

# School Tools Evaluation 2008-09

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

Inland Empire United Way



Encouraging smart, successful kids!

## INTRODUCTION

This report describes the findings from an analysis of data from surveys of teachers participating in Inland Empire United Way's School Tools program during the 2008-09 school year. The surveys were administered 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 previous years is presented.

## DESCRIPTION OF SCHOOL TOOLS PROGRAM

Schools Tools is a program of the KidSmart Initiative at Inland Empire United Way that focuses on providing disadvantaged children with new school supplies. The School Tools program is a collaborative effort involving the Kids In Need Foundation, local school districts, businesses, and community volunteers. Many of the children served by this program lack the basic school supplies that most children take for granted; others have supplies 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), Inland Empire United Way established a Teacher Resource Center at Inland Empire United Way's corporate office in Rancho Cucamonga. Through the Teacher Resource Center, teachers from eligible schools have the unique opportunity to "shop" for supplies for their students and classroom twice a year—completely free of charge. Each year, the number of teacher visits, the value of goods distributed, and the number of children helped has increased. Since the program's inception, the School Tools Teacher Resource Center has conducted hosted 1,603 teacher visits and distributed in excess of one million dollars worth of product that has benefited over 48,000 children in local schools. Some annual statistics from the TRC are presented in the table below.

<b>Annual Statistics</b>			
	2006-07	2007-08	2008-09
Teacher Visits	388	568	647
Value of Products Distributed	\$195,529	\$387,884	\$490,000
Avg. Value Per Visit	\$504	\$682	\$757
# of Children Benefitting	11,640	17,040	19,410

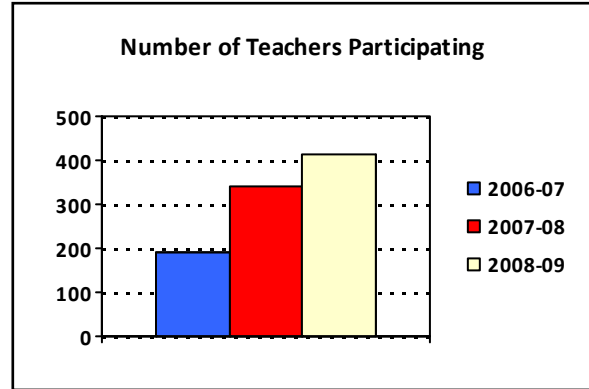
To supplement work done through the Teacher Resource Center, School Tools also supports local students by conducting special distribution events held throughout the year. Items this year included books, lunchboxes, seasonal items, toiletries, organizational products and incentives. In all, 171,342 items, with a value of \$762,649 were distributed to local schools and nonprofits serving disadvantaged children.

In November 2007, IEUW School Tools was approved as the 24<sup>th</sup> affiliate of the Kids In Need Foundation 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

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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 continues to expand. During the 2008-09 academic year, School Tools donated almost \$490,000 worth of goods to local teachers and their students, a 26% increase over the previous year. The number of program participants increased from 342 to 415 teachers, a 21% increase over the previous year. The number of participating schools increased from 21 to 27. This expansion is due to generous donors of money, in-kind products, and volunteer labor. A list of organizations and individuals that have made significant contributions of money, product, and time to the KidSmart Initiative can be found in Appendix III.



**SAMPLE DESCRIPTION**

The sampling universe used in this analysis consists of the 415 teachers who participated in the School Tools program. On their first visit to the teacher resource center, 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 directly (using email addresses provided on the pre-program surveys) or through their school district and asked to complete a post-program survey. 415 teachers participated in the pre-program survey and 268 teachers participated in the post-program survey. 28% of the current year participants had participated in School Tools the previous year and 13% participated in the 2006-07 school 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. Both the pre-program surveys and post-program were administered via a web-based survey tool. Pre-program surveys were completed during the first visit to the Teacher Resource Center and teachers were contacted via email to complete the post-program survey.

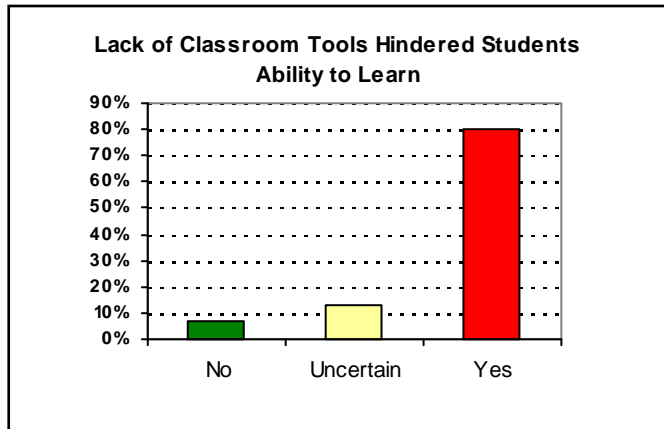
Most of the program outcomes indicators were originally presented to respondents in a 5 point Likert-scale format (The survey instruments can be seen in Appendix II). For ease of reporting, scale scores were collapsed into three categories and reported as the percent of teachers agreeing (strongly agree, somewhat agree), disagreeing (strongly disagree, somewhat disagree), 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. All of the changes measured

were statistically significant. In addition to the quantitative measures used to evaluate program outcomes, several open-ended items in the surveys examined more difficult to quantify items such expectations, general impressions, and wish lists.

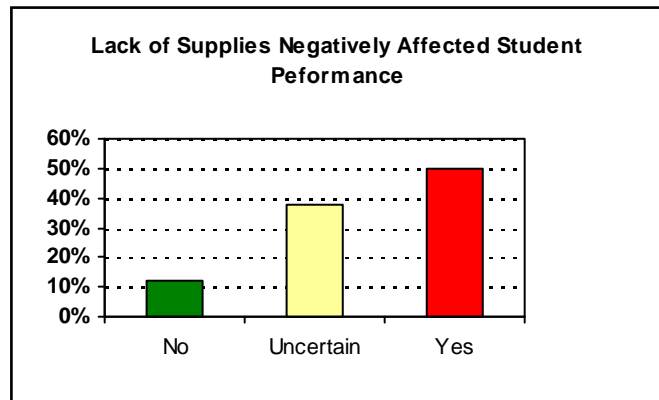
### **The Need for School Tools**

To provide a better understanding of the level of need for School Tools, teachers' responses to survey 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 student's families. The four indicators used to assess need are discussed below.

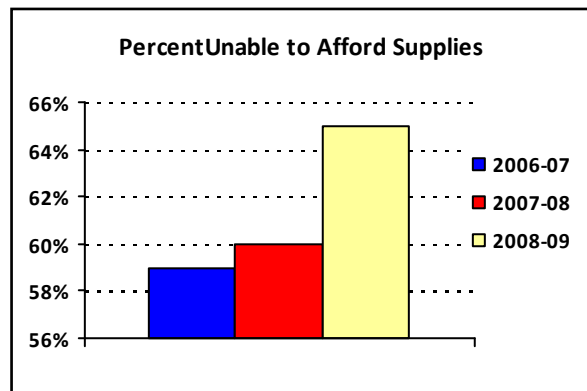
**Need for School Tools: Indicator 1.** Before participating in Schools Tools teachers were asked if a lack of classroom tools had hindered their students' ability to learn. Most agreed. 80% of the teachers surveyed indicated that a lack of supplies had hindered their students ability to learn, another 13% were uncertain, and only 7% 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. 50% of teachers indicated that a lack of school supplies had affected academic performance, 12% did not think that a lack of supplied had affected academic performance, while 38% 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.



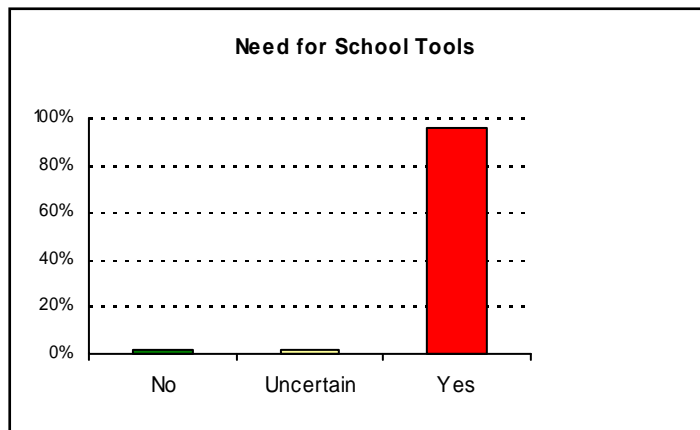
**Need for School Tools: Indicator 3.** Teachers were asked how many students they had in their first period class and how many of those students' families could not afford school supplies for the children. This served as the basis for calculating the percent of students in need. Within individual classrooms the percent of students needing help purchasing supplies varied widely, however, all teachers reported students in need of help. Some teachers reported as few as 11% of their



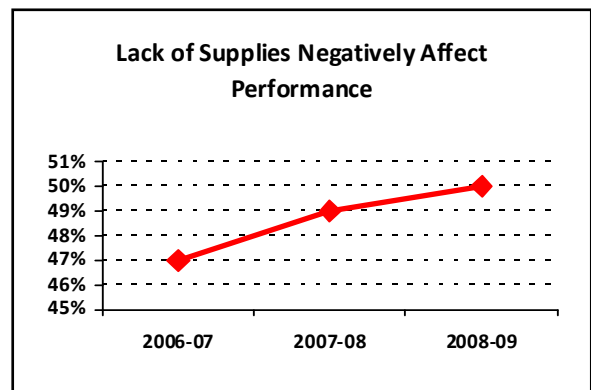
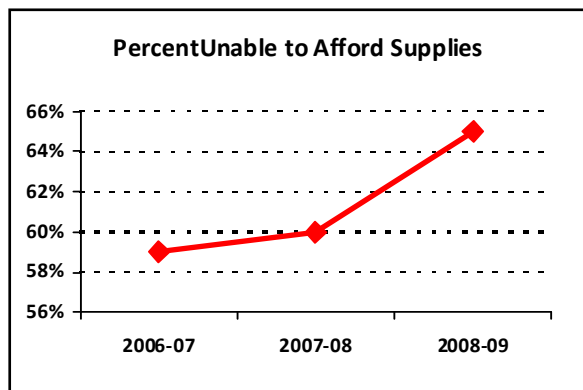
students' families being unable to afford to purchase school supplies, while others reported that 100% of their students' families could not afford school supplies. Overall, teachers reported that 65% of their students' families were unable to afford school supplies for their children, up from 60% the 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. The table above shows the yearly increase in the percent of students unable to afford supplies.

**Need for School Tools: Indicator 4.** Prior to participation in School Tools, teachers were surveyed and asked about the need for School Tools. An overwhelming majority, 96%, 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 2% were uncertain about the need for School Tools.

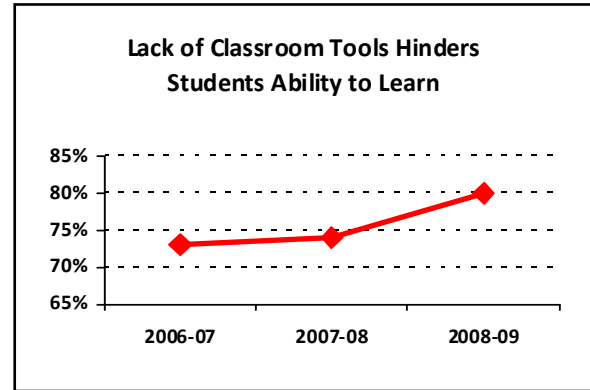
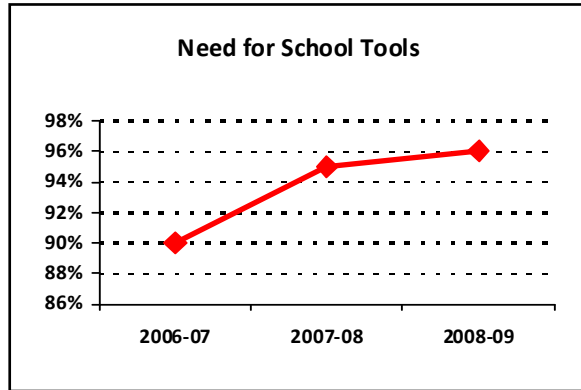
**Need for School Tools: Summary.** All of the survey results lead to the conclusion that there is a great deal of need for school supplies. Teachers have indicated that a lack of school supplies has negatively affected the performance of their students, that a lack of classroom supplies had hindered 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.



A look at the trends for the indicators of need for School Tools show how the situation is worsening. The levels of need are up from previous years across all four indicators. All four indicators of need have increased each of the three years that School Tools has been operating. The charts below illustrate the upward trend in the indicators used to measure need.



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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. Since the economic recession has had such an impact on families during the past year, teachers were asked how the recession has affected them, their students, and their students' families. Several recurring themes emerged including increased stress, poor hygiene, hunger, lack of clothing, inability for families to provide school supplies, and school budget cuts. Below is a list of quotes from the teachers that illustrate the problems that are occurring.

- “Kids are worried and tired. Kids find it hard to concentrate with all that goes on with the recession and lack of basic needs at home including breakfast and lunch.”
- “I’m noticing my students coming in with tattered and soiled clothing. They seem to wear the same clothing over and over again. They don’t have backpacks and basic school supplies like folders, notebooks and pencils.”
- “Kids are worried about the situation. They talk about their parents not being able to afford things and not having any money. It is hard for them to complete projects. Getting in touch with parents is difficult because phones are disconnected. Kids are acting out as their parents are more stressed. It has caused problems in the classroom.”
- “Many of my students do not have backpacks and come to school with no lunch saying they did not have breakfast. We send little home for projects because the families do not have supplies at home. We also have many students who cannot afford to go on field trips.”
- “Many students have indicated that they now have to sleep with lots of people in the same room as they don’t have a home to go to. Others have indicated they don’t have too much to eat or new shoes to wear. Some look distressed, etc. It’s sad to witness.”
- “More kids are worried about mom and/or dad. They spend more time talking about how much time mom isn’t home. There seems to be less support at home for homework or projects. Fewer parents are attending school functions. The clothing students wear to school is inappropriate or less monitored.”
- “Our budget for ordering paper and making copies has been cut. We are unable to copy enough assignments and worksheets. We will have 30 in a classroom at the primary grades instead of 20...”
- “Parents have no money. Children talk about having little food to eat at home. Parents cannot afford to pay for field trips. Clothes are being purchased at thrift stores. Many parents are out of work.”

The quotes above are representative of what teachers had to say. Unfortunately, the worst may be in the near future. As unemployment rises, home foreclosures increase, and more families are displaced the need for School Tools and other social programs will only increase.

## **SCHOOL TOOLS PROGRAM OUTCOMES ANALYSIS**

This section of the report quantifies the difference that School Tools is making in the lives of teachers and students. Indicators, or metrics, are used to measure each of the three program outcome goals. The survey results are presented below.

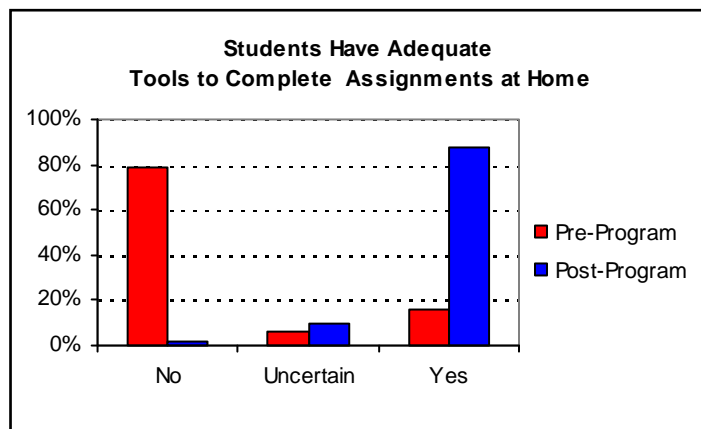
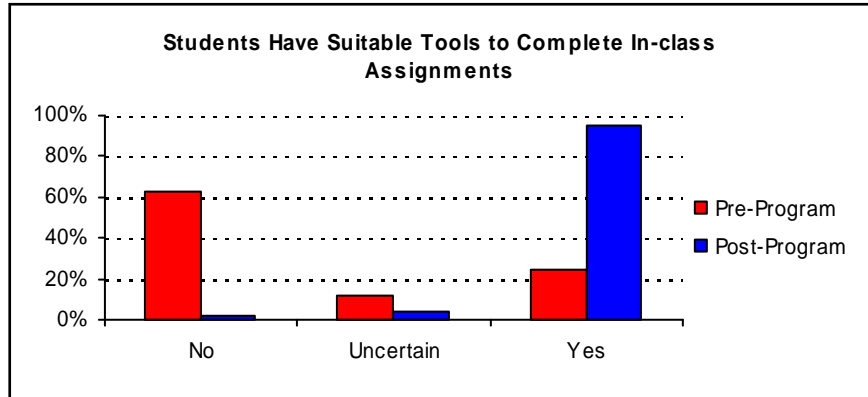
### **School Tools Outcome 1: Low income children are better equipped with the basic tools for learning**

#### **Outcome 1: Indicator 1.**

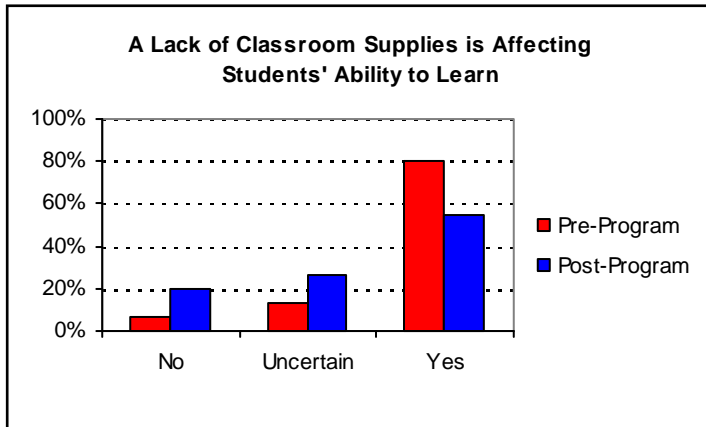
Teachers responded to the pre-program survey item “My students have adequate supplies to complete assignments in class.” and to

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 63% of the teachers thought their students did not have suitable tools, 25% said that their students had suitable tools, and 12% 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 their students had adequate tools for completing in-class assignments almost quadrupled to 95%. 4% of teachers were uncertain about the effects of School Tools on their students having suitable tools to complete in-class assignments. Only 1% of the teachers felt that their students still lacked suitable classroom supplies. 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, 79% 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 only 2%. On the pre-program survey 16% of the teachers indicated that their students had adequate supplies to complete assignments at home. Following School Tools participation, 88% of the teachers surveyed indicated that their students had adequate supplies to complete assignments at home, an increase of 72 percentage points. The percentage of teachers who indicated that they were uncertain increased from 6% to 10%.



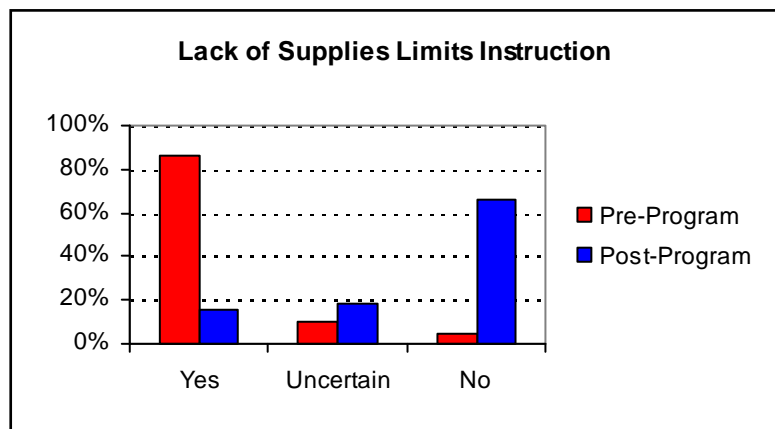
**Outcome 1: Indicator 3.** Teachers responded to the pre-program survey item “A lack of classroom supplies hinders my student’s ability to learn.” and to the post-program survey item “A lack of classroom tools hindered my student’s ability to learn”. On the pre-program survey, 86% of teachers indicated that a lack of classroom supplies was affecting their students’ ability to learn, while 5% disagree, while the remaining teachers 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, 26% disagreed, and 19% 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. Still, a problem still exists as indicated by the high percentage of post-program responses (55%) that show that a lack of supplies is still affected 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 for all three indicators used to measure outcome 1. The overall situation regarding having tools for completing in-class assignments and assignments at home improved significantly.

**School Tools Outcome 2:  
Teachers are able to enhance their instruction**

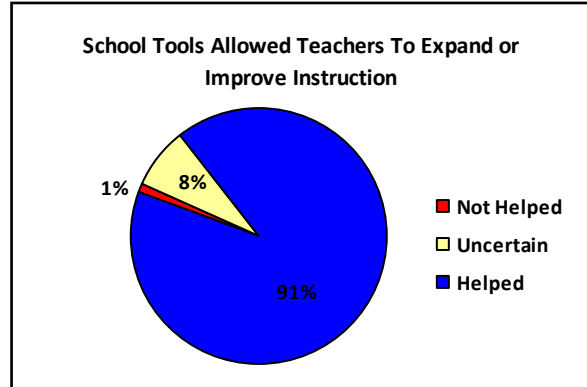
**Outcome 2: Indicator 1.** Teachers responded to the pre-program survey item “A lack of supplies restricts my ability to implement my desired instruction.” and to the post-program survey item “A lack of supplies restricted my ability to implement my desired instruction”. The pre-program survey results show that 86% of the teachers indicated that a lack of supplies restricted their ability to provide instruction, 5% said that a



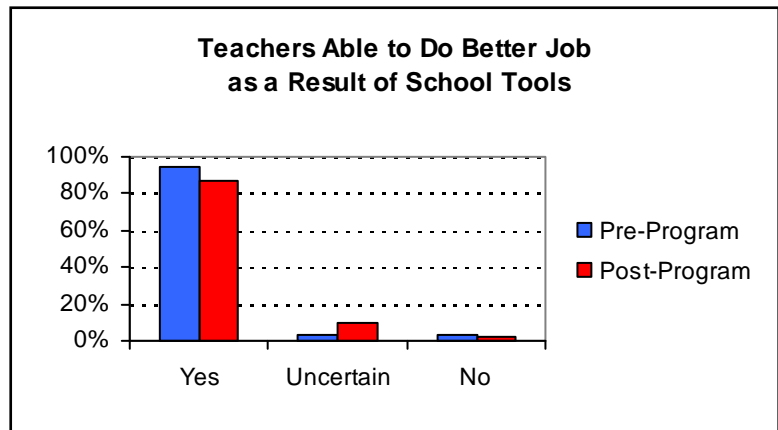
lack of supplies had no effect on their ability to provide instruction, and 10% were uncertain. Post-program survey responses show that 16% of the teachers participating in School Tools indicated that a

lack of supplies restricted their ability to provide instruction, 66% indicated that a lack of supplies did not limit their ability to provide instruction, while 18% were uncertain. While the problem of a lack of school supplies limiting teachers' ability to provide instruction still exists, School Tools is making a huge difference; significantly fewer teachers reported lack of supplies as a barrier to providing instruction.

**Outcome 2: Indicator 2.** Teachers were asked if School Tools allowed them to expand or improve the implementation of their instruction. Over 91% 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. Only 1% felt that School Tools was of no help in improving instruction.



**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 94% of the teachers surveyed thought that they



would be able to do a better job and more than 87% 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 3% on the pre-program survey to 2% on the post-program survey. The percent of teachers who were uncertain increased from 2% on the pre-program survey to 11% 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 87% teachers said that School Tools helped them do a better job teaching.

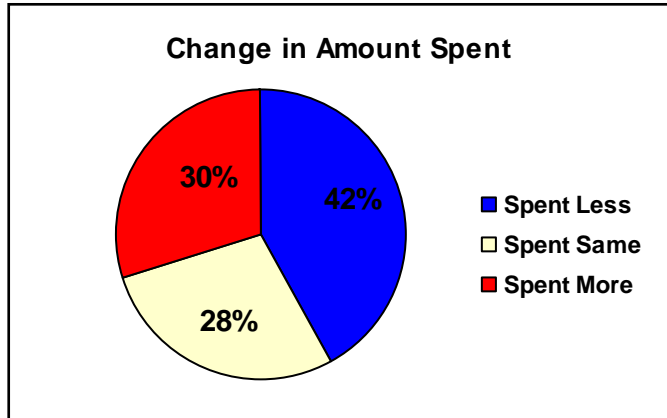
**Outcome 2: Summary.** Overall, the findings for outcome 2, that teachers are able to enhance their instruction, are very encouraging. Prior to participating in School Tools a majority of teachers felt that a lack of classroom supplies limited their ability to teach. 87% of the teachers who participated in School Tools think they are able to do a better job as a result of receiving additional school supplies and 91% of teachers indicated that School Tools supplies provided an opportunity to expand or improve implementation of instruction.

**School Tools 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 \$0 and \$4,500 the previous school year, with an average of \$777 and a median of \$500. For the current school year teachers reported spending between \$50 and \$5,000, with an average of \$762 and a median of \$500. Overall, the average amount spent decreased slightly.

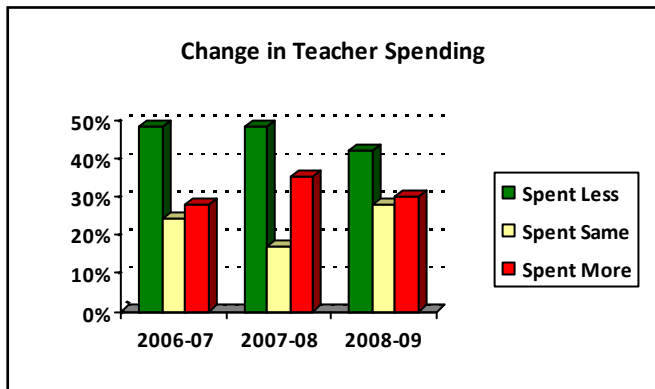
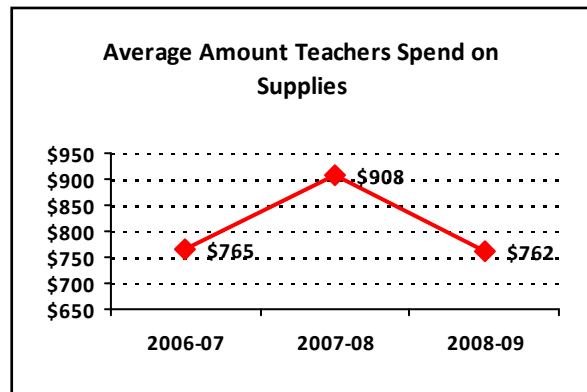
The chart at right shows the percent of teachers spending the same, more, or less. Almost half of the teachers (42%) reported spending fewer dollars on classroom supplies, 28% reported no change in the amount spent on classroom supplies, and 30% reported spending more on classroom supplies. The average amount decreased by \$15 in the current year compared to the previous year.



**Outcome 3: Summary.** The analysis regarding outcome 3 shows little change during the current program year.

In terms of the dollar amounts, this year’s participants, on average, are spending slightly less (\$15) than they did the previous year. In terms of the percent of teachers spending less, a greater percentage of program participants are spending less (42%) than are spending more (30%). What is significant is that this is the first year that showed a decrease in year-to-year spending, however small that decrease.

The following charts show changes in teacher spending over the past three school years. The chart at right shows the average amount spent by teachers during the school year in which they participate in School Tools. During the initial year of School Tools teachers spend an average of \$765. The average amount increased to \$908 during the 2007-08 school year and decreased to \$762 this year.



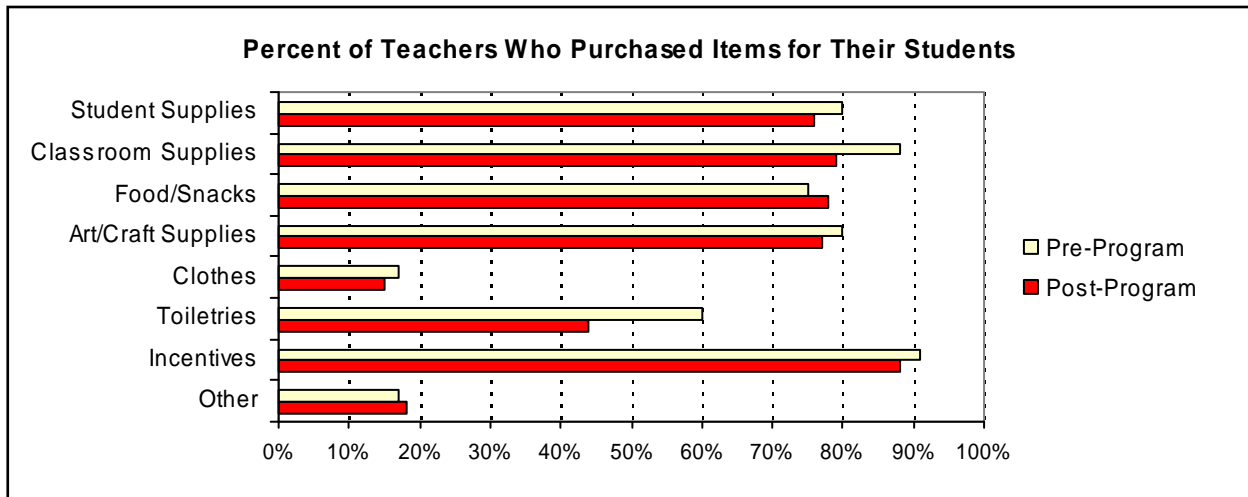
The chart at left shows the percent of teachers spending less, the same, or more for the past three school years. No real trend can be found. However, a consistent pattern does emerge. Each year, the largest group of teachers spends less and the smallest group of teachers spends the same amount.

**OTHER EFFECTS OF SCHOOL TOOLS**

This section of the report examines some of the more qualitative aspects of the School Tools program analysis. 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, and program involvement through volunteering, and teachers’ wish lists.

**What teachers purchase for their students**

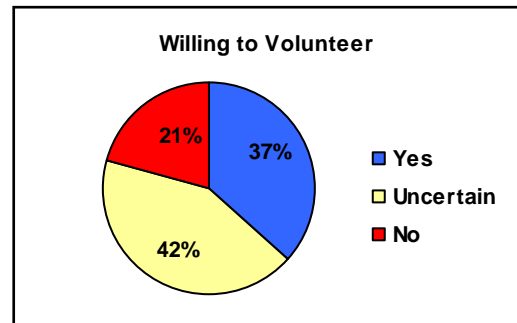
Teachers were asked what type of items they purchased for their students prior to and after participating in School Tools. Very little decrease in the percent of teachers purchasing particular items for their students occurred. For most categories of items, the percent of teachers purchasing those types of items decreased slightly. Only two categories “Food/Snacks” and “Other” showed an increase in the percent of teachers purchasing those types of items. The chart below illustrates the changes that took place. Overall, 93% of teachers purchased items from at least one of these categories and typical teacher purchased items from 5 or 6 of these categories during the 2008-09 school year.



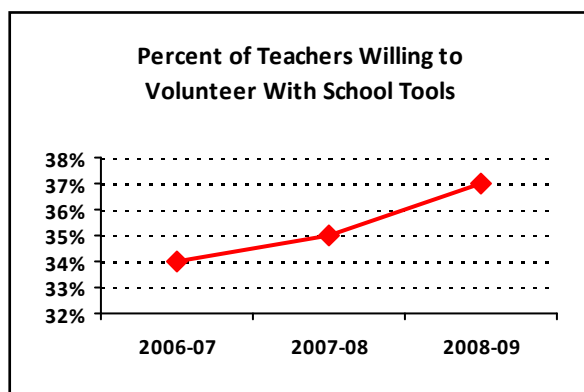
Prior to participating in School Tools, teachers were asked if they thought School Tools would save them money. The responses were virtually identical to those of the previous two years. Virtually all of the teachers (99%) thought school tools would save them money. Following participation in School Tools, teachers were asked if School Tools did save them money and 93% of the teachers indicated that School Tools had saved them money. Thus, School Tools saves money for more than 9 out of 10 teachers who participate 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. In fact, they tend to spend about as much as they did the previous year.

**Volunteering with School Tools**

Teachers were asked how willing they would be to volunteer a few hours each semester to support School Tools. 37% of teachers indicated they would be willing to volunteer a few hours per semester to support School Tools. The largest group, representing 42% of the survey respondents, were uncertain about volunteering while 21% of the teachers were



not interested in volunteering. The chart below shows the number of teachers willing to volunteer for each of the past three program cycles. Each year the percent has increased.



### **School Tools Effects on Teaching and Learning**

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. Most teachers indicated that School Tools had a positive impact on their teaching and their students. Below are comments teachers made regarding the effects on their teaching and students.

- “As a result of participating in the School Tools program all of my students have the basic school supplies they need at home to complete their homework...it has made a big difference in their ability to complete their homework...”
- “I am able to supply them with items they would not otherwise be able to afford and they are producing higher quality projects as a result.”
- “I feel I have much more enthusiasm for teaching and I feel it transfers over to the students...”
- “I was able to reward my students for reaching their goals. My students are motivated to learn because of the incentives that I had received from School Tools.”
- “It’s helped me not stress out as much about all the money I spend on the classroom. This makes less time stressed and more time planning the lessons and making individual strategies for each student’s need! Thank you!!!”
- “They display a more positive attitude towards learning since they have the same supplies that everyone else has, plus things they normally would not have access to like flash drives, science fair supplies, notebooks, etc.”

### **Teachers’ Wish List**

Teachers were given the opportunity to make out a wish list. Most items listed were traditional school supplies such as paper, pencils, crayons, and such, but other items, such as clothes, food, incentives, and toiletries were also listed. The most often mentioned type of material was art-related supplies when various items such as crayons, scissors, construction paper, colored pencils are lumped together. Some of the other oft-mentioned items, such as incentives and copy paper, saw an increase from last year and this is probably due to the effects of the recession which are described in the section describing the effects of the recession. Some of the frequently mentioned items on the wish lists included:

- Art Supplies – including crayons, paint, glitter, scissors, clay/play doh, colored pencils, glue
- Incentives
- Outdoor recreational items – balls, playground equipment
- Books – including age appropriate books, reference books, and books for pleasure
- Paper – copy paper, notebooks, lined writing paper, graph paper
- Organizational items – pencil boxes, book shelves, labels, zip-lock bags

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- Office supplies – file folders, whiteboards (including personal-sized whiteboards), transparencies, erasable markers, pencil sharpeners, staplers, highlighters
- Student supplies - pencils, pencil sharpeners, erasers, markers, highlighters, note cards, scissors
- Technology related items – flash drives, computers, printers, software, printer ink, cameras, blank media, microscopes
- Toiletries – tissue, soap, wipes, band-aids
- Personal items for students – clothes, shoes, jackets, backpacks, umbrellas
- Food and snacks
- Games – including educational games, flashcards

### **CONCLUSION**

To differing degrees, all the School Tool outcome goals are being met. 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 analysis revealed a great deal of improvement. For outcome 3, teachers spend less of their own money to purchase supplies their students need, the results are not as great but still positive. Taken in context of the current economic woes, slight improvement, or at least no worsening, outcome 3 may be interpreted as a success. It should also be noted that the expansion of the program also means that many more teachers and students are being impacted by the program so that on an absolute scale the impact of the program is increasing tremendously.

Appendix I

<b>SCALE SCORE CHANGES FOR OUTCOMES MEASUREMENTS:</b>				
<b>1 = Strongly Disagree   5 = Strongly Agree</b>				
	<b>Mean (Average)</b>		<b>Median (Halfway Point)</b>	
	<b>Pre-Program</b>	<b>Post-Program</b>	<b>Pre-Program</b>	<b>Post-Program</b>
<b>Outcome 1: Low income children are better equipped with the basic tools for learning</b>				
Indicator 1: Students have suitable tools to complete in-class assignments	2.5	4.4	2	4
Indicator 2: Students have adequate tools to complete assignments at home	2.1	4.3	2	4
Indicator 3: A lack of classroom supplies is affecting students' ability to learn	4.2	3.5	4	4
<b>Outcome 2: Teachers are able to enhance their instruction</b>				
Indicator 1: A lack of supplies restricts my ability to implement my desired instruction	4.3	3.7	4	4
Indicator 2: School Tools allowed teachers to expand or improve instruction	4.6	4.3	5	4
Indicator 3: Teachers are able to do a better job with additional supplies	4.6	4.3	5	5
<b>Outcome 3: Teachers spend less of their own money to purchase supplies their students need</b>				
Indicator 1: Amount of money spent on school supplies	\$777	\$762	\$500	\$500

*Appendix II*  
*Survey Instruments*

*Appendix III*  
*KidSmart Donors, Volunteers, and Partners*

**2008-09 KIDSMART ALL STARS (FINANCIAL DONORS)**

*Brightest Star: \$25,000 and Above*

- Boeing
- The Emergency Food & Shelter Program
- Vitamin Cases Consumer Settlement Fund

*Super Star: \$10,000 and Above*

- HSBC
- Macy's West
- Sempra Energy Foundation
- US Bank

*Shining Star: \$5,000 and Above*

- 1st Centennial Bancorp
- 3M Foundation
- Cardinal Health
- Kohl's Cares for Kids
- Marquette Financial Companies
- Ralph's/Food 4 Less Foundation
- Toyota Motor Sales USA, Inc.

*Glowing Star: \$1,000 and Above*

- PFF Bank & Trust Foundation
- Pomona Valley Corvette Association
- UPS Foundation
- West End Real Estate Professionals

*Shooting Star: Up to \$1,000*

- California Steel
- Gloria & Joe Davis
- Hamilton Sundstrand
- Kent Electric
- Judy Lachman
- Ontario Reign

*Appendix III*  
*KidSmart Donors, Volunteers, and Partners*

**2008-09 KIDSMART HONOR ROLL (IN-KIND PRODUCT & SERVICE DONORS)**

*Value of \$50,000 or More*

- ACCO Brands
- Campus Market Expo (CAMEX)
- Costco Wholesale
- Craft & Hobby Association
- DSS Distribution Alternatives
- First Book
- JoAnn Stores Inc.
- Kids In Need Foundation
- MeadWestvaco
- OfficeMax
- Sodexo
- Staples

*Value up to \$50,000*

- |   |   |
|---|---|
| • Banana Republic                             | • Kohl's  |
| • Bank of America                             | • Marino Foundation                               |
| • Best Buy                                    | • NAPA  |
| • Best Buy Distribution Center                | • Nestle Purina                                   |
| • Biosense Webster                            | • Office Depot                                    |
| • Brookvale International                     | • Payless ShoeSource                              |
| • Cal Poly Pomona Bronco Athletic Association | • San Bernardino County Regional Parks Department |
| • California Steel                            | • Serna Relocation Systems                        |
| • Chaffey College Associated Students         | • Solarlink/Prolink                               |
| • Chrysler-Mercedes Benz                      | • Starbucks                                       |
| • Circuit City                                | • Sterilite                                       |
| • City of Montclair                           | • Target  |
| • Fuller Insurance                            | • The Shoppes at Chino Hills                      |
| • Hamilton Sundstrand                         | • Uline   |
| • Hoppers Office & Drafting Furniture         | • UPS Aircraft Maintenance                        |
| • HSBC  | • UPS Labor Relations                             |
| • IKON  | • US Bank   |
| • Inland Empire YNPN                          | • Wells Fargo                                     |
| • JC Penney Furniture                         | • West End Real Estate Professionals              |
| • Jim Palmer & the Jazz Norwegians            | • Wetzels Pretzels                                |
| • Kidsville News                              | • Erin Wilson                                     |

*Appendix III*  
*KidSmart Donors, Volunteers, and Partners*

**2008-09 KIDSMART VOLUNTEER GROUPS**

- Biosense Webster
- Chaffey College – National Student Nursing Association
- High Desert Church
- HSBC
- Kohl's
- Los Osos High School – National Honor Society
- Ontario Christian High School
- Ontario Christian Middle School
- Ontario-Montclair Junior Women's Club
- Payless ShoeSource
- Rancho Cucamonga Chamber of Commerce
- Save Alot
- Soroptimists International Montclair-Inland Valley
- Target
- Timberland
- Uline
- UPS – Aircraft Maintenance
- UPS – Automotive
- UPS – Business Development
- UPS – Feeder Division
- UPS – Finance
- UPS – Industrial Engineering
- UPS – Ontario HR
- UPS – Ontario Package
- UPS – San Gabriel Business Development
- UPS – San Gabriel Package
- UPS – Southeast California District
- Victoria Gardens

*Appendix III*  
*KidSmart Donors, Volunteers, and Partners*

**KIDSMART INDIVIDUAL VOLUNTEERS**

- Anthony Arellano
- Grace Arellano
- Darlene Arensdorff
- Nancy Banales
- Radha Bathala
- Vijetha Bathala
- Sonjib Sunny Bayen
- Matt Benavides
- Angelic Bird
- Ashlee Boldon
- Rachel Braley
- Lisa Brownton
- Jennifer Burton
- Jonathan Chaney
- Jennifer Chen
- Connie Escamilla
- Andrew Geenen
- Alex Henderson
- Jana Henderson
- Serena Henderson
- Taylor Henderson
- Angel Holguin
- Patty Hornback
- Melinda Hovey
- Alexandra Jose
- Lani Kim
- Katherine Kinsey
- Judy Lachman
- Lisa Mauldin
- David Meade
- Enjoli Medina
- Maria E Moreno
- Joey Nunez
- Meghan Ohira
- AJ Paligar
- Patricia Plante
- Marcia Richter
- Venee Russ
- Julien Santana
- David Sawhill
- Camille Seariac
- Julianna Seariac
- Suzanne Seariac
- Jeannie Sekala
- Steven Sims
- Cyrus Sircar
- Michelle Stupel
- Ryan Trobaugh
- Joshua Vicente
- Valerie Vicente
- Henry Villarreal
- Ashlyn Wells
- Carol Wierzba
- Catherine Wilder
- Kathy Wilder

*Appendix III*  
*KidSmart Donors, Volunteers, and Partners*

**2008-09 KIDS MART PARTNERS**

*Primary*

- Auto Club Speedway
- City of Fontana/Healthy Fontana
- City of Rancho Cucamonga/Healthy RC
- HSBC
- Inland Empire Youth Ballet
- Kids In Need Foundation
- KOLA 99.9 FM
- Los Angeles Regional Food Bank
- Northtown Housing Development Corporation
- Pomona Valley Corvette Association
- Rancho Cucamonga Quakes
- San Bernardino County Department of Public Health/Healthy Communities
- Sodexo
- Target
- The Shoppes at Chino Hills
- UPS

*Secondary*

- Apple Valley Unified School District
- Bank of America
- Barstow Unified School District
- Boys & Girls Club of Fontana
- Boys & Girls Club of Pomona Valley
- Building A Generation
- California Food Policy Advocates
- Chaffey College
- Chino Valley Unified School District
- Cucamonga School District
- Desert Communities United Way
- Family Solutions Collaborative
- Fitness Challenge Foundation
- Fontana Unified School District
- Hesperia Unified School District
- Kidsville News
- Lucerne Valley Unified School District
- Mojave Valley United Way
- Montclair Community Collaborative
- Ontario Reign
- Ontario-Montclair School District
- Pomona Unified School District
- Redlands Unified School District
- Upland Unified School District
- Yucaipa-Calimesa Joint Unified School District