutoring.	86% (18 of 21) of the students in tutoring are involved in other afterschool activities. [57% (12 of 21) are engaged in at least <u>two</u> other activities]

**4. Impact Report. We are looking for issues and statistics specific to our local area; you are also welcome to include some general issues that set the framework for the local statistics. Under the Actual Results heading, we are looking for impact, especially long-term results, not just numbers served. For the Financial Impact section, have each example highlight a different thing**

**Community Needs or Issues Your Program Addresses -- please include at least 3 local issues/statistics and cite your source**

1) School data from 2011 shows that of the eighty-three Fifeville students about to enter 7<sup>th</sup> and 8<sup>th</sup> grade, 80% of students are classified disadvantaged, 16% are in special education or remedial classes, 11% are ESL students, 23% have been held back at least one year, 15% had ten or more absences last year, and 83% live with only one parent.

2) Students need after-school activities (according to 2006 Stepping Stones report, only 9% of K-6 City students in 2005 participated in after-school activities) and academic mentoring.

3) A report conducted by Public/Private Ventures states that the creation and implementation of a well-planned afterschool program increases the likelihood that students will improve in four key areas which are: “staying out of trouble; improving their school attitudes and behavior; strengthening their social networks; and learning new skills, seeing new possibilities and improving their self-confidence.” (See: <http://www.mdrc.org/publications/48/full.pdf>)

### **Your Program’s Solutions that United Way Community Impact Funds Support**

1) CALM’s tutoring at Buford is addressing the need to “extend opportunities for/access to productive activities, especially for lower-income youth” (p.9), including a large number of youth who are from Blue Ridge Commons. With a dedicated coordinator in place, students in CALM tutoring receive extra attention from the Buford faculty and staff while parents grow in their understanding of how to influence their children’s outcomes at school. Both CALM and AVID desire to close the “school to home” gap in order to increase children’s long-term success.

2) The tutoring program provides each student with a tutor who affirms the student’s efforts and teaches the importance of organization, completing homework, and studying for tests. Positive incentives are given for good attendance, coming prepared, working hard, and improving behavior. 86% of the students involved in our tutoring program were also involved in other afterschool activities.

3) CALM’s Coordinator interacts regularly with parents through home visits, phone calls, and/or parent conferences. The relationships that the Coordinator develops with the tutors, the school, and the families helps to create an environment in which all parties can interact comfortably with each other, thereby providing a stronger support system for the student.

### **Actual Results - based on your stated outcomes; please use percentages and numbers served to help show outcomes**

One important goal of the tutoring program is to help students with **organization**, which starts with bringing their Agenda Book (school assignment book) to tutoring filled out with their homework assignments and upcoming tests. This not only helps improve the student’s organization, but it also helps to direct the tutoring time. This year 16 of 21 students (76%) wrote in their agenda book at least 80% of the time. While we fell short of our outcome goal of 80%, our goal of having 16 students writing in their agenda book at least 80% of the time was met.

We are looking forward to analyzing our 7<sup>th</sup> and 8<sup>th</sup> graders’ **SOL results** in reading and math as soon as the City Schools have the data in a useable format for comparisons and analysis; this should happen in August or September.

Since Buford lets out at 2:30 pm and many CALM students live within walking distance without having to travel home by bus, our students have even more time on their hands in the afternoons when most adults in their lives are away at work. CALM therefore puts a strong emphasis on having students engaged in afterschool activities. Our goal was for at least 60% of CALM students to participate in something in addition to tutoring, whether through the school system, local non-profits, or athletics. 86% (18 of 21) of the students enrolled in the Buford Tutoring Program are involved in **other activities afterschool**. 57% (12 of 21) were involved in **two or more afterschool activities**, thereby strengthening their social, athletic, and relationship skills while also introducing them to a larger number of positive role models.

### **Financial Impact of Donations -- (i.e., \$3/week provides...; \$5/week provides...)**

A donation of \$2/week (\$104/year) provides training materials for 30 volunteer tutors.

A donation of \$3/week (\$156/year) provides 20 binders filled with printed forms for communicating the weekly, individualized lesson plans to the tutor and for recording the week's results for each student.

A donation of \$10/week (\$520) provides reward activities and fieldtrips for students who earn it through good behavior and attendance.

A donation of \$244/week (\$12,688) provides a part-time program coordinator.

# FY11 United Way Year-end Report

**Program:** WALKER Afterschool Tutoring (5<sup>th</sup>-6<sup>th</sup> Grade)  
**Agency:** Charlottesville Abundant Life Ministries, Inc.  
**Date:** July 30, 2011

- 1. For the current funding period, please highlight your program's goals, activities and results, noting any changes to your original plan/proposal. Include any relevant budget and/or financial information. Limit your response to no more than one page.**

**GOALS:** In the short term, our goal is to see students improve in organizational skills, reading skills, and math skills as well as to develop strong relationships between tutors and students. We also hope to see students engaged in afterschool activities and parents involved in their children's education. The intermediate goal is for students to gain a solid academic and organizational foundation before entering Buford Middle School. The long-term goal is for students to be fully prepared for success in high school and life beyond.

**ACTIVITIES/RESULTS:** 1:1 student and tutor pairs meet twice a week at Walker Upper Elementary School on Tuesdays and Thursdays for one hour. Tutors assist students with homework completion, enrichment activities, studying for tests, and preparing for SOLs. They offer encouragement and support when the student struggles or needs motivation. Tutors help foster accountability and responsibility by requiring students to write each day's assignments in their Agenda Book. Students also earn points for attendance, coming prepared, putting forth effort, and good behavior during tutoring sessions; those points are spent each semester on gifts for themselves and their families at the Christmas Store and the springtime Walker Auction.

CALM's program has developed positive relationships with the Walker faculty and administration: 1) Teachers willingly offer their rooms for use, provide updates on students' progress, and offer extra resources; 2) secretaries print report cards, schedules, and attendance forms; 3) school counselors discuss performance and behavior trends. CALM also has a mutually beneficial relationship with the Scholars Program at Walker. The Scholars Program is an afterschool tutoring service for students who show academic promise but who come from low-income households. The goal of the program is to prepare students for college prep classes at Buford Middle School and Charlottesville High School. The children served by CALM or by *Scholars* have many similarities such as the potential to be first-generation college attendees. However, Scholars students must already be at or near grade level in their classes and SOLs whereas CALM supports many students who are still striving to reach this level. When CALM students do move into the Scholars program, they then benefit from the resources and partnership of both programs. Fourteen of thirty-four CALM students at Walker (41%) were dually enrolled in Scholars this year.

**FINANCES:** City funding was not available for FY2011. Funding from The United Way, Dominion Foundation, Tzedakah Foundation, various individuals and from churches sustained the program. Funds were expended as proposed.

- 2. Please share a success story from your program. We are especially interested in stories that show a long-term impact on a person or family, and stories that show collaborations or referrals with other community programs in meeting a client's multiple needs.**

Trina is a quiet, introverted 5<sup>th</sup> grader who has been a part of CALM's tutoring programs since 1<sup>st</sup> grade. While she struggles with extreme shyness and rarely socializes outside of school, Trina has benefitted

greatly from the extra support at tutoring and has done well in her classes. Her behavior at school is top notch and when SOL testing began in the 3<sup>rd</sup> grade, she was ready academically. She has passed all of her SOL's. Trina has had the fortunate pleasure of having the same CALM tutor work with her since 1<sup>st</sup> grade. Mrs. Thomas and Trina have built a strong bond with one another. Mrs. Thomas has not only been able to help Trina with her academics, but has also been able to encourage her as she begins to grow into a teenager. Mrs. Thomas now has a friendship with Trina's mom and often stops by to visit the family. Both women have older children in their twenties.

For the past couple of years, Mrs. Thomas had noticed that Trina talked about wanting to join the *City Recreation Basketball League* and that her mother seemed supportive of the idea but that nothing ever happened. Suspecting that transportation and enrollment fees might be barriers, Mrs. Thomas called up the rec. league coordinator to explain Trina's situation and to find out what might be possible. She had a very positive reception; the coordinator was able to offer a scholarship and to arrange for Trina to be on a team for which most practices would take place at Buford, near her home. Not only has being on the team helped Trina begin to overcome her extreme shyness with peers, but it also boosted her self confidence to have her entire family attend almost every game!

Thanks to encouragement from Mrs. Thomas, Trina's family also enrolled her in the *Scholars Program* at Walker Upper Elementary, supplying her with additional tutoring support and strategies for how to get to college. At the end of school this year, Trina was pleased with her grades – and with the chance to celebrate her successes over ice cream with her tutor. If things continue to go well, it looks like Trina will be the first person in her family to graduate from college – and Mrs. Thomas just may be there on the big day in the spring of 2021!

**3. Complete the following Outcome Measurement update (based on your application for funding) for the fiscal year to date.**

**Projected Number of Intended FY11 Primary Beneficiaries:** 25

**Actual Number of FY11 Primary Beneficiaries:** 34

<b>Projected FY11 Outcomes</b>	<b>FY11 Indicators Tracked</b>	<b>FY11 Outcome Results (provide specific numbers and percentages)</b>
Students improve Reading and Math SOL scores.	<p>A. 25% (6 of 25) of students increase their Reading SOL score by at least 10%.</p> <p>B. 25% (6 of 25) of students increase their Math SOL score by at least 10%.</p>	Scores will be released later in the summer and will be made available to the United Way in September.
Students are organized for learning.	80% (20 of 25) of students will have their actively-written-in Walker Agenda Book with them 80% of the time or better.	79% (27 out of 34) of students had their actively-written-in Walker Agenda Book with them 80% of the time or better.

<b>Projected FY11 Outcomes</b>	<b>FY11 Indicators Tracked</b>	<b>FY11 Outcome Results (provide specific numbers and percentages)</b>
Students receive academic enrichment.	75% (19 of 25) receive enrichment work in area of need at least once a week.	62% (21 of 34) students received enrichment at least once a week in an area of need.*

\* Includes our fourteen Scholars students. While the percentage is lower than our original outcome goal, the actual number of students meeting this measurement is higher than originally anticipated.

**4. Impact Report. We are looking for issues and statistics specific to our local area; you are also welcome to include some general issues that set the framework for the local statistics. Under the Actual Results heading, we are looking for impact, especially long-term results, not just numbers served. For the Financial Impact section, have each example highlight a different thing**

**Community Needs or Issues Your Program Addresses -- please include at least 3 local issues/statistics and cite your source**

1) School data from 2011 shows that of the eighty-three rising 5<sup>th</sup> and 6<sup>th</sup> graders in Fifeville: 16% are in special education or remedial classes, 83% are ‘disadvantaged’, 16% are ESL students, and 67% live with only one parent.

2) From 5<sup>th</sup> grade and upward, the SOL tests become more and more difficult while most CALM students’ lives become more and more complex. Many struggle with “poverty issues” at home – moving frequently, not having enough hours of parenting (one adult per three children rather than two adults, for example), not living in a family where the adults are flourishing (emotionally, financially, or physically), witnessing violence and drug-addiction, having family members in the prison system, or attending funerals for young people. Like other citywide “disadvantaged” children, ours have more success if they receive positive support throughout their transitional years into adulthood.

3) Academic accountability and regular communication between school and home are vital for CALM students to succeed. The 2009 American Community Survey data for Tract 5.01 (Fifeville) shows that 37% of children under 18 are below the poverty line, 60% of households are renter-occupied, 23% of adults have no high school diploma or GED, and 44% of households earned less than \$35,000. (See data tables at <http://factfinder.census.gov/servlet/CustomTableServlet?ts=312376756803>).

**Your Program’s Solutions that United Way Community Impact Funds Support**

1) Together, CALM’s Walker Tutoring Program and the Walker Scholars Program are addressing the need to “extend opportunities for/access to productive activities, especially for lower-income youth” (p.9), including a large number of youth who are from Blue Ridge Commons. With a dedicated coordinator in place, students in CALM tutoring receive extra attention from the Walker faculty and staff while parents grow in their understanding of how to influence their children’s outcomes at school. Both CALM and Scholars desire to close the “school to home” gap in order to increase children’s long-term success.

2) CALM tutoring provides each student-tutor pair with: 1) enrichment work and/or SOL study sheets in subjects where a student is struggling or has noted room for growth. These enrichment lessons are based

on comments and notes from teachers, administrators, parents, or tutors; 2) a tutor who affirms the student's efforts and teaches the importance of organization, completing homework, and studying for tests; and 3) positive incentives for being on time, coming prepared, working hard, and behaving well.

3) CALM's Coordinator interacts regularly with parents through home visits, phone calls, and/or parent conferences. The relationships that the Coordinator develops with the tutors, the school, and the families helps to create an environment in which all parties can interact comfortably with each other, thereby providing a stronger support system for the student.

**Actual Results - based on your stated outcomes; please use percentages and numbers served to help show outcomes**

One important goal of the tutoring program is to help students **improve their organization**. The way we monitor this is by requiring students to bring their school-issued agenda books to tutoring completed with their homework assignments and upcoming tests. This not only helps the student learn to plan ahead, but also offers direction for the tutoring session. Having an up-to-date agenda book is part of how the students earn "blue bucks" which they spend on themselves and their family during the Christmas Store in the winter and the Walker Auction in the spring. This year 27 of 34 students (79%) wrote in their agenda book at least 80% of the time.

We are looking forward to analyzing our 5<sup>th</sup> and 6<sup>th</sup> graders' **SOL results** in reading and math as soon as the City Schools have the data in a useable format for comparisons and analysis; this should happen in late August or September.

For **academic enrichment**, our Coordinator -- with the help of lesson plan writers, teachers, and administration -- provided tutoring pairs with brief remedial enrichment designed to focus on areas of identified weaknesses. Through the Scholars Program, the fourteen CALM students dually enrolled received enrichment at least once per week and often more frequently. Of the students enrolled in CALM's tutoring, 62% (21 of 34) were consistently completing weekly remedial lessons in an attempt to help them reach grade level in all their endeavors. While we did not meet our goal of 75%, the total number of students (21) surpasses the original number of children we aimed to serve in this way (e.g. 19 of 25).

**Financial Impact of Donations -- (i.e., \$3/week provides...; \$5/week provides...)**

A donation of \$2/week (\$104/year) provides training materials for 30 volunteer tutors.

A donation of \$3/week (\$156/year) provides 20 binders filled with printed forms for communicating the weekly, individualized lesson plans to the tutor and for recording the week's results for each student.

A donation of \$10/week (\$520) provides reward activities and fieldtrips for students who earn it through good behavior and attendance.

A donation of \$244/week (\$12,688) provides a part-time program coordinator.