



School Tools Evaluation 2007-08

Outcomes Assessment and Survey Findings from Inland Empire United Way's School Tools Program

School Tools Program Outcomes Evaluation 2007-2008 School Year

Introduction

This report documents the findings from an analysis of data from surveys of public school teachers participating in Inland Empire United Way's (IEUW) School Tools program during the 2007-08 school year. The surveys were administered immediately before teachers participated in the program and again at the end of the school year when the effects of program participation could be measured. Information was sought regarding the need for school supplies, changes (outcomes) brought about as a result of participating in School Tools, ways to improve service, as well as general information related to the program. In addition, some discussion of current year findings compared to those of the previous year is presented.

Description of School Tools Program

Schools Tools is program of the IEUW's KidsSmart initiative. The goal of the program is to provide disadvantaged children with new school supplies, giving them the tools they need to learn and succeed in school. The School Tools program is a collaborative effort involving the Kids In Need Foundation, local schools, businesses, and community volunteers. Many of the children served by this program lack the basic school supplies that other children take for granted; some children have supplies only because their teachers have spent their own money to purchase supplies for them.

During the School Tools program's first year of operation (2006-07 school year), IEUW established a Teacher Resource Center (TRC) at its headquarters in Rancho Cucamonga. Through the TRC, teachers from eligible schools have the unique opportunity to "shop" for supplies for their students and classroom twice a year—completely free of charge. The Teacher Resource Center is available to teachers from select schools in the IEUW service area with more than 70% of its students enrolled in the federal free and reduced meal program. At the TRC, teachers are able to choose from a wide array of products including basic school supplies, fun incentive items, and arts and crafts supplies that encourage creativity.

Since the program's inception, the School Tools Teacher Resource Center has conducted nearly 1,000 teacher visits and distributed more than one-half million dollars worth of product, benefiting nearly 30,000 children in local schools. Some annual statistics from the TRC are presented in the table below.

Annual Statistics		
	2006-07	2007-08
Teacher Visits	388	568
Value of Products Distributed	\$195,529	\$387,884
Avg. Value Per Visit	\$504	\$682
# of Children Benefiting	11,640	17,040

To supplement work done through the Teacher Resource Center, School Tools also supports local students by conducting special distribution events held throughout the year. Some examples for the 2007-08 school year include:

- 350 "Back-to-School" supply kits to Redlands Unified School District
- 150 "Back-to-School" supply kits to Etiwanda School District
- 250 "Welcome to Kindergarten" supply kits to First 5 San Bernardino families
- 30 "Classroom Essentials" supply kits to teachers working with First 5 San Bernardino

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- 50 “Welcome to Kindergarten” backpacks and other supplies for kids in the San Bernardino County state preschool program
- “Tools for Schools Giveaway” event for Pomona Unified School District high school teachers, distributing more than 29,000 supplies to 76 teachers, with a retail value of \$123,454
- “Holiday Giveaway” event for local community partners, distributing thousands of seasonal items for low-income kids and their families
- “Book Giveaway” events to local school partners, in collaboration with First Book
- “Community Partners Giveaway” event, distributing nearly \$250,000 worth of product (including lunchboxes, markers, books, office supplies, toiletries, and incentives)

In November 2007, IEUW School Tools was approved as an affiliate of the Kids In Need national network of teacher resource centers. Among other benefits, membership enables a center to participate in available product distribution from corporate donors, network with other affiliate members, and attend the annual Kids In Need summit. The Kids In Need affiliate program allows teacher resource centers to operate independently, while at the same time providing the benefits that come with being part of a larger group, such as networking, sharing of best practices, and increasing purchasing power. IEUW School Tools is a regular recipient of product donations arranged through the Kids In Need Foundation.

The School Tools program is expanding. During the 2007-08 academic year, School Tools donated nearly \$400,000 worth of goods to local teachers and their students, twice as much as the previous year. The number of program participants increased from 190 to 342 teachers, an 80% increase over the previous year. The number of participating schools increased from 13 to 21. This expansion is a result of increased capacity due to generous donors of money, in-kind products, and volunteer labor. A list of organizations that have made significant contributions to the School Tools program can be found in Appendix III.

Sample Description

The sampling universe used in this analysis consists of 342 teachers who participated in the School Tools program. Prior to participating in School Tools, each teacher was asked to fill out a pre-program survey. This provided baseline data against which post-program measurements could be compared. Program participants were contacted either directly (using email addresses provided on the pre-program surveys) or through their school district and asked to complete a post-program survey. 342 teachers participated in the pre-program survey and 95 teachers participated in the post-program survey. 27% of the current year participants had participated in School Tools the previous year.

Methodology

The data comes from two self-administered surveys, utilizing a pre-test / post-test design. The pre-program survey asked about current or recent conditions that related to how a lack of school supplies affected themselves and their students. The post-program survey covered the same topics and was used to measure the influence of the School Tools program on these conditions. The pre-program surveys were administered in paper formats when teachers visited the Teacher Resource Center. The post-program surveys were administered via a web-based survey tool.

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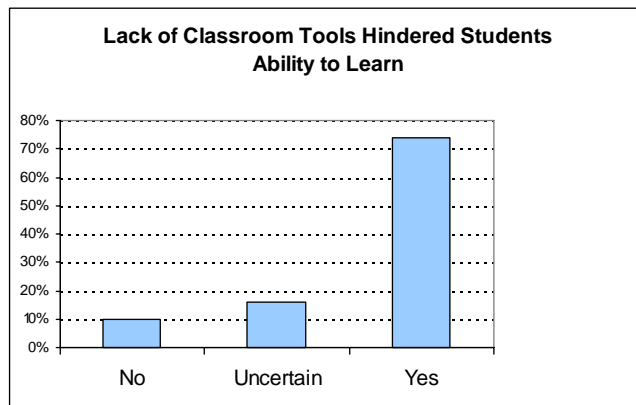
Most of the program outcomes indicators were originally presented to respondents in a 5 point Likert-scale format (the survey instruments can be seen in Appendix II). For ease of reporting, scale scores were collapsed into three categories and reported as the percent of teachers agreeing, disagreeing, or having a neutral opinion on a survey item. For program outcomes, the changes in scale scores were examined for direction of change and statistical significance but were reported as the change in percent of teachers falling into each of the three categories mentioned above. The change in scale scores can be seen in Appendix I. Except where noted, changes were statistically significant. In addition to the quantitative measures used to evaluate program outcomes, several open-ended items in the surveys examined items more difficult to quantify, such as expectations and wish lists.

Level of Need

To provide a better understanding of the level of need for School Tools, teachers' responses to items about the effects of experiencing a lack of school supplies on students' ability to learn and academic performance were examined. Teachers were also asked to estimate the affordability of school supplies for their students' families. The four indicators used to assess need are discussed below.

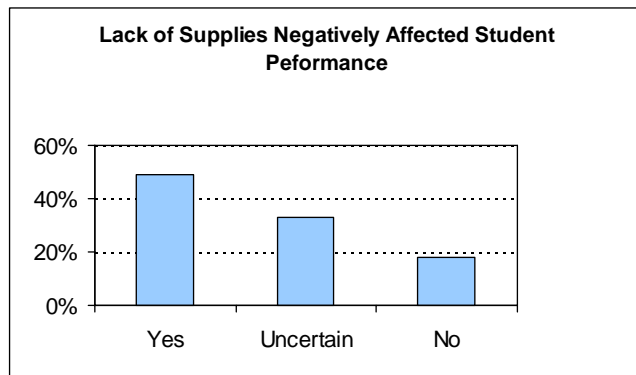
Need for School Tools: Indicator 1.

Teachers were asked if a lack of classroom tools had hindered their students' ability to learn. Most agreed. 74% of the teachers surveyed indicated that a lack of supplies had hindered their students' ability to learn, another 16% were uncertain, and only 10% did not think that a lack of supplies interfered with their students' ability to learn.



Need for School Tools: Indicator 2.

Children's learning is reflected in their academic performance. Teachers were asked if, in the past year, a lack of school supplies had negatively affected their student's academic performance. 49% of teachers indicated that a lack of school supplies had affected academic performance, 18% did not think that a lack of supplied had affected academic performance, while 33% were uncertain about whether or not a lack of supplies had negatively affected students' academic performance. Thus, almost half of the teachers surveyed felt that a lack of school supplies had negatively affected students' performance, while relatively few teachers indicated that a lack of school supplies did not have a negative impact.



Need for School Tools: Indicator 3.

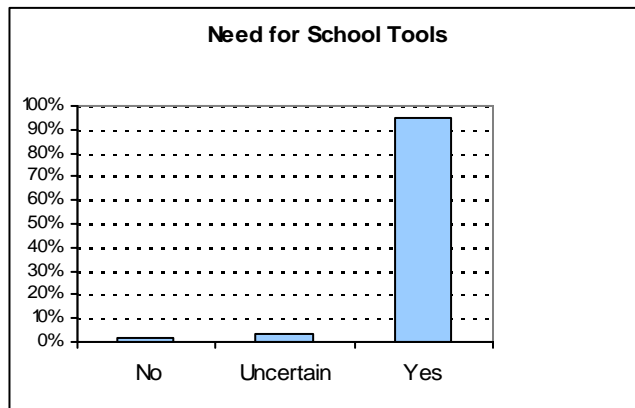
Teachers were asked how many students they had in their first period class and how many of those students' families could not afford school supplies for the children. This served as the

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basis for calculating the percent of students in need. Within individual classrooms the percent of students needing help purchasing supplies varied widely, however, all teachers reported having students in need of help. Some teachers reported as few as 10% of their students' families being unable to afford to purchase school supplies, while others reported that 100% of their students' families could not afford school supplies. Overall, teachers reported that 60% of their students' families were unable to afford school supplies for their children, up slightly from 59% the previous year. This level of need is not surprising since economic indicators were a major consideration when selecting schools for participation in the School Tools program.

Need for School Tools: Indicator 4. Q4.

Prior to participation in School Tools, teachers were surveyed and asked about the need for School Tools. An overwhelming majority, 95%, of teachers indicated that they thought a need for School Tools existed and that it would enhance their ability to provide instruction. Only 2% of the teachers surveyed thought there was no need for School Tools and only 3% were uncertain about the need for School Tools.



Need Summary. All findings lead to the conclusion that there is a great deal of need for school supplies. Teachers have indicated that a lack of school supplies has negatively affected the performance of their students, that a lack of classroom supplies had hindered their students' ability to learn, and that the majority of their students' families are unable to afford to purchase school supplies for their children. Teachers also overwhelmingly indicated that there is a need for a program such as School Tools and that they believe it would enhance their ability to provide instruction.

The 2007-08 levels of need are up from the previous year across all four indicators. The overall percentage of teachers indicating students in need is up slightly and the percentage of teachers indicating the highest intensity of need on the scale items increased for each indicator. Also, the percentage of estimated families in need increased very slightly. These findings are not surprising considering the ongoing economic downturn in the national and local economy and the relatively low socio-economic status of the students who benefit from the program.

Program Outcomes Analysis

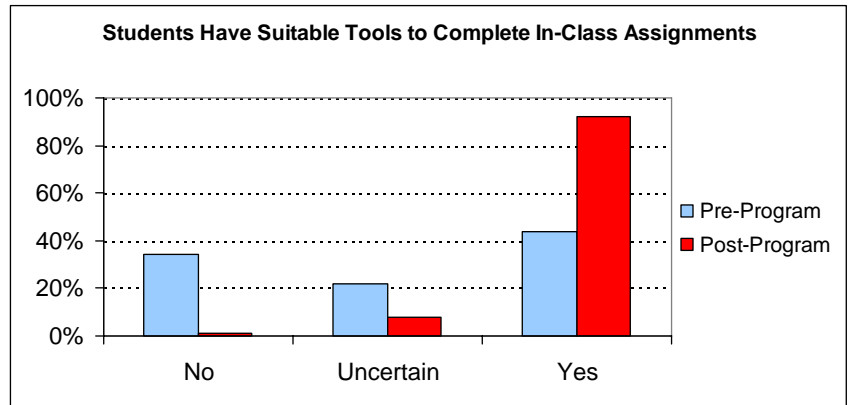
Teachers were surveyed regarding how well the children in their classroom were equipped with basic school tools for learning. Three survey items were presented about students having adequate supplies to complete in-class assignments, adequate supplies to complete assignments at home, and if a lack of classroom supplies had hindered their students' ability to learn. The information was collected before teachers participated in School Tools and again at the end of the school year after they had participated in School Tools to gauge changes that had taken place as a result of participation in School Tools. The pre-program and post-program results are presented below.

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Outcome 1: Low income children are better equipped with the basic tools for learning

Outcome 1: Indicator 1.

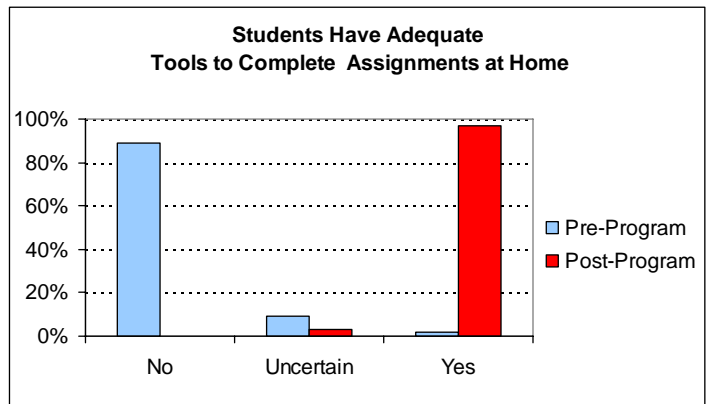
Teachers responded to the pre-program survey item “My students have adequate supplies to complete assignments in class.” and to the post-program survey item “As a result of participating in School Tools, my students have the suitable tools to complete assignments in class”. The pre-program surveys showed that 34% of the teachers thought their students did not have suitable tools, 44% said that their students



had suitable tools, and 22% were uncertain. The results from the post-program survey showed positive changes as a result of participating in School Tools. After participating in School Tools, only 1% of the teachers surveyed indicated that their students definitely lacked suitable tools to complete classroom assignments. The percentage of teachers who indicated that that their students had adequate tools for completing in-class assignments more than doubled to 93%. The remaining 6% of teachers were uncertain about the effects of School Tools on their students having suitable tools to complete in-class assignments. Clearly, the teachers who participated in School Tools believe their students are much better off in regards to having suitable tools for completing in-class assignments.

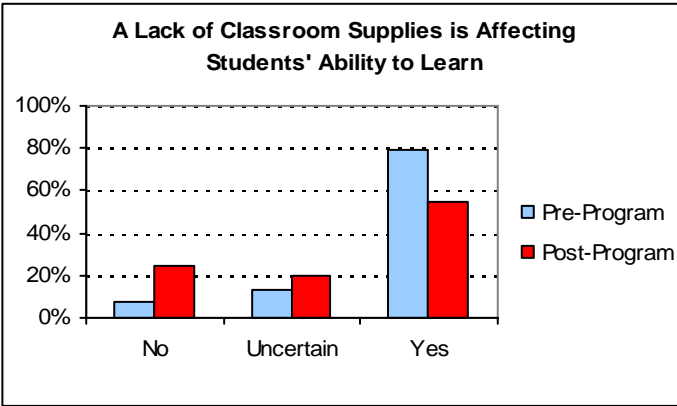
Outcome 1: Indicator 2.

Teachers responded to the pre-program survey item “My students have adequate supplies to complete assignments at home.” and to the post-program survey item “As a result of participating in School Tools, my students have the suitable tools to complete assignments at home”. The observed changes were dramatic. On the pre-program survey, 89% of the teachers surveyed indicated that during the prior year their students lacked adequate supplies to complete assignments at home, while on the post-program survey



the percentage fell to 0%. On the pre-program survey 2% of the teachers indicated that their students had adequate supplies to complete assignments at home. Following School Tools participation, 97% of the teachers surveyed indicated that their students had adequate supplies to complete assignments at home. The percentage of teachers who indicated that they were uncertain dropped from 9% to 3%. The change in students having adequate tools to complete assignments at home was the greatest found in the overall analysis.

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Outcome 1: Indicator 3.

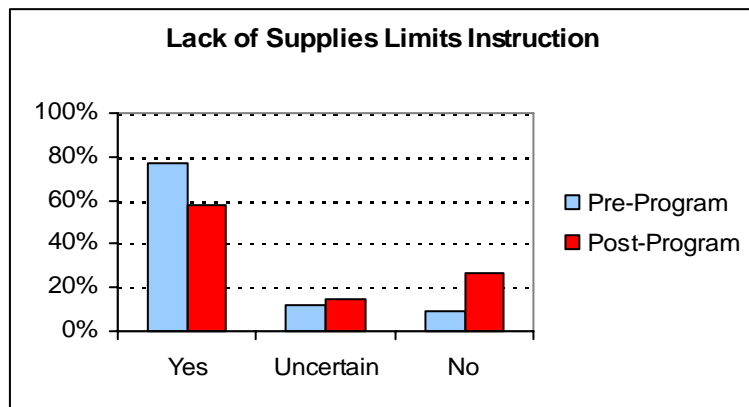
Teachers responded to the pre-program survey item “A lack of classroom supplies hinders my student’s ability to learn.” and to the post-program survey item “A lack of classroom tools hindered my student’s ability to learn”. On the pre-program survey, 79% of teachers indicated that a lack of classroom supplies was affecting their students’ ability to learn, while 8% disagree, and 13% were uncertain. On the post-program

survey, 55% of the teachers indicated that a lack of classroom supplies was affecting their students’ ability to learn, 25% disagreed, and 20% were uncertain. The good news is that after participating in School Tools, three times as many teachers indicated that a lack of classroom supplies did not hinder their students’ ability to learn. However, a problem still exists as indicated by the high percentage of post-program responses that show that a lack of supplies continues to affect students’ ability to learn.

Outcome 1: Summary. The evidence indicates that School Tools is making a positive impact in terms of low-income children being better equipped with the basic tools for learning. Improvements were found in all three indicators used to measure Outcome 1. The overall situation regarding having tools for completing in-class assignments and assignments at home has improved significantly. Compared to the previous year’s results, the starting situations for all three indicators are slightly worse and the outcomes are slightly better, a possible indication that School Tools may be having an increased impact.

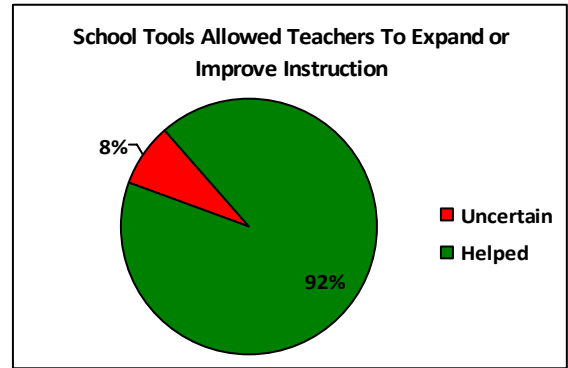
Outcome 2: Teachers are able to enhance their instruction

Outcome 2: Indicator 1. Teachers responded to the pre-program survey item “A lack of supplies restricts my ability to implement my desired instruction,” and to the post-program survey item “A lack of supplies restricted my ability to implement my desired instruction.” The pre-program survey results show that 79% of the teachers indicated that a lack of supplies restricted their ability to provide instruction, 9% said that a lack of supplies had no effect on their ability to provide instruction, and 12% were uncertain. Post-program survey responses show that 58% of the teachers participating in School Tools indicated that a lack of supplies restricted their ability to provide instruction, 27% indicated that a lack of supplies did not limit their ability to provide instruction, while 15% were uncertain. While the problem of a lack of school supplies limiting teachers’ ability to provide instruction remains significant, School Tools is making a difference; fewer teachers reported lack of supplies as a barrier to providing instruction.



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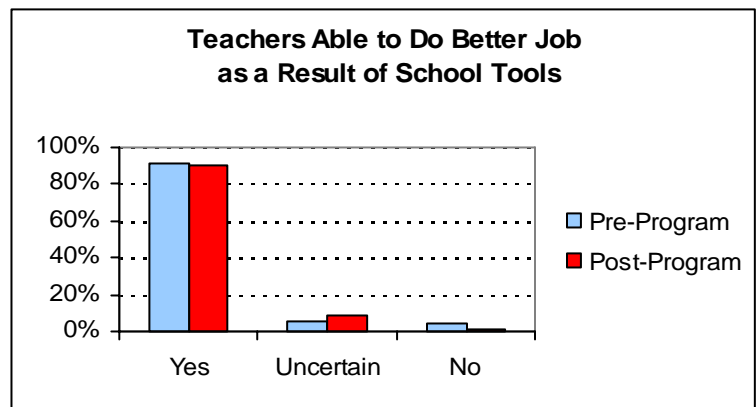
Outcome 2: Indicator 2. Teachers were asked if they thought School Tools would allow them to expand or improve the implementation of their instruction and were later asked if School Tools did allow them to expand or improve their instruction. It should also be noted that the pre-program measure was an expectation of what School Tools would do rather than a measure of the effects. Over 92% of the survey respondents indicated that they were able to expand and improve their instruction as a result of participating in School Tools. 8% of the teachers



responding to the post-program survey were uncertain about whether receiving School Tools supplies helped them improve or expand their instruction. The difference between the pre-program expectations and post-program results were very similar and not statistically significant, indicating that the high expectations for the program were met.

Outcome 2: Indicator 3.

Teachers responded to the pre-program survey item “If I have additional supplies, I can do a better job teaching,” and to the post-program survey item “As a result of receiving additional supplies from School Tools, I did do a better job.” Overwhelmingly, teachers thought they would be able to do a better job with additional supplies and almost as many did. Over 91% of the teachers surveyed thought that they would be able to do a better job and



more than 90% indicated that as a result of participating in School Tools they were able to do a better job. The percent of teachers who thought that additional supplies would not or did not lead to them doing a better job decreased from 4% on the pre-program survey to 1% on the post-program survey. The percent of teachers who were uncertain increased from 5% on the pre-program survey to 9% on the post-program survey. Overall, this indicated a minor shift downward in the certainty that additional school supplies leads to doing a better job. However, this should not detract from the fact that four out of five teachers reported that School Tools helped them do a better job.

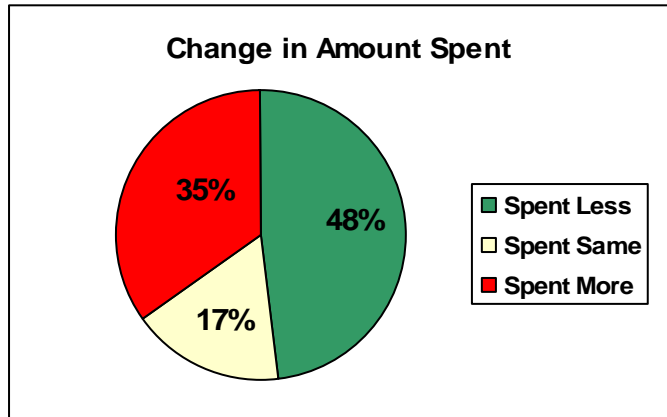
Outcome 2 Summary. Overall, the findings for Outcome 2, that teachers are able to enhance their instruction, are very positive. Even though a majority of teachers feel that a lack of classroom supplies limits their ability to teach, 90% of teachers who participated in School Tools think they are able to do a better job as a result of receiving additional school supplies and 92% of teachers indicated that School Tools supplies provided an opportunity to expand or improve implementation of instruction. The findings for Outcome 2 are very similar to those found the previous year.

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Outcome 3: Teachers spend less of their own money to purchase supplies their students need

The third School Tools program outcome focuses on how much of their personal money teachers spend on students for classroom supplies. Teachers reported a wide range of amounts spent on classroom supplies on both surveys. On the pre-program survey, teachers reported spending between \$100 and \$5,000, with an average of \$848 and a median of \$500. On the post-program survey, teachers reported spending between \$50 and \$5,000, with an average of \$908 and a median of \$500.

However, when examining the change in dollars spent by individual teachers, a more positive picture emerges. Almost half of the teachers (48%) reported spending fewer dollars on classroom supplies, 17% reported no change in the amount spent on classroom supplies, and 35% reported spending more on classroom supplies. Although almost half of the teachers are spending less on classroom supplies, the average amount increased by \$60 because a few teachers were spending much more in the current year than they did in the previous year. Teachers who spent fewer dollars on school supplies averaged spending \$504 fewer dollars, while teachers who spent more averaged spending an additional \$773.



Outcome 3 Summary. The findings for Outcome 3 are mixed. Therefore, the interpretation of the outcome depends on perspective. In terms of the dollar amounts, teachers, on average, appear to be spending more because a number of teachers are spending much more in the past. In terms of the number of teachers spending less, almost half of them are spending fewer dollars on school supplies. A year-to-year comparison shows that the average amount a teacher was spending after participating in School Tools increased by \$143 dollars while the median expenditure increased by \$75.

Other Effects of School Tools

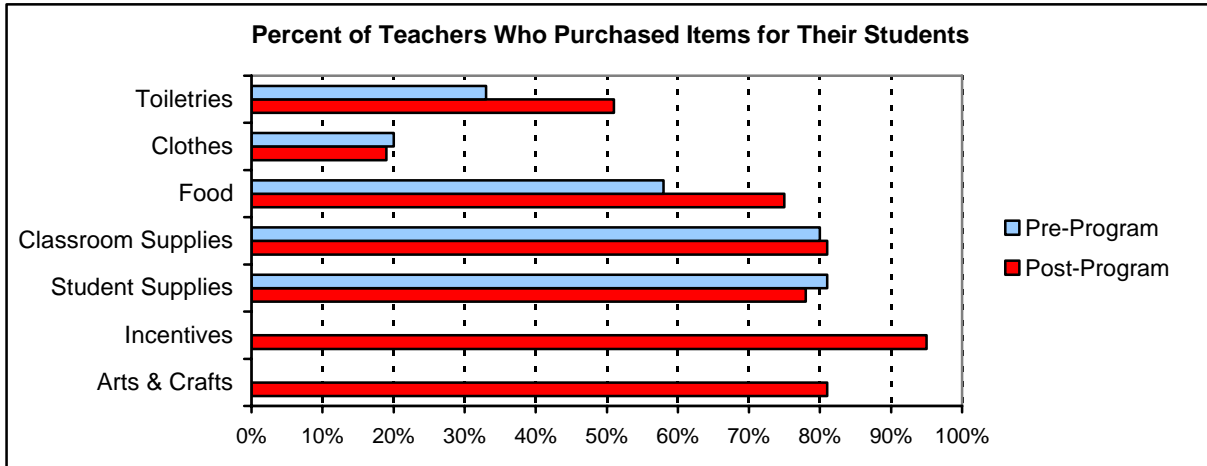
This section of the report examines some of the more qualitative aspects of the School Tools program. Subjects examined include changes in the types of supplies teachers are now buying versus what they were purchasing prior to participating in School Tools, enhancing the program experience by examining convenient shopping times, methods of shopping, program involvement through volunteering, and teachers' wish lists.

What teachers purchase for their students

Teachers were asked what type of items they purchased for their students prior to and after participating in School Tools. Two of the items, incentives and arts & crafts supplies, were only asked about on the follow-up survey. Very little decrease in the percent of teachers purchasing items for their students occurred. For most items, the percent stayed about the same or increased. The chart below illustrates the changes that took place. Two items, toiletries and food, showed considerable increases in the percentage of teachers purchasing items for their

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students. The percent of teachers purchasing toiletries increased from 33% to 51% while the percent of teachers purchasing food increased from 58% to 75%. As another possible indication of increasing need, toiletries, clothes, and food were purchased by a greater percentage of teachers over the previous year. The two new items added to the post-program list had very high rates of teachers purchasing them.

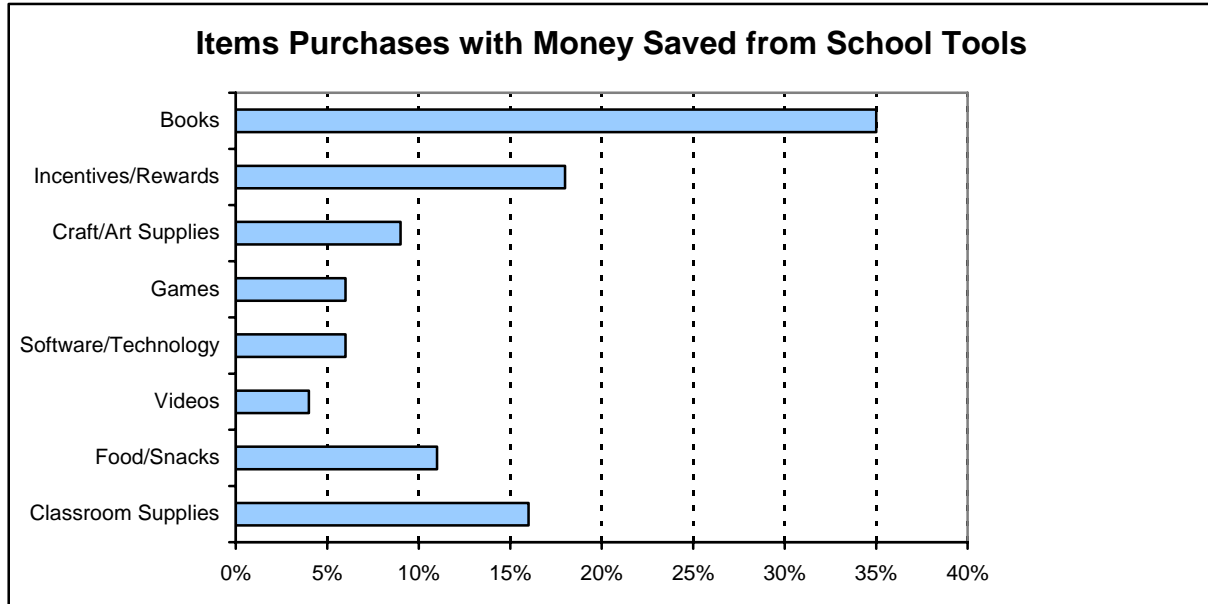


Prior to participating in School Tools, teachers were asked if they thought School Tools would save them money. The responses were virtually identical to those of the previous year. Almost all of the teachers (99%) thought school tools would save them money. Following participation in School Tools, teachers were asked if School Tools did save them money. Again, almost all (99%) agreed. Thus, School Tools saves money for virtually every teacher who participates in the program. However, as the outcomes results showed, this does not mean that teachers simply pocketed the saving resulting from participating in School Tools. Other evidence indicates that this may mean that many teachers have spent less than otherwise would have.

Teachers were asked if they would or did divert any money they saved as a result of School Tools to purchasing other items needed for their students. The pre-program and post-program results were very similar. Prior to participating in School Tools, 87% of teachers said they would divert money saved into other purchases for students. After participating in School Tools, 94% indicated that they did divert saved money into other purchases for students. This percentage increased from the previous year, when 88% of the teachers diverted savings into additional purchases for their students.

Teachers were also asked what they had bought with the money they saved as a result of participating in School Tools. Overall, the items mentioned were very similar to items mentioned in the previous year. The chart below shows the percent of teachers indicating the items they purchased with money saved as a result of participating in School Tools. The most often purchased item was books (35% of teachers), usually for classroom libraries, followed by incentives (18%), school supplies (16%), and art & craft supplies (9%). Other items mentioned include manipulatives, toiletries, and music CDs.

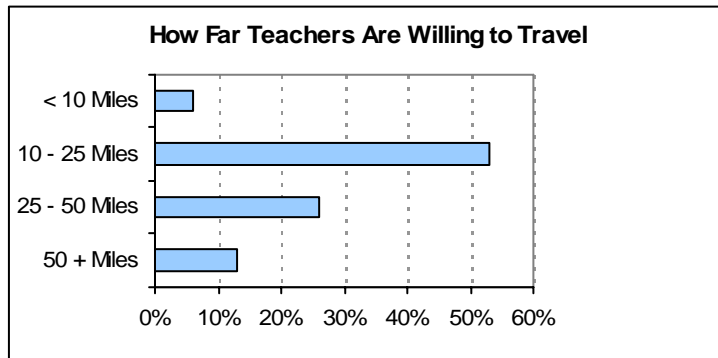
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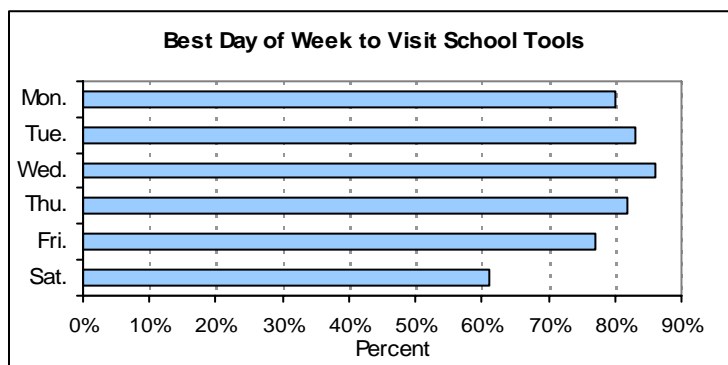
Participation in School Tools

In an effort to improve program delivery and efficiency, teachers were asked questions regarding when and how they would like to participate in School Tools. They were also asked if they would be willing to volunteer time with School Tools.

Teachers were asked how far they would be willing to travel for free school supplies. The chart at right shows the distribution of responses. The majority of the teachers (53%) indicated they were willing to drive 10 – 25 miles to participate in school tools.

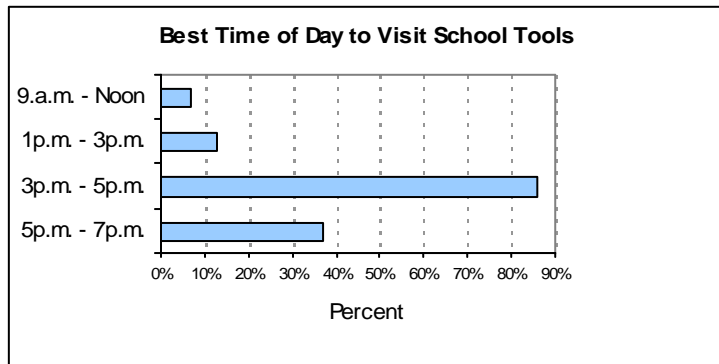


Teachers were also asked when (what days and time) it would be convenient for them to visit the School Tools Teacher Resource Center. Teachers were given the option to select as many days and time slots as they wished. The majority of teachers would be willing to visit the School Tools Teacher Resource Center any day Monday through Saturday; however, Monday through Thursday were the most convenient days of the week.

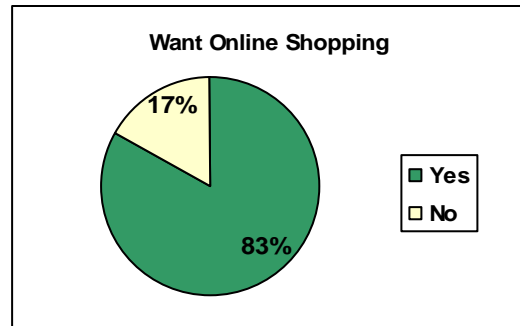
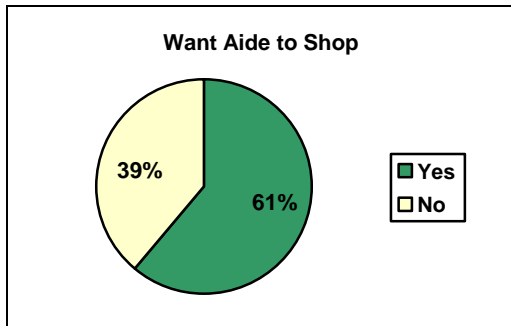


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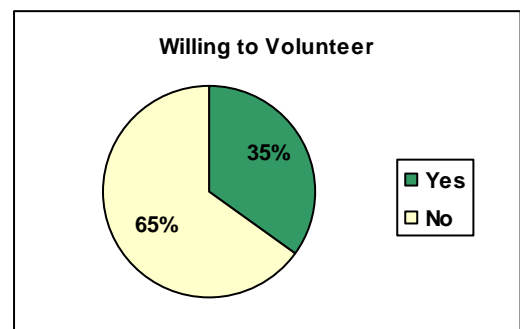
When asked about the best time of day to visit the School Tools Teacher Resource Center, most teachers (86%) thought that 3:00 p.m. to 5:00 was the best time to visit School Tools. The percentages for the other time slots were much lower; very few teachers indicated that they wanted to shop in morning or early afternoon. Overall, the most convenient time for teachers is Monday through Thursday between 3:00 p.m. and 5:00 p.m. which is after the work day is over and intrudes less on personal time during weekends.



Teachers were asked if they would like options other than having to visit the Teacher Resource Center in person to select and pick up School Tools supplies. Over 61% of teachers indicated that they wished to have the option of having an aide shop for them and 83% indicated that they wanted to be able to select merchandise online and have it ready for pick-up.



Teachers were asked how willing they would be to volunteer a few hours each semester to support School Tools. 35% of teachers indicated they would be willing to volunteer a few hours per semester to support School Tools. This percentage is similar to that found the previous year.



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Influences on willingness to volunteer at School Tools were also examined. Teachers who had previously participated in School Tools were slightly more willing to volunteer working a few hours per semester. 41% of the teachers who participated the previous year indicated they were willing to volunteer while 33% of the first time program participants were willing. There was no relationship between years of teaching experience or percent of students in need and willingness to volunteer. However, there was a positive relationship between willingness to volunteer and the distance a teacher is willing to travel; in other words, those who are willing to put more time and effort into traveling to use the School Tools TRC are also more willing to volunteer time with School Tools.

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Based on the survey responses, it is obvious that time and convenience is at a premium for teachers. The travel distance to School Tools and time of day School Tools is available are important to teachers.

Teachers' Comments Regarding How School Tools Affects Their Teaching and Their Students

Teachers were asked if School Tools had met their expectations and how School Tools affected their teaching and their students. While it is impossible to fully quantify the open-ended responses, the responses were extremely positive. The primary expectations were that students would have supplies and improved motivation and learning experiences. Teachers indicated that School Tools met or exceeded their expectations and had a positive impact on their teaching and their students. Several common themes emerged in the teachers' responses. These included:

- The impact of incentives on student motivation and attitude
- Arts supplies were very helpful
- Teaching is easier
- Items not normally associated with school, such as clothing, were helpful
- School Tools items generated new ideas
- Special events such as holidays and birthdays were enhanced because of School Tools

Teachers' Wish List

Teachers were given the opportunity to create a wish list. Most items listed were traditional school supplies such as paper, pencils, and crayons, but other items, such as clothing and toiletries, were also listed. Some of the items on the wish lists included:

- Books – including age appropriate books, book in Spanish, and books for pleasure
- Paper – notebooks and loose leaf paper
- Organizational items – pencil boxes, book shelves, file cabinets, labels
- Office supplies – file folders, whiteboards, transparencies, erasable markers, pencil sharpeners, batteries, staplers
- Student supplies – pencils, pens, pencil sharpeners, erasers, markers, highlighters, note cards, student scissors
- Art Supplies – paints, crayons, craft paper
- Teaching Aids – posters, manipulatives, flashcards
- DVDs & music CDs
- Technology related items – computers, printers, software, printer ink
- Personal items for students – clothes, blankets, backpacks, umbrellas, hats
- Toiletries – tissue, soap, wipes
- Incentives
- Food and snacks
- Games – including educational games
- Miscellaneous items – lanyards, emergency supplies, garden supplies, magnetic letters

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Conclusions

For two of the three School Tools program outcomes, the results clearly show that the program is succeeding in regards to its goals. For Outcome 1, "Low income children are better equipped with the basic tools for learning," and Outcome 2, "Teachers are able to enhance their instruction," the results show clear progress has been made. For Outcome 3, "Teachers spend less of their own money to purchase supplies their students need," the results are more ambiguous, but still positive. The findings also show although much progress has been made, a great need still exists. It should also be noted that the expansion of the program means that many more teachers and students are being impacted by the program; on an absolute scale the impact of the program is increasing tremendously.

Also worth discussing is the year-to-year comparison of the outcomes results. The 2007-08 school year was the second year of operations for the School Tools program. Most of the findings lead to the conclusion that the need for School Tools is increasing and at the same time the program outcomes are improving. While a complete explanation for this is beyond the scope of this report, some logical explanations can be put forth. First, the increased need can be attributed to worsening local economic conditions. Secondly, both the School Tools program and teachers are investing more resources and this increased investment appears to be outpacing the increase in need. Regardless of the causal explanations, the second year program results are more positive than the first, even though the overall level of need has increased. However, this should not be interpreted as a conclusion that all the need is being met. Based on the evidence presented here, a great deal of need still exists.

Appendix I

Scale Score Changes for Outcomes Measurements: 1 = Strongly Disagree 5 = Strongly Agree				
	Mean (Average)		Median (Halfway Point)	
	Pre-Program	Post-Program	Pre-Program	Post-Program
Outcome 1: Low income children are better equipped with the basic tools for learning				
Indicator 1: Students have suitable tools to complete in-class assignments	3.15	4.44	3	5
Indicator 2: Students have adequate tools to complete assignments at home	1.76	4.62	2	5
Indicator 3: A lack of classroom supplies is affecting students' ability to learn	4.09	3.44	4	4
Outcome 2: Teachers are able to enhance their instruction				
Indicator 1: A lack of supplies restricts my ability to implement my desired instruction	4.11	3.44	4	4
Indicator 2: School Tools allowed teachers to expand or improve instruction	4.49	4.35	5	4
Indicator 3: Teachers are able to do a better job with additional supplies	4.44	4.34	5	4
Outcome 3: Teachers spend less of their own money to purchase supplies their students need				
Indicator 1: Amount of money spent on school supplies	847.81	908.38	500	500

Appendix II

The following pages consist of the School Tools pre-program and post-program surveys.

Inland Empire United Way School Tools Program



Inland Empire United Way, 9644 Hermosa Ave, Rancho Cucamonga, CA
Phone: (909) 980-2857, Fax: (909) 466-6867

Teacher Pre-Program Survey

This survey is confidential. Your identity and answers will not be shared with anyone. The purpose of this survey is to help us improve the quality of the School Tools Program and track participant progress.

Name	
Address	
Phone	
Email	
School District	
School Site	
Grade Level/Subject	
How many years have you been teaching?	
How many students are in your (first period) class?	
Within your (first period) class, how many students' families would you estimate cannot afford basic school supplies?	

Please indicate your agreement or disagreement with each of the following statements: (Please check only one.)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I am willing to volunteer, in the resource center/store, a few hours a semester to support the School Tools Program.					
My students have adequate supplies to complete assignments in class .					
My students have adequate supplies to complete assignments at home .					
I do not need School Tools; it would not enhance my instruction.					
My school is able to provide basic student supplies (pencils, pens, glue, etc.).					
My school is able to provide classroom supplies (poster board, maps, office supplies, etc.).					
My school is able to provide supplemental supplies (computers, software, projectors, etc.) for my classroom.					
Receiving school supplies from School Tools Program will enhance my student's ability to learn.					
If I have additional supplies, I can do a better job teaching.					

A lack of classroom supplies hinders my student's ability to learn.					
A lack of supplies restricts my ability to implement my desired instruction.					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Receiving School Tool supplies will allow me to expand and/or improve the implementation of my instruction.					
In the past academic year, the lack of school supplies has negatively affected my student's performance.					
I believe the School Tools Program will be able to equip my students with the basic supplies for learning.					

How many *miles* would you be willing to drive to receive school supplies at no cost?

Not willing to travel _____ 10 – 25 _____ 50 + _____
Less than 10 _____ 26 - 50 _____

What hours would be most convenient to visit the Teacher Resource Center? (Please circle all that apply.)

Monday	9 - 12	1 - 3	3 - 5	5 - 7	Thursday	9 - 12	1 - 3	3 - 5	5 - 7
Tuesday	9 - 12	1 - 3	3 - 5	5 - 7	Friday	9 - 12	1 - 3	3 - 5	5 - 7
Wednesday	9 - 12	1 - 3	3 - 5	5 - 7	Saturday	9 - 12	1 - 3	3 - 5	5 - 7

If I was unable to select items, I would like the option to have an instructor's aide select in my absence. Yes No

I would like to have the option to shop online and have my order ready for pick-up. Yes No

My students currently get school supplies from: (Check all that apply.)

School Parent Other _____

During the past school year, how much of your personal income did you spend on classroom supplies? \$ _____

What do you usually purchase?

Student supplies Classroom supplies Food Clothes Toiletries Other _____
(pencils, pens, glue, etc.) (maps, office supplies, etc.)

If School Tools supplied you with school supplies, would you save money? Yes No

If you saved money by participating in School Tools, would you spend funds on other supplies? Yes No

If you answered yes, how would you spend your money differently? Please explain.

What are your expectations regarding your participation in the School Tools Program?

What do you think would be the effect on your teaching and your students?

To better understand teacher's classroom needs; please provide a wish list of items that you and your students could benefit from.

IEUW - School Tools Post-program Survey -- 2007/08 School Year

1.

Dear School Tools Participant:

Thank you for filling out the following survey. The information you provide is very important to the School Tools program. The data will be used to assess Inland Empire United Way's School Tools program. Our goal is to determine how well the program is working and how it might be improved.

The information collected in this survey is considered confidential and will only be used for School Tools-related business. No information will be released that could identify any individual who participates in the survey.

If you should have any questions regarding this survey or the School Tools program, please contact:

Shana Chavarria
KidSmart Operations Manager
schavarria@ieuw.org
909-980-2857 x205

Sincerely,
Inland Empire United Way School Tools Staff



School Tools

a program of



2. Default Section

1. Please fill in the answers below. Your name and email address are required. Your contact information will be used only for IEUW's School Tools program related purposes and will not be shared with other parties.

Name:

Email Address:

Contact Phone Number:

3.

1. Please select your school from the list below

2. What grade level are you currently teaching?

Pre-k

5th Grade

11th Grade

Kindergarten

6th Grade

12th Grade

1st Grade

7th Grade

Multiple Grades

2nd Grade

8th Grade

Other

3rd Grade

9th Grade

4th Grade

10th Grade

3. How many years have you been teaching?

Less than 1

1 - 4

5 - 9

10 - 14

15 - 19

20 or more

4. How many students are in your (first period) class?

5. Within your (first period) class, how many students' families would you estimate cannot afford basic school supplies?

IEUW - School Tools Post-program Survey -- 2007/08 School Year

4.

1. For each item below, please indicate your agreement or disagreement with each of the statement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
School Tools met a need that otherwise would have not been met.	jñ	jñ	jñ	jñ	jñ
I am willing to volunteer, in the resource center/store, a few hours a semester to support the School Tools Program.	jñ	jñ	jñ	jñ	jñ
As a result of participating in School Tools, my students have suitable tools to complete assignments in class.	jñ	jñ	jñ	jñ	jñ
As a result of participating in School Tools, my students have suitable tools for completing assignments at home.	jñ	jñ	jñ	jñ	jñ
I did not need School Tools: it did not enhance my instruction.	jñ	jñ	jñ	jñ	jñ
My school was able to provide basic student supplies (pencils, pens, glue, etc.).	jñ	jñ	jñ	jñ	jñ
My school was able to provide other supplies (tape, dry eraser markers, markers, arts & crafts supplies, incentives, etc.).	jñ	jñ	jñ	jñ	jñ
Receiving school supplies from School Tools Program has enhanced my student's ability to learn.	jñ	jñ	jñ	jñ	jñ
As a result of having additional supplies from School Tools, I was able to do a better job teaching.	jñ	jñ	jñ	jñ	jñ
A lack of classroom supplies hindered my student's ability to learn.	jñ	jñ	jñ	jñ	jñ
A lack of supplies restricted my ability to implement my desired instruction.	jñ	jñ	jñ	jñ	jñ
School Tools supplies have given me to expand and/or improve the implementation of my instruction.	jñ	jñ	jñ	jñ	jñ
In the past academic year, the lack of school supplies has negatively affected my student's performance.	jñ	jñ	jñ	jñ	jñ
The School Tools Program has equipped my students with the basic supplies for learning.	jñ	jñ	jñ	jñ	jñ

5.

1. My students currently get school supplies from: (Check all that apply.)

- School
- Parent
- Teacher
- Other (please specify)

2. During the past school year, how much of your personal income did you spend on classroom supplies?

3. What types of items do you usually purchase?

- Student supplies (pencils, pens, glue, etc.)
- Classroom supplies (office supplies, dry erase markers, etc.)
- Food/Snacks
- Arts & crafts supplies
- Clothes (jackets, shoes, socks, etc.)
- Toiletries (tissue, lotion, hand sanitizer, etc.)
- Incentives

Other (please specify)

4. School Tools has supplied me with school supplies, my participation has saved me money.

No

Yes

5. Since participating in School Tools, I am diverting my spending to other student/classroom needs.

No

Yes

6.

1. How did you spend the money you saved by participating in School Tools? Please explain.

7.

1. Describe how the School Tools Program has met/not met your expectations as a result of participating? How has it affected your teaching and your students?

2. To better understand teacher's classroom needs; please provide a wish list of items that you and your students could benefit from.

8.

Thank you for participating in School Tools. School Tools is a program of Inland Empire United Way and is an affiliate of the Kids In Need National Network of teacher resource centers.



School Tools

a program of



Inland Empire United Way

Appendix III

All Stars (Financial Donors)

Super Star (\$10,000 & above)

The Gas Company, a Sempra Energy Utility
US Bank
Macy's West
HSBC

Shining Star (\$5,000 & above)

1st Centennial Bancorp
3M Foundation
Tiger Woods Foundation
Toyota Motor Sales USA, Inc.

Glowing Star (\$1,000 & above)

Northrop Grumman ECHO Fund
Kiwanis Club of Rancho Cucamonga
West End Real Estate Professionals

Partners (Strategic community partnerships to help kids succeed)

Applebee's	Ontario Reign
Auto Club Speedway	Rancho Cucamonga Quakes
Bank of America	Target
Chaffey College	The Shoppes at Chino Hills
HSBC	UPS
Kids In Need Foundation	US Bank
KOLA 99.9 FM	Victoria Gardens
KSPA AM 1510	

Appendix III

Honor Roll (In-kind product & service donors)

Value of \$50,000 & above

Kids In Need Foundation
InGEAR
JoAnn Fabric & Crafts
Costco Wholesale
First Book

Avery Dennison
DSS Distribution Alternatives
MeadWestvaco
Craft & Hobby Association

Value up to \$50,000

3M
Ameron Water Transmission Group
Bank of America
Best Buy Distribution Center
Build-A-Bear
California Highway Patrol
California Overnight
California Pizza Kitchen
Circuit City
Converse
The Disney Store
Disneyland
Doubletree Hotel
Senator Bob Dutton's Office
Enterprise Rent-A-Car
Boomer Esiason
Famous Dave's
HSBC
IKON
JC Penney
Kitchell CEM
Kmart
Kohl's
KSPA AM 1510
Los Angeles Angles of Anaheim
Los Angeles Dodgers

L.A./Ontario International Airport
Lowe's Home Improvement Center
Mercedes Benz
Mimi's Cafe
Nestle
Office Depot
Christian Okoye
Old Navy
Ontario Mills
Ontario Reign
Party America
Rancho Cucamonga Chamber of Commerce
Governor Arnold Schwarzenegger's Office
Serna Relocation Systems
Solo Cup Company
Southwest Airlines
Starbucks
Storagewest Storage
Super Glue Company
Target
United Stationers
UPS
Wal-Mart
Waxie
Wells Fargo
West End Real Estate Professionals

Appendix III

Volunteer Groups

Best Buy - Women's Leadership Forum	Soroptimists International Montclair - Inland Valley
Biosense Webster	Target
CSUSB - Residential Life	Timberland
Circle K - Claremont McKenna College	University of Redlands
Circuit City	UPS - Aircraft Maintenance
Comerica	UPS - AM Ramp
Delta Sigma Pi - Cal Poly Pomona	UPS - Automotive
Fed Ex	UPS - Feeder
Girl Scout Troop #482	UPS - Finance
HSBC	UPS - Human Resources
Home Shopping Network	UPS - Labor Department
IEUW Board of Directors	UPS - Night Division
Kohl's	UPS - Ontario Management
Millennium Systems	UPS - Security
Ontario-Montclair Junior Women's Club	UPS - South East California District
Ontario Christian High School	UPS - Supply Chain Solutions
Ontario Christian Middle School	UPS - Revenue Management
Options for Youth High School	US Bank
Payless Shoes	Vineyard Bank
Rancho Cucamonga Chamber of Commerce	