

Inland Empire United Way



**School Tools Program
Survey and Outcomes Report
2006-2007 School Year**

KidSmart is an initiative of



Inland Empire United Way

Executive Summary

This executive summary highlights the findings from the outcomes evaluation and teacher surveys of Inland Empire United Way's School Tools program during school year 2006-07. A more detailed analysis of the outcomes and surveys can be found in the full report.

Description of School Tools Program

Schools Tools is program of the KidSmart Initiative at Inland Empire United Way that focuses on providing disadvantaged children with school supplies. Inland Empire United Way has established a Teacher Resource Center where public school teachers can pick up school supplies for their students' use. Many of the at-risk 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. The School Tools program is dedicated to ensuring that disadvantaged children have an opportunity to learn. The School Tools program is a collaborative effort between Inland Empire United Way, the Kids In Need Foundation, local school districts, local businesses, and community volunteers. During the past academic year, School Tools donated almost \$400,000 worth of goods to local teachers and their students.

Highlights from Outcomes Analysis

Inland Empire United Way's School Tools program has three outcomes as its goals. They are:

- Low income children are better equipped with the basic tools for learning
- Teachers are able to enhance their instruction
- Teachers spend less of their own money to purchase supplies their students need

The outcomes analysis showed that low-income children were better equipped with the basic tools for learning. Three indicators were used to measure this outcome and each showed significant positive change. The most dramatic changed was the increase in the percent of students who had supplies to complete assignments at home; the percent of students with adequate supplies to complete assignments at home increased from 4% to 88%.

The analysis also showed that teachers were able to enhance their instruction. Each of the three indicators used to measure this outcome showed positive results. 93% of the teachers indicated that they were able to expand or improve their instruction as a result of participating in School Tools.

The results for the final outcome were a bit more ambiguous. While almost half (48%) of the teachers reported spending less money on school supplies than the year before, the average amount spent per teacher actually increased by \$2. Slightly over one-fourth (28%) of teachers increased their spending by an average of \$659.

Other Highlights

Other highlights include the difference that teachers report School Tools has made and the level of need that exists, even for teachers and students who have participated in School Tools.

Some of the comments teachers have made about the effect of School Tools includes:

- Students being able to complete homework assignments
- Motivation has improved
- Teachers are able to save money
- Improved self esteem and morale, especially for poorer students
- Classroom activities are enhanced
- Items not normally associated with school, such as toiletries and clothing, are greatly appreciated by students and their families

The level of need is great. Overall, teachers estimated that 59% of their students' families could not afford school supplies for their children. Indicators show that a lack of school supplies affects teachers' ability to teach and students' ability to learn and perform academically. It is also clear that many students have other needs that teachers are trying to meet such as clothing and proper hygiene.

Conclusion

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 clearly shows that 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. The findings also show although much progress has been made, much remains to be done.

Introduction

This report documents the findings from an analysis of data from two surveys of teachers participating in Inland Empire United Way's School Tools program's first year of operation. Surveys were administered before teachers participated in the program and again at the end of the school year. Information was asked about several issues including the need for school supplies, changes (outcomes) brought about as a result of participating in School Tools, ways to improve service, and general information about the kinds of items teachers purchase for their students.

Description of Program

Schools Tools is program of the KidsSmart Initiative at Inland Empire United Way that focuses on providing disadvantaged children with school supplies. Inland Empire United Way has established a Teacher Resource Center where public school teachers can pick up school supplies for their students' use. Many of the at-risk 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. The School Tools program is dedicated to ensuring that disadvantaged children have an opportunity to learn. The School Tools program is a collaborative effort between Inland Empire United Way, the SHOPA/Kids In Need foundation, local school districts, local businesses, and community volunteers. During the past academic year, School Tools donated almost \$400,000 worth of goods to local teachers and their students.

Sample Description

The sample used in this analysis consists of 190 teachers from nine schools in three school districts who participated in the School Tools program. Prior to participating in School Tools, teachers were asked to fill out a pre-program survey. This survey asked about current or recent conditions that related to how a lack of school supplies affected themselves and their students. This provided baseline data against which post-program measurements could be compared. 190 teachers participated in the pre-program survey and 104 teachers participated in the post-program survey.

Methodology

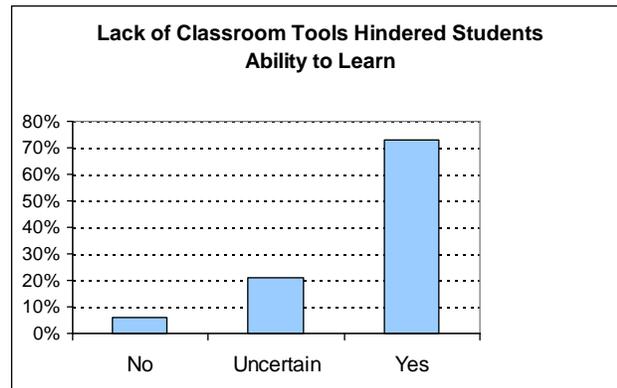
The data comes from two self-administered survey, utilizing a pre-test / post-test design. Many of the survey items were originally presented to respondents in a 5 point Likert-scale format (The survey instruments can be seen in Appendix II). For ease of reporting, scale scores were collapsed into three 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. Several items in the surveys measured early expectations (pre-program surveys) against experience (post-program surveys); for purposes of analysis, these items were not compared to each other unless appropriate for the particular subject.

Level of Need

To provide a better understanding of the level of need for School Tools, teachers responded to survey items about the effects of experiencing a lack of school supplies on students' ability to learn and academic performance. Teachers were also asked about the affordability of school supplies for their student's families. Some of the details are presented below.

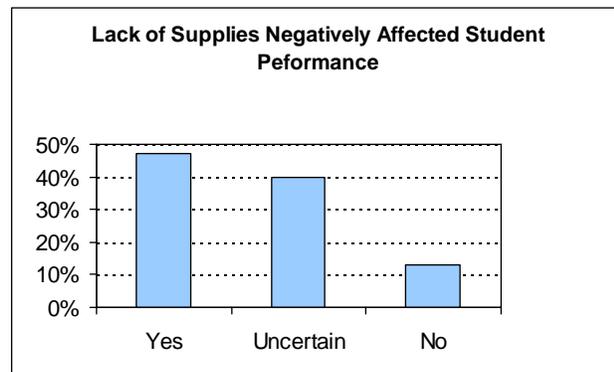
Need for School Tools: Indicator 1. Q10.

Teachers were asked if a lack of classroom tools had hindered their students' ability to learn. Most agreed. 73% of the teachers surveyed indicated that a lack of supplies had hindered their students ability to learn, another 21% were uncertain, and only 6% did not think that a lack of supplies interfered with their students' ability to learn.



Need for School Tools: Indicator 2. Q13.

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. 47% of teachers indicated that a lack of school supplies had affected academic performance, 13% did not think that a lack of supplied had affected academic performance, while 40% were uncertain about whether or not a lack of supplies had negatively affected students' academic performance.

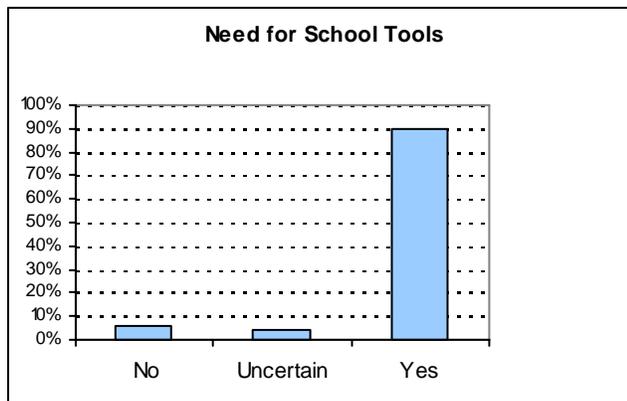


Thus, almost half of the teachers surveyed felt that a lack of school supplies had negatively affected students' performance, while relatively few teachers indicated that a lack of school supplies did not have a negative impact.

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 level of need. Within individual classrooms the percent of students needing help purchasing supplies varied drastically. Some teachers reported as few as 2% of their students' families being unable to afford to purchase school supplies, while others reported that all (100%) of their students' families could not afford school supplies. Overall, teachers reported that 59% of their students' families were unable to afford school supplies for their children. This level of need is not surprising since economic indicators were a 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, 90%, of teachers indicated that they thought a need for School Tools existed and that it would enhance their ability to provide instruction. Only 6% of the teachers surveyed thought there was no need for School Tools and only 4% were uncertain about the need for School Tools.



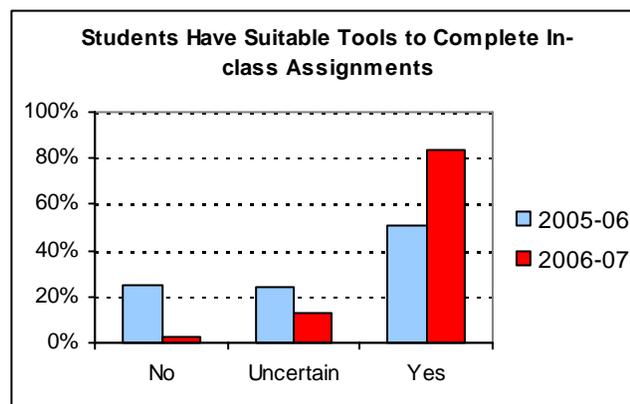
All findings lead to the conclusion that there is a great deal of need for school supplies. Teachers have indicated that a lack of school supplies has negatively affected the performance of their students, that a lack of classroom supplies had hindered their students' ability to learn, and that most 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 it would enhance their ability to provide instruction.

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 participating in School Tools. The pre and post-program results are presented below.

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

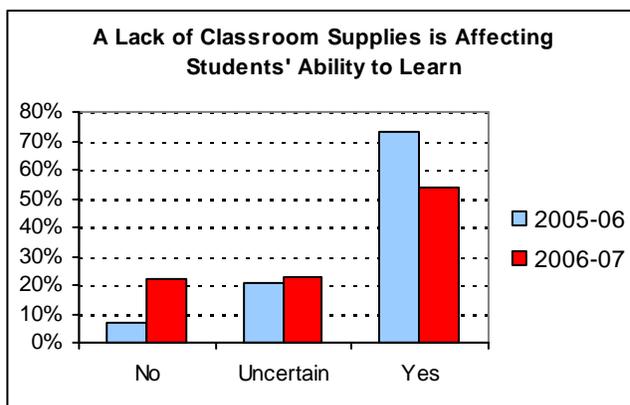
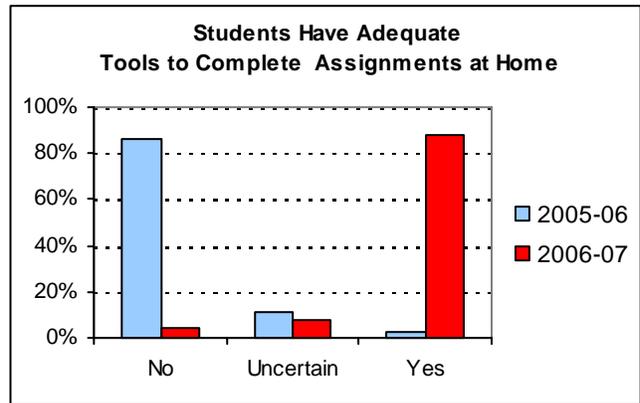
Outcome 1: Indicator 1. Teachers responded to the pre-program survey item "My students have adequate supplies to complete assignments in class." and to the post-program survey item "As a result of participating in School Tools, my students have the suitable tools to complete assignments in class". The pre-program surveys showed that 25% of the teachers thought their students did not have suitable tools, 51% said that their students had suitable tools, and 24% 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 3% of the teachers surveyed indicated that their students lacked suitable tools to complete classroom assignments, 84% indicated that their students had adequate tools for completing in-class assignments, and that 13% of teachers were uncertain. The rate of

teachers indicating that students did not have suitable tools for completing in-class assignments dropped 22 percentage points while the rate of teachers indicating that their students did have suitable tools for completing in-class assignments increased 33 percentage points. Clearly, teachers who participated in School Tools believe students are better off in regards to having suitable tools for completing in-class assignments.

Outcome 1: Indicator 2.Q3. 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”. Dramatic differences were observed between the pre-program and post-program responses. On the pre-program survey, over 86% of the teachers surveyed indicated that during the prior year their students lacked adequate supplies to complete assignments at home, 3% indicated that their students did have adequate supplies to complete assignments at home, while 11% were uncertain. Following School Tools participation, 88% of the teachers surveyed indicated that their students did have adequate supplies to complete assignments at home, 4% indicated that their students did not have adequate supplies to complete assignments at home, while the remaining 8% were uncertain. The change in students having adequate tools to complete assignments at home was the greatest found in the analysis.



Outcome 1: Indicator 3. Q10. 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, 73% of teachers indicated that a lack of classroom supplies was affecting their students’ ability to learn, while 7% disagree, and 20% were uncertain. On the post-program survey 54% of the teachers indicated that a lack of classroom supplies was affecting their

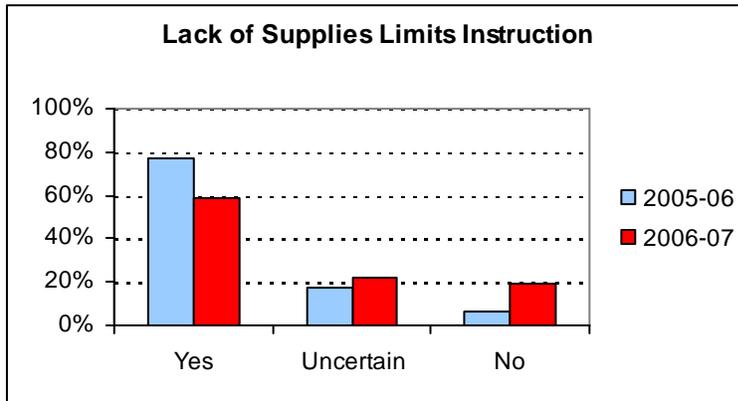
students’ ability to learn, 22% disagreed, and 23% were uncertain. The good news is that after participating in School Tools, three times as many teachers indicated that a lack of classroom supplies did not hinder their students’ ability to learn. However, a problem still exists as indicated by the high percentage of post-program responses that show that a lack of supplies is still affected students’ ability to learn.

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. Large 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 is much improved, better than 80% of the students now have adequate tools. Although, the situation has greatly

improved regarding a lack of classroom supplies affecting students' ability to learn, most teachers indicated that it is still a problem.

Outcome 2: Teachers are able to enhance their instruction

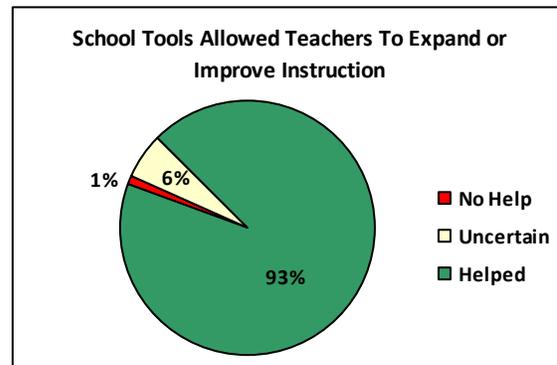
Outcome 2: Indicator 1. Q11. Teachers responded to the pre-program survey item “A lack of supplies restricts my ability to implement my desired instruction.” and to the post-program survey item “Lack of supplies restricted my ability to implement my desired instruction”.



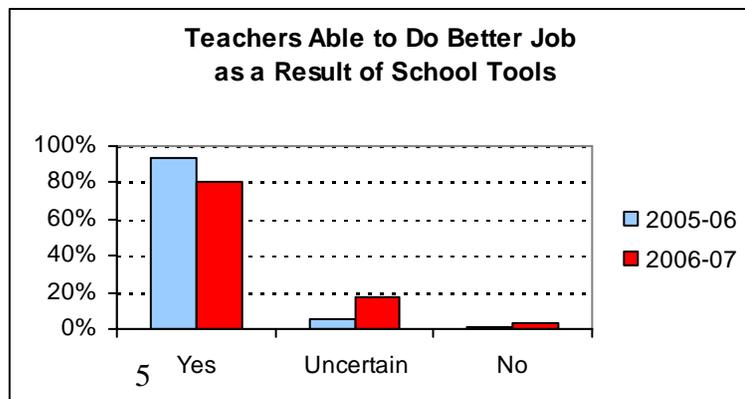
For the pre-program survey, 77% of the teachers indicated that a lack of supplies restricted their ability to provide instruction, 6% said that a lack of supplies had no effect on their ability to provide instruction, and 17% were uncertain. Post-program survey responses show that 58% of the teachers participating in School Tools indicated that a lack of supplies restricted their ability to provide instruction, 19% indicated that a

lack of supplies did not limit their ability to provide instruction, while 23% were uncertain. While the problem of a lack of school supplies limiting teachers' ability to provide instruction is still significant, School Tools is making a difference; fewer teachers reported lack of supplies as a barrier to providing instruction.

Outcome 2: Indicator 2. Q12. 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. The difference between the pre-program expectations and post-program results were very similar and not statistically significant. Over 93% of the survey respondents indicated that they were able to expand and improve their instruction as a result of participating in School Tools. Less than 1% of the teachers responding to the post-program survey disagreed that receiving School Tools supplies helped them improve or expand their instruction.



Outcome 2: Indicator 3. Q9. 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



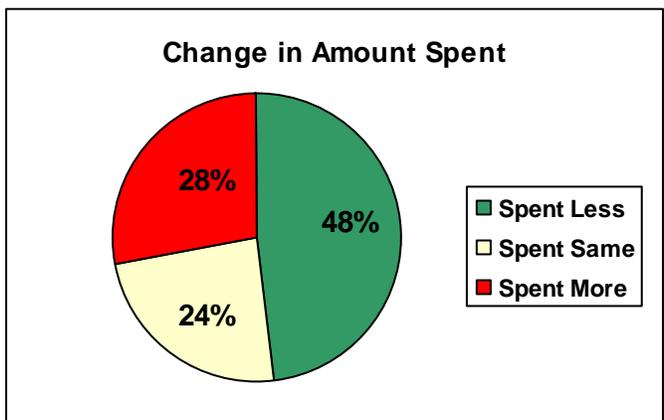
able to do a better job with additional supplies and almost as many did. Over 94% of the teachers surveyed thought that they would be able to do a better job and more than 80% indicated that as a result of participating in School Tools they were able to do a better job. The percent of teachers who thought that additional supplies would not or did not lead to them doing a better job increased from 1% on the pre-program survey to 3% on the post-program survey. The percent of teachers who were uncertain increased from 5% on the pre-program survey to 17% on the post-program survey. Overall, this indicating 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 said that School Tools helped them do a better job. 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. This shift in opinion is most likely the result of very high expectations from a new program.

Overall, the findings for outcome 2, that teachers are able to enhance their instruction, are very positive. 80% of teachers who participated in School Tools think they are able to do a better job as a result of receiving additional school supplies, fewer teachers see a lack of supplies as a barrier to implementing instruction, and 93% of teachers indicated that School Tools supplies provided an opportunity to expand or improve implementation of instruction.

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 \$20 and \$4,000, with an average of \$763 and a median of \$500. On the post-program survey, teachers reported spending between \$50 and \$5,000, with an average of \$765 and a median of \$425.

The difference in average amount spent on classroom supplies from year-to-year was not statistically significant. In other words, the average amount teachers spent on classroom supplies did not change very much. However, when examining the change in dollars spent by individual teachers, a different picture emerges. Almost half of the teachers (48%) reported spending fewer dollars on classroom supplies, 24% reported no change in the amount spent on classroom supplies, and 28% reported spending more on classroom supplies. Although almost half of the teachers are spending less on classroom supplies, the average amount increased slightly (\$2) 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 \$367 fewer dollars, while teachers who spent more averaged spending an additional \$659.



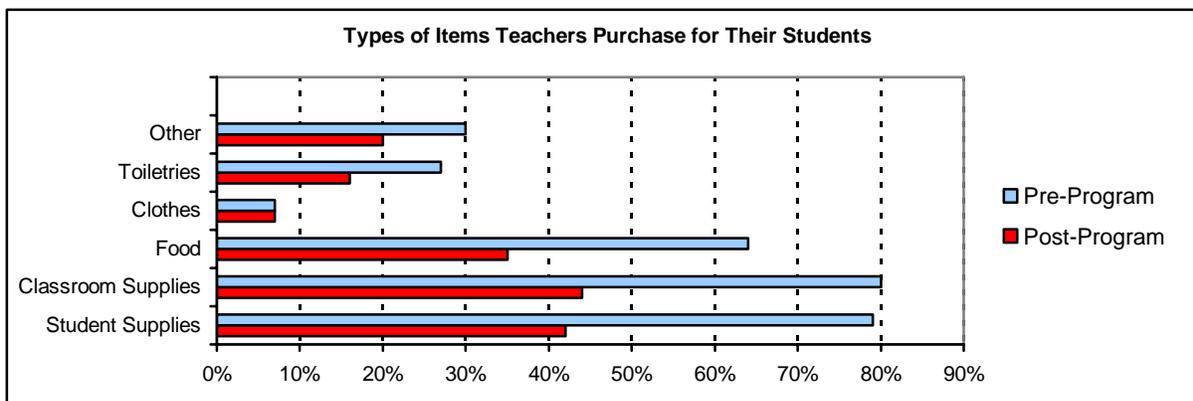
Therefore, the interpretation of the result of outcome 3 depends on one's perspective. In terms of the absolute dollar amount, teachers, taken a whole, appear to be spending about the same amount overall. In terms of the number of teachers spending less, almost half of them are spending fewer dollars on school supplies.

Other Changes Brought About by 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, 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. The changes were dramatic in several instances. Except for clothing, statistically significantly decreases in the percent of teachers purchasing all types of items were observed. The chart below illustrates the changes that took place. The percentage of teachers buying student supplies, classroom supplies, and food dropped almost by half. The drop in percent of teachers purchasing toiletries and other items dropped about one-third. Only the percent of teachers purchasing clothing (7%) did not change. Clearly, School Tools is having an effect on the percentage of teachers who purchasing supplies and other items for their students.

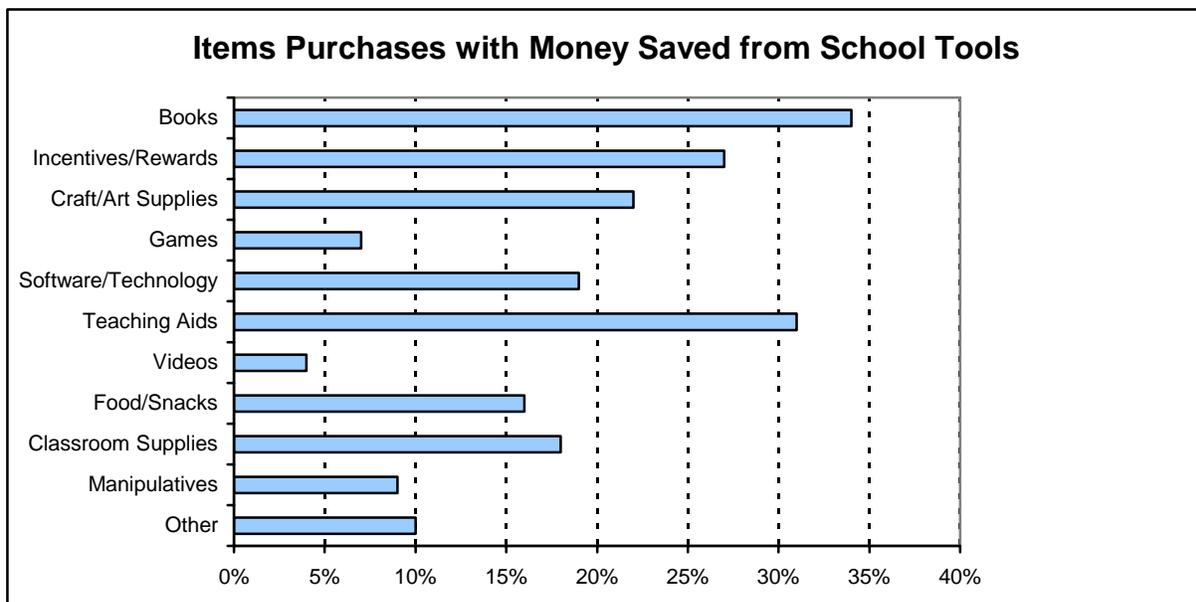


Prior to participating in School Tools, teachers were asked if they thought School Tools would save them money. Almost all of the teachers (99%) agreed. Following participation in School Tools, teachers were asked if School Tools did save them money. Again, almost all (98%) agreed. Thus, School Tools saves money for virtually every teacher who participates in the program. However, this does not mean that teachers simply pocketed the saving resulting from participating in School Tools. Other evidence indicates that this may mean that teachers have spent less than otherwise would have.

Teachers were also 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, 86% of teachers said they would divert money saved into other purchases for students. After participating in School Tools, 88% indicated that they did divert saved money into other purchases for students.

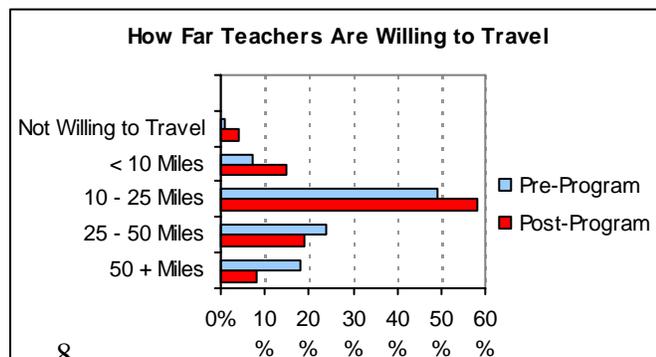
Teachers were asked what they had bought with the money they saved as a result of participating in School Tools. The chart below shows the percent of teachers indicating the types items they purchased with money saved as a result of participating in School Tools. The most often purchased item was books (34% of teachers), usually for classroom libraries, followed by teaching aids (31%), incentives & rewards for students (27%), and art & craft supplies (22%). Each of the other categories of items was mentioned less than 20% of the time. In several instances teachers mentioned that because the need was greater than the supply available from School Tools, they purchased more of the same materials that they had received from School Tools. It is also worth noting that some of the “other” items mentioned included clothing and toiletries, which are basic needs not usually associated with school.



Participation in School Tools

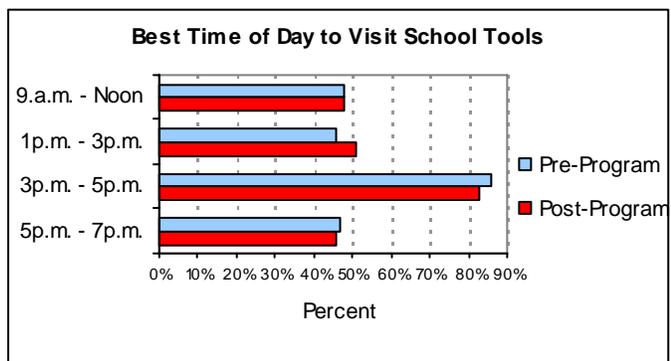
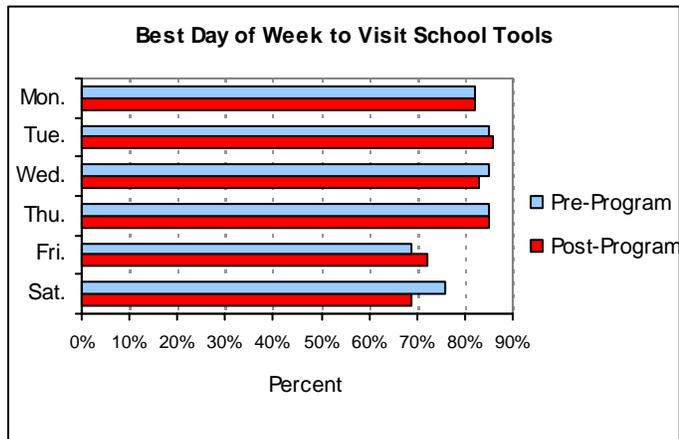
In an effort to improve program delivery and efficiency, teachers were asked questions regarding when and how they would like to participate in School Tools. They were also asked if they would be willing to volunteer time with School Tools.

Teachers were asked how far they would be willing to travel for free school supplies. At the end of the school year, teachers were less inclined to travel further distances. Less than half as many teachers (18% vs. 8%) were willing to travel 50 miles or more. For both the pre-program and post-program surveys, about 1% of teachers were not willing to

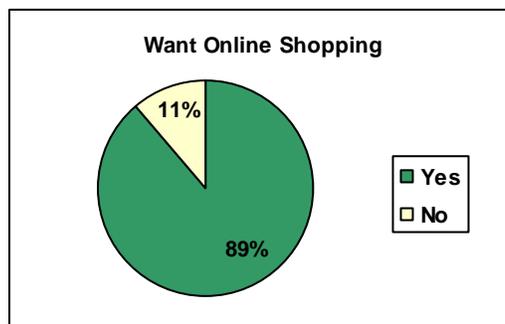
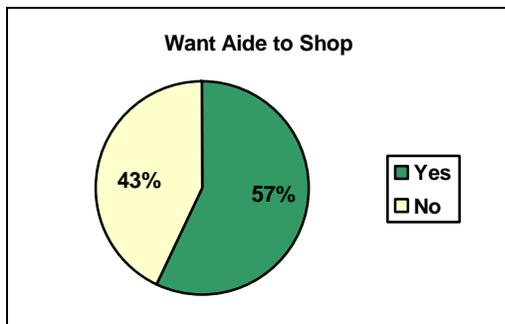


do any traveling to receive free supplies. At the end of the school year about 25% of the teachers were willing to travel at least 25 miles to receive free supplies and the majority of teachers were willing to travel between 10 and 25 miles.

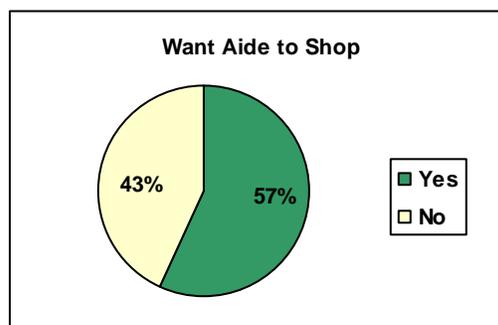
Teachers were also asked when (what days and time) it would be most convenient for them to visit the School Tools Teacher Resource Center. For both the day-of-the-week and time-of-day questions the responses were similar for both the pre-program and post-program surveys. Teachers were given the option 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 was the most convenient days of the week. When asked about the best time of day to visit the School Tools Teacher Resource Center, more teachers (83%) thought that 3:00 p.m. to 5:00 was the best time to visit School Tools. The percentages for the other time slots ranged from 46% to 51%. 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 57% of teachers indicated that they wished to have the option of having an aide shop for them and 89% 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. On the pre-program survey 38% of teachers indicated they would be willing to volunteer a few hours per semester to support School Tools. On the post-program survey 34% of teachers indicated that they would be willing to volunteer a few hours per semester to support School Tools. The difference was not statistically significant.



Influences on willingness to volunteer at School Tools were also examined. There was no relationship between years of teaching experience 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 School Tools are also more willing to volunteer time with School Tools. Teachers who have a greater percentage of their students in need of supplies showed a greater willingness to volunteer a few hours of support with School Tools. Thus, it may be that teachers who benefit most from the program are the most willing to lend a helping hand to the program.

Based on the survey responses, it is obvious that time and convenience is at a premium for school teachers. The travel distance to School Tools and time of day School Tools is available are important to teachers. Still, over one-third of teachers who participated in School Tools are willing to volunteer time.

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. Teachers indicated that School Tools met their expectations and had a positive impact on their teaching and their students. Several common themes emerged in the teachers' responses. These include:

- Students being able to complete homework assignments
- Motivation has improved
- Teachers are able to save money
- Improved self esteem and morale, especially for poorer students
- Classroom activities are enhanced
- Items not normally associated with school, such as toiletries and clothing, are greatly appreciated by students and their families

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 and toiletries, were also listed. Several teachers indicated that they wished to be able to get enough supplies so that their entire class would be able to receive supplies. Some of the more often mentioned items on the wish lists included:

- Books – including age appropriate books, book in Spanish, and books for pleasure
- Paper – notebook and loose leaf paper
- Backpacks
- Office supplies – pens, pencils, pencil sharpeners, erasers, markers, whiteboard markers
- Art Supplies – paints, crayons, craft paper
- Teaching Aids – maps, posters, manipulatives
- Videos & CDs
- Computer related items – software, printer ink
- Personal items for students – toiletries, clothes
- Miscellaneous items – cups, plates, band aids, paper towels, tissues

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. The findings also show although much progress has been made, a great 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	Post-Program
Outcome 1: Low income children are better quipped with the basic tools for learning					
Indicator 1: Students have suitable tools to complete in-class assignments	3.3	4	4.24		4
Indicator 2: Students have adequate tools to complete assignments at home	1.85	2	4.39		5
Indicator 3: A lack of classroom supplies is affecting students' ability to learn	3.96	4	3.48		4
Outcome 2: Teachers are able to enhance their instruction					
Indicator 1: A lack of supplies restricts my ability to implement my desired instruction	4.04	4	3.56		4
Indicator 2: School Tools allowed teachers to expand or improve instruction	3.39	4	3.36		4
Indicator 3: Teachers are able to do a better job with additional supplies	4.44	5	4.21		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	\$763	\$765	\$500		\$425

Appendix II

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 <i>in class</i> .					
My students have adequate supplies to complete assignments <i>at home</i> .					
I do not need School Tools; it would not enhance my instruction.					
My school is able to provide <i>basic student supplies</i> (pencils, pens, glue, etc.).					
My school is able to provide <i>classroom supplies</i> (poster board, maps, office supplies, etc.).					
My school is able to provide <i>supplemental supplies</i> (computers, software, projectors, etc.) for my classroom.					
Receiving school supplies from School Tools Program will enhance my student's ability to learn.					

Appendix II

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.

Thank you!

Appendix II

Inland Empire United Way School Tools Program



Inland Empire United Way, 9644 Hermosa Ave, Rancho Cucamonga, CA
Phone: (909) 980-2857 ext. 205, Fax: (909) 466-6867

Teacher Post- Program Survey

(To be administered at the end of the academic year.)

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 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
School Tools met a need that otherwise would have not been met.					
I am willing to volunteer a few hours a semester to support the School Tools Program.					
As a result of participating in School Tools, my students have the suitable tools to complete assignments in class .					
As a result of participating in School Tools, my students have the suitable tools to complete assignments at home .					
I did not need to participate in School Tools; it did not enhance my instruction.					
My school was able to provide basic student supplies (pencils, pens, glue, etc.).					
My school was able to provide classroom supplies (poster board, maps, office supplies, etc.).					
My school was able to provide supplemental tools (computers, software, projectors, etc.) for my classroom.					
Receiving supplies from School Tools has enhanced my student's ability to learn.					

Appendix II

As a result of receiving additional supplies from School Tools, I will do a better job.					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
A lack of classroom tools hindered my student's ability to learn.					
Lack of supplies restricted my ability to implement my desired instruction.					
School Tools supplies have given me the opportunity 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.					
The School Tools Program has equipped my students with the basic tools 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 store? (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

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 materials? \$ _____

What do you usually purchase?

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

School Tools has supplied me with school supplies, my participation has saved me money. Yes No

Since participating in School Tools, I am diverting my spending to other needs. Yes No

If yes, to the above question, what other supplies are you purchasing?

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?

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

Thank you!