

FUN IN THE SUN

END-OF-YEAR EVALUATION REPORT 2010

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United Way
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EXECUTIVE SUMMARY

FUN IN THE SUN 2010

- Fun in the Sun is a 14 year old community collaborative founded by United Way of Santa Barbara County.
- In 2010, FITS operated out of five sites: one in Carpinteria, two in Santa Barbara, one in Goleta and a new site in the Santa Maria area. The new Santa Maria site represented the first joint programming effort by the two United Ways of Santa Barbara County.
- The FITS program ran 34 days over the summer from June 21st to August 6th and was in session from 8:00 am – 5:00 pm Monday through Friday.

SUMMER OF SERVICE GRANT

In 2010, UWSB was one of only 17 schools and organizations nationwide selected from more than 200+ applicants awarded a prestigious, \$450,000, three-year (\$150,000 per year) federal Learn and Serve America/Summer of Service grant. Each year, half of the grant money will be earmarked for qualified FITS students to receive a \$500 Summer of Service Educational Award (college bond) designated for their higher education.

STUDENTS

- Number of student participants at all sites: 264.
- 2010 represented a 27% decline in participants, from 364 to 264. The cause of the drop was directly related to the decreased operating budget.
- Full student participants (participated all seven weeks) at all sites: 147
- Unlike 2009, in 2010 the majority of youth (67%) were in the 6-8th grade range (in 2009, the majority of students were in the 2nd-5th grade range).
- 100% of participants were eligible for free/reduced cost meals.

STUDENT SURVEY RESULTS

- Student surveys were administered to participants during the 1st and 6th week of the program.
- None of the pre-/post- response comparisons evidenced statistically significant, far-ranging, positive or negative changes.
- However, a majority of students showed notable improvements in the areas of: finding out about, researching and understanding problems in the community; leadership skills; presenting, or speaking about, their ideas in front of people; and, setting and accomplishing goals.
- The one area in which there was a notable downturn in student responses was: "I think of summer as fun, exciting and a time to learn."

READING PLUS RESULTS

- A majority of students showed reading gains in more than one category.
- Of the 73% of those who gained in reading skills, their average gain was +1.8 grade levels.
- Out of 135 students who completed all sessions, 93 (69%) gained in vocabulary.

STAFF

- In 2010, FITS' staff totaled 60: paid staff totaled 43, unpaid staff totaled 17. This equates to an overall student-to-staff ratio at each site of 5.1 to 1; an incredible ratio compared to standards of other programs (state afterschool requires no greater than 20-1; state preschool requires no greater than 12-1).

	<ul style="list-style-type: none"> • This year's professional development agenda was made more complex by the inclusion of new SOS-Specific training activities and launching a new northern Santa Barbara County FITS site (SOS only) operated by staff with no FITS or federal grant experience.
<p>STAFF SURVEYS</p>	<ul style="list-style-type: none"> • Staff surveys focused on the SOS component. • The highest scores were found in "...students benefited from this service activity and found it meaningful...interesting, challenging and engaging." • The lowest ratings came in the area of "Students connected service learning project activities with their academics" This is understandable because unlike most service-learning programs SOS does not run concurrent with school instruction.
<p>PARENTS/SIGNIFICANT ADULTS</p>	<ul style="list-style-type: none"> • Parent satisfaction with the overall FITS program and its impact on their child's behavior, attitudes, social skills and enjoyment of and ability to read was overwhelmingly positive. • Most notable, 98% of parent respondees were somewhat or very satisfied with the overall 2010 FITS program.
<p>ON-GOING FITS PROGRAM GOALS</p>	<ul style="list-style-type: none"> • These overall goals and seven targeted objectives have been in place for 13 years and measure student improvements in: reading competence and positive perceptions of reading, positive identity and positive self-control, perceptions of family support, and perceptions of community support. • All seven of the goals' objectives were achieved.
<p>FEDERAL SERVICE LEARNING MEASURES</p>	<ul style="list-style-type: none"> • The two "Performance Measures" for the end of the three-year federal grant are (1) a minimum of 80% of participants will "agree/strongly agree" that they see themselves as a "strong resource that can make a difference in the community" and (2) a minimum of 70% of participants will have improved their ability to talk with, listen to and understand others as they work to identify and address community problems. • Both intermediate, first year, goals Performance Measures were achieved.
<p>SOS LEARNING HOURS</p>	<ul style="list-style-type: none"> • All sites met all federally mandated service learning hours for students. • The average duration of service learning hours per participant = 106 (Hours per participant required for scholarship eligibility = 100).
<p>SOS ACTIVITIES</p>	<ul style="list-style-type: none"> • The two community needs that the Learn and Serve America supported service-learning activities addressed were Disaster Recovery and Relief (Disaster Preparedness) and Environment and Energy (clean water, environmental awareness) • All sites followed federally recommended best practice, step-by-step models for service learning with precision.
<p>SOS STUDENT SURVEYS</p>	<ul style="list-style-type: none"> • Summer of Service (SOS) students completed four SOS-specific, self-perception, questions in their post-survey.

- Highest response area: 90% of SOS students have a better understanding of how what they learn can be used in school and in everyday life.
- Lowest response area: 67% of SOS students indicated they would like to participate in SOS next summer.

PROGRAM PARTNERS

- Service delivery partners = 56
- Funding partners = 19

EVALUATION

- As was the case with the programmatic aspect of FITS 2010, this 2010 evaluation component was retooled to reflect harsh budget realities and additions to the program that required specific focus.
- However, the process of measuring basic program goals implemented from the outset of the program 13 years ago was retained -- albeit streamlined and simplified.
- Three areas of new focus for the 2010 FITS evaluation were: a new Service Learning component, an expanded and more carefully scrutinized READING PLUS program, and streamlining the evaluation process
- A new evaluator, Jonathan O'Brien of Santa Barbara County's Sandy Point Ink replaced PRES Associates, Inc.

LESSONS LEARNED

- Between August 9 - 11th, three separate "lessons learned" meetings were held with FITS staff, UWSB staff and program partners. Recommendations from these meetings are detailed in the narrative report.
- Subjects most addressed were ways to improve: READING PLUS, SOS, staff training, and student lunches. Mentioned second most was sites' need to lock in budgets earlier and student wishes for more field trips.

* * *

This was the first time all sites implemented the SOS program as well the Reading Plus program. Added to these demands of rolling out a complex three-year federal grant (by a team with relatively little collective experience when it comes to federal grants) and a comprehensive reading program equivalent to those offered by some area schools were: unprecedented last-minute budget challenges (a budget 20-25% less than previous years), the logistics of expansion into new territory with new partners (the North County), working with a new evaluator and revised evaluation process, working with federal program officers trying to refine their new national program, a program-wide expansion of the reading/literacy component, and assessing and adjusting to the ever-changing needs of the FITS target population.

To this external observer -- with 15 years experiencing designing, implementing and monitoring all sizes and types of award-winning nonprofit programs and best practices -- the fact that 2010 FITS was, overall, viewed as successful by all parties involved and operated without a programmatic, financial or performance monitoring audit exception by federal program officers is nothing short of miraculous.

EVALUATION

DESIGN AND METHODOLOGY

As was the case with the programmatic aspect of FITS 2010, this 2010 evaluation component was retooled to reflect harsh budget realities and additions to the program that required specific focus. However, the process of measuring basic program goals implemented from the outset of the program 13 years ago was retained -- albeit streamlined and simplified.

Three areas of new focus for the 2010 FITS evaluation were:

- 1) **A new Service Learning component:** UWSBC received a federal three-year grant to implement this federally funded program. Because this was the first federally funded program launched and implemented locally by UWSBC and because the first year performance and evaluation results will weigh heavily on the decision to fund the program for two additional years, SOS was evaluated from multiple perspectives, including: professional development, program implementation, local impact of SOS activities, perception of the program's impact and effectiveness by students, parents, staff and community and influence of SOS on existing FITS program components.
- 2) **An expanded and more carefully scrutinized READING PLUS program:** UWSBC and its community and district partners are eyeing the possibility of expanding Reading Plus into the school year and as a reading intervention tool to be used by schools during non instructional times (intersession, after school, etc.). Because of this, special attention was paid to program implementation, staff opinion about the program, program effectiveness and student progress within the seven-week timeframe.
- 3) **Streamlining the evaluation process:** The question addressed here was: Within reduced budget parameters could FITS devise an evaluation process that is less costly, taxing and time consuming on all involved, but still capture a picture of the program and meet rigorous performance and reporting and requirements from UWSBC, its partners and supporters, and the federal grant agency?

OTHER CHANGES IN THE EVALUATION PROCESS

- Eliminated in 2010 were the pseudo focus group interviews conducted with a sample of participants in grades 2-7 (5-7 per site) during the 6th week of the program. While this was an important supplement to the quantitative survey data, program staff felt that leaving room for, and encouraging, additional comments on the survey forms would suffice.
- Reduction in the number of questions on all surveys
- New evaluator, Jonathan O'Brien of Santa Barbara County's Sandy Point Ink replaced PRES Associates, Inc.

INVENTORY OF DATA COLLECTION TOOLS

As in prior years, the evaluation of the 2010 FITS involved the collection of data from multiple sources including participants, parents, program leaders, FITS staff, partners and volunteers. Among other things, information was collected on: (a) participants' reading ability and attitudes towards reading; (b) participants' perceptions of positive identity, self-control, family and community support; (c) parents' and program leaders' perceptions of changes among participants in goal-related areas; (d) parental and participant satisfaction with the FITS program and components; (e) effectiveness of SOS component rollout and implementation and its perceived impact on student and the community from the point-of-view of students, staff and, in some cases, community partners.

Valid and reliable data collection tools and assessments modified from previous years included:

- Pre-/Post-Parent Survey (reduced to 18 questions) completed by 176 parents/guardians/significant adults.
- Pre-/Post-Student Survey (reduced to 18 questions) completed by 161 students.
- Post-Student SOS Survey (four additional questions completed at the end of the program).
- Annual Site Reports.
- Program Leader Project Descriptions.
- Staff and partner reflections.
- Rosters (including names, enrollment, and demographics) obtained from the lead agencies.

New data collection tools and assessments used in 2010 included:

- **SOS/Service Learning Timesheet:** This was filled in by participants and verified and completed by FITS staff throughout the operation of the program. The purpose of this timesheet was to collect specific data about participants' time spent on SOS preparation, reflection and service learning activities.
- **SOS/Service Learning Activity Summary:** Completed by FITS staff, these one-page summaries describe the process involved in each SOS activity and document the nature of participant involvement, planning/service/reflection activities, community partners involved and community impact from the SOS activities performed.
- **Federal Learn and Serve America Program and Performance Measurement/Summer of Service (LASSIE) Report.**
- **Federal performance measures.**

FUN IN THE SUN (FITS) PROGRAM - 2010

There is no need to reset in detail the comprehensive services provided by the FITS collaborative. The 13-year old program is now a local institution and well known for not only being the largest collaborative in the county but one of the most ambitious and effective programs of its type in the state. Since 1997, FITS has been the only long-term, results-focused, comprehensive, safe, no-cost, out-of-home, summer education and behavior improvement partnership for Santa Barbara's most impoverished, underserved and academically challenged children (ages 6 to 18) and their families.

In 2010, FITS operated out of five sites: one in Carpinteria, two in Santa Barbara, one in Goleta and a new site in the Santa Maria area. This new Santa Maria site represented the first joint programming effort by the two United Ways of Santa Barbara County. Programming was provided for seven weeks, five days per week, eight hours per day to a total of 264 unduplicated students; 147 were full-time participants.

To put FITS 2010 into a programmatic context requires a brief explanation of the federal grant awarded to United Way - Santa Barbara County (UWSBC). UWSBC was awarded a prestigious, \$450,000, three-year (\$150,000 per year) federal Learn and Serve America/Summer of Service grant. UWSBC was one of only 17 schools and organizations nationwide selected from more than 200+ applicants. Each year, half of the grant money will be earmarked for qualified FITS students to receive a \$500 Summer of Service Educational Award (college bond) to be earmarked for higher education. Learn and Serve America is a national service program administered by the Corporation for National and Community Service. The goal is to engage students, educators and the community of all ages and backgrounds in service and service learning to enhance education, civic participation and communities.

Because the Summer of Service program is a new initiative that was established under the Edward M. Kennedy Serve America Act in April 2009, federal program officers, national evaluators and policy makers are still analyzing and refining the program even as it is implemented. Often, because of this, operating a new program of this nature (compared to a more established, long-running program) requires great patience, flexibility and, to put it simply, a lot more work and headaches for the local program providers.

Added to these demands of rolling out a complex three-year federal grant (by a team with relatively little collective experience when it comes to federal grants) were: unprecedented last-minute budget challenges (a budget 20-25% less than previous years), the logistics of expansion into new territory with new partners (the North County), a new evaluator and revised evaluation process, a program-wide expansion of the reading/literacy component, and assessing and adjusting to the ever-changing needs of the FITS target population.

STUDENT PARTICIPANTS

ATTENDANCE/DEMOGRAPHIC DATA

Number of student participants overall at each site:

Carpinteria = 54
Franklin = 55
Goleta Valley JH = 56
La Cumbre JH = 74
<u>Santa Maria/Guadalupe = 25</u>
TOTAL 264

Full student participants (participated all seven weeks) at each site:

Carpinteria = 32
Franklin = 26
Goleta Valley JH = 22
La Cumbre JH = 43
<u>Santa Maria/Guadalupe = 24</u>
TOTAL 147

OTHER DEMOGRAPHIC DATA 2009 vs. 2010

- 2010 represented a 27% decline in participants, from 364 to 264. The cause of the drop was directly related to the decreased operating budget.
- Again in 2010, Hispanics made up the majority of FITS participants (95%).
- Unlike 2009, in 2010 the majority of youth (67%) were in the 6-8th grade range (in 2009, the majority of students were in the 2nd-5th grade range).
- 2010 showed an increased percentage of female participants (63% in 2010 vs. 54% in 2009).
- In 2010, the percentage of returning FITS students (66%) reached a three-year high (2008 = 63%, 2009 = 53%, 2010 = 66%). This percentage is calculated from the total number of students that completed the pre-student survey; a mix of full- and part-time students and students who dropped from the program.
- 100% of the service-learners were eligible for free or reduced price lunch (children from families with incomes at or below 130% and 185% of the poverty level).
- The number of Counselors In Training was 16, compared to 35 in 2009.

STUDENT SURVEY RESULTS (See Table SD1: Student Pre-/Post-Survey)

Surveys were administered to participants during the 1st and 6th week of the program. These pre- and post-surveys revolved around 18 questions clustered in the categories of: About You, About You and Others, About You and Your Community, and About Your Skills. Questions focused on students' self-perceptions. Identical questions were used for the post- questions to measure any changes students perceived in themselves as a result of their participation in FITS.

102 students completed the surveys, although not all answered all questions. Only the students who completed both the pre- and post- surveys were included in the final tabulation.

None of the pre-/post- response comparisons evidenced statistically significant, far-ranging, positive or negative changes.

However, there were notable improvements in the areas of:

- **I can make a difference in my community.**
- **I know how to find out about, research and understand problems in my community.**
- **Leading a group of people to complete a project.**
- **Understanding how others feel and what they're trying to say.**
- **Presenting, or speaking about, my ideas in front of people.**
- **Setting and accomplishing goals for what I need to do.**

The one area in which there was a statistically significant downturn in student responses was:

- **I think of summer as fun, exciting and a time to learn.**

TABLE SD1 - STUDENT PRE- /POST-										
ABOUT YOU...	No Response		Strongly disagree 1		Disagree 2		Agree 3		Strongly agree 4	
	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-
1) Most of the time, I am glad to be me:	3	0	1	0	6	1	24	26	16	23
2) I feel hopeful when I think about my future:	0	0	1	1	5	2	26	25	18	22
3) I think of summer as fun, exciting and time to learn:	0	0	1	1	7	13	28	26	14	10
ABOUT YOU AND OTHERS...	No Response		Strongly disagree 1		Disagree 2		Agree		Strongly agree 4	
	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-
4) I am respectful to others:	0	1	0	0	1	3	32	29	17	17
5) I get along with others who may talk, look or act differently than me:	0	0	1	0	3	4	32	33	14	13
6) There are ways to solve a problem without arguing, name calling or fighting:	0	1	3	3	1	3	31	32	15	11
ABOUT YOU AND YOUR COMMUNITY...	No Response		Strongly disagree 1		Disagree 2		Agree		Strongly agree 4	
	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-
7) I can make a difference in my community:	0	0	0	0	5	5	36	32	9	13
8) I know how to find out about, research and understand problems in my community:	0	0	1	0	15	7	27	33	7	10
9) It's easy for me to talk with my parents and ask them questions:	0	0	2	1	4	3	31	31	13	15
10) I can think of three adults in my life who I can talk to or go to if I have a problem:	0	3	0	0	7	3	14	24	29	20
11) I feel safe at home, school, and in my neighborhood:	0	0	1	1	4	5	24	31	21	13
12) I can recognize a dangerous situation and get help from trusted adults:	0	0	1	1	6	2	20	31	23	16
ABOUT YOUR SKILLS...How good are you at...	No Response		Strongly disagree 1		Disagree 2		Agree		Strongly agree 4	
	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-
13) Leading a group of people to complete a project:	0	0	4	5	26	18	10	21	10	6
14) Understanding how others feel and what they're trying to say:	0	1	3	2	26	8	13	23	8	16
15) Presenting, or speaking about, my ideas in front of people:	6	0	8	8	15	11	17	22	4	9
16) Setting and accomplishing goals for what I need to do:	0	1	3	3	19	5	16	25	12	16
17) Asking questions about things I don't understand:	2	0	3	0	11	15	19	20	15	15

READING/READING PLUS® DATA

Reading Plus® is a comprehensive computerized reading program that supports scaffolded silent reading practice. Unique to RP is the incorporation of Visagraph software to observe the fluent reading process by determining how efficiently students' eyes move across the page, compared with the reading norms of peers. The results are graphed, a reading level is determined, and a program is tailored to meet each student's needs.

In 2010, use of the group-administered, standardized, norm-referenced test: the Iowa Test of Basic Skills (ITBS) was eliminated. Instead, two inboard Reading Plus® assessments were used:

1. Reading Placement Appraisal™ (RPA) assessed students' independent silent reading ability by adjusting the rate of presentation of varying leveled text selections while assessing: independent silent reading level, vocabulary readiness level and appropriate instruction path and starting level
2. The Visagraph® Silent Reading Assessment provided detailed measures of each student's silent reading behavior in comparison to grade-appropriate normative data. Teacher and student silent reading inventories provide additional screening measures to aid in the identification of students with severe visual skill deficiencies.

One should keep in mind that, as with most computerized reading programs, gains in grade levels and test results are not necessarily equivalent to students' home school districts' norm rates, grade level assessments and/or annual state test scores. Reading Plus®, like most other reading programs of this nature, bases its comparative reading scores on norm reading performances issued by The Report of the National Reading Panel (2000) along with the studies of records of over 300 schools and the reports of 65,000+ students using RP.

Overall, each student averaged 18.8 sessions throughout the six-week period. The average time for each lesson was 36.8 minutes. These averages were calculated from a sample size of 161 students, meaning not all students measured were full participants.

RESULTS OF THIS SUMMER'S 2010 READING PLUS COMPONENT

→ **Breakdown of student performance in Guided Reading (GR).** One of the most basic reading processes, GR develops visual/functional, perceptual, information processing and improved comprehension.

- **Out of 137 who completed the sections, 100 (73%) gained in reading skills.**
- **Of the 73% of those who gained in reading skills, their average gain was +1.8 grade levels.**

→ **Breakdown of student performance in vocabulary.**

- **Out of 135 students who completed the sections, 93 (69%) gained in vocabulary.**
- **Of the 69% of students who gained in vocabulary, their average gain was +1.7 grade levels (+44% gain) in vocabulary in six weeks.**

→ **Breakdown of student performance in words per minute.**

- **Out of 136 students who completed the sections, 89 (65%) gained in words per minute.**
- **Of the 65% of students who gained in words per minute, their average gain was +43.7 words per minute (a +27% gain) in six weeks.**

→ **Breakdown of student performance in the CLOZE test.** A Cloze test is an assessment consisting of a portion of text with certain words removed where the participant is asked to replace the missing words. Students complete meaning (supply missing words) or select proper vocabulary meaning and use through the use of contextual clues. This exercise is commonly administered for the assessment of native and second language learning instruction.

- **Overall CLOZE grade level gain +1.6 grade levels.**

→ **Breakdown of student performance in RAW (Reading Around Words).** Students learn to develop word meaning and use through structured contextual analysis strategies.

- **Overall RAW student improvement in grade level during the six weeks: + .40.**

SAMPLE NARRATIVES ABOUT THE READING PROGRAM/S

"Students attended the computer lab each day for their Reading Plus class. The students at La Cumbre Jr. High increased their reading levels from one to two grades. This reading program proved to be a vital and successful portion of the FITS schedule." – Site Coordinator

"The Reading Plus program helped students dramatically improve their reading skills, with all students required to read for an hour each day/program session."
- Site Coordinator

"Useful and best item: READING PLUS, but not across the board. Some kids couldn't participate at all. Needed reward system for kids on paper-based reading program." -- GIC

"Useful and best item: READING PLUS. Wanted to have more time on computers." -- GIGSB/Franklin

"Least useful item: READING PLUS training, more useful when trainers came to site and did hands on training." -- Partner

"What activities should be added...? Bookmobile and public library." -- Partner

"READING PLUS: Useful depending on attention span of child, not useful for some kids, should give better introduction to program in the future, difficult for 2nd and 3rd graders." -- FITS staff

"Retained activities: READING PLUS - should be kept but not done as frequently, kids want to start reading their own books, should be allowed to have a day to read whatever they want each week; field trips to the library (Franklin) - get prizes for reading books." -- FITS staff

"Reduced activities: READING PLUS - kids should be allowed to read books." -
- FITS staff.

"Reading for pleasure and having reading be a positive experience for kids has long been an essential component to FITS. Having reading as such an integral part of the summer program is valuable in many respects. It helps reading retention over the summer, it allows children to learn to enjoy reading, FITS staff and CITs are able to help children who seem to be struggling without one-on-one attention, and it builds their confidence to continue reading in the future."

What was the most challenging part of your job? "Motivation for kids to read, doing any kind of work." -- FITS staff

"I am very grateful that my son was given the opportunity to participate in the (reading) program. I am wishing my son lots of luck when he goes back to

school since he has learned so many new things and his reading has greatly improved as well.”- Parent

“My daughter improved greatly during the program in her reading abilities.”
- Parent

“I would like to thank everyone for this program. My sons have greatly improved in their reading. Thank you to all program staff.” - Parent

"A reading program was implemented at both sites with one hour of instruction pr morning. The Goleta Valley Junior High site used the SUMMER IIN ADVENTURES IN READING curriculum as well as supplemental activities and books. The Franklin site used the new READING PLUS computer program. Both had their advantages and disadvantages."–FITS Staff

“Thank you to Tere Jurado (Family Advocate) for making my son read. This helped my son quite a lot.” - Parent

“I think that providing the children with the opportunity to read has really helped them a lot.” - Parent

STAFF

STAFFING PATTERNS

In 2010, FITS' staff totaled 60: paid staff totaled 43, unpaid staff totaled 17. This equates to an overall student-to-staff ratio at each site of 5 to 1; an incredible ratio compared to standards of other state or county programs (state afterschool requires no greater than 20-1; state preschool requires no greater than 12-1).

Overall staff totals included:

Site Directors/Managers = 4
Family Advocates = 4
Program Leaders = 20
Counselors in Training = 16
Site Coordinators = 4
Asst. Site Coordinators/Aide = 2
Filed Trip Specialists (Van Drivers) = 2
UWSB Community Impact Manager = 1
FITS Program Coordinator = 1
Lunch Bunch Interns = 5
<u>Administrative Support/Federal Grant Liaison = 1</u>
Overall Total = 60

Table SP1 - 2010 Staffing Patterns

Carpinteria (Girls Inc. of Carpinteria)		
Position	Paid	Unpaid
Girls Inc. of Carpinteria FITS Director	1	0
Family Advocate	1	0
Program Leaders	5	0
Counselors in Training (CITs)	0	2
→ CARPINTERIA SUB TOTAL	7	2
Santa Barbara/Goleta (Franklin and Goleta Valley Jr. High)		
Position	Paid	Unpaid
Girls Inc. Of SB Outreach and Teen Programs Director	1	0
Field Trip Specialists (Van Drivers)	2	0
Site Coordinators	2	0
Program Leaders	8	0
Site Aide	1	0
Family Advocates	2	0
Counselors in Training (CITs)	0	3
→ SB/ FRANKLIN AND GOLETA VALLEY JH SUB TOTAL	16	3
Guadalupe/Santa Maria (Guadalupe-Nipomo Dunes Center)		
Position	Paid	Unpaid
Guadalupe Dunes Center Operations Manager	1	0
Site Coordinator	1	0
Program Leaders	2	0
Counselors in Training (CITs)	0	6
→ GUADALUPE/SANTA MARIA - SUB TOTAL	4	6
Santa Barbara/Goleta (La Cumbre Junior High)		
Position	Paid	Unpaid
Girl Scouts Membership Development Manager	1	0
Site Coordinator	1	0
Asst. Site Coordinator	1	0
Program Leaders	5	0
Family Advocate	1	0
Counselors in Training (CITs)	0	5
→ SANTA BARBARA/GOLETA (LA CUMBRE JH) SUB TOTAL	9	5
United Way of Santa Barbara County		
Position	Paid	Unpaid
Community Impact Manager	1	0
FITS Program Coordinator	1	0
Lunch Bunch Interns	5	0
Administrative Support/Federal Grant Liaison	0	1
→ UNITED WAY OF SANTA BARBARA COUNTY SUB TOTAL	7	1
GRAND TOTAL	43	17

PROFESSIONAL DEVELOPMENT ACTIVITIES

Carpinteria/Girls Inc. of Carpinteria: Total = 40 hours

- Staff training took place June 14th – June 18th. Program Leaders and the Family Advocate attended the training week at Girls Inc. of Carpinteria in the SMART Room.
- Program Leaders received a total of 40 hours of training and planning time during the training week.
- Staff received instruction on behavior management, program policies, daily activities, games and songs, partner organizations, Girls Inc. philosophy, staff roles and responsibilities, positive self control and positive identity, discipline, morning curriculum and reading curriculum, and the CIT program.

Santa Barbara/Goleta (Franklin and Goleta Valley Jr. High): Total = 48 hours

- Staff training took place June 14th-June 19th (Mon-Sat). Program Leaders received a total of 48 hours of training and planning time during the training week.
- Program Leaders, Field Trip Specialists, the Site Aide, and Site Coordinators attended the training week at the United Way of Santa Barbara County office (Mon-Fri).
- On Saturday, the training was held at Girls Inc. of Santa Barbara.

Guadalupe/Santa Maria (Guadalupe-Nipomo Dunes Center): Total = 61 hrs

- Program Leaders were required to attend five days of training the week prior to the beginning of the FITS program (8 hours/day x 5 days= 40hrs).
- On June 16th, staff traveled to the United Way of Santa Barbara for service learning training, which focused on the difference between service learning and community service.
- Beginning June 22nd, program leaders took part in four days of training at the Dunes Center. The training encompassed many aspects of what the program leaders would be dealing with over the course of the six-week program.
- Knowing they would need to review and plan content throughout the course of the program, program leaders and the site coordinator met once a week on Friday afternoons (from 2:00 pm to 5:00 - 3hrs x 1/day/wk x 7 wks= 21hrs) to determine a schedule for the following week. This process also permitted time to discuss and reflect on challenges and successes from the week before, and allowed the staff to be flexible and have constant communication regarding challenges that arose throughout the program.

Santa Barbara (La Cumbre Jr. High): Total = 40 hours

- Program Leaders and staff were required to attend five days of training the week prior to the beginning of the FITS program.
- Program Leaders and staff received a total of 40 hours of training and planning time during the training week.
- In addition to the service learning training, GSCCC staff also trained SOS leaders with service learning national tools from Girl Scouts of the USA (GSUSA). GSUSA training workshops included: Girl Scout programming, FITS camp procedures, Reading Plus, and camp games/songs.
- GSCCC held regular staff meetings every Tuesday, and as needed, during afternoon nutritional break for continued support.

United Way of Santa Barbara County Staff: Total 51 hours

- FITS-SOS related training includes webinars (3 hrs), service-learning meetings with specialists (8 hrs) and FITS training week (40 hours), GVJH/Franklin site (8 hours), Guadalupe/SM site (21 hrs) and UWSBC (11 hrs).

SOS-Specific Training Activities

- On June 16th (8am-5pm), FITS-SOS staff and volunteers participated in a service learning training at the United Way of Santa Barbara office. The training focused on defining service learning, the difference between service learning and community service, and provided project ideas and examples that staff was able to experience and implement in small groups during the training.
- The facilitators were: Irene Falzone and Kathy Kelly, SB CSLI Coordinators, Santa Barbara County Service Learning Initiative (SB CSLI), and Dr. Lawrence A. Fisher - Service-Learning Coordinator CalServe Region 8 (Santa Barbara, Ventura, Kern, and San Luis Obispo Counties).
- FITS-SOS staff was provided with tools and curriculum to help them with their summer projects

STAFF SURVEYS (See Tables SF1-SF6 below)

For program leaders, post-surveys were collected to gather information on their perceptions of changes observed among the general program participants. Open-ended items were also included in order to obtain qualitative information about perceived changes.

“YOUR PERSONAL ASSESSMENT OF THE SERVICE LEARNING PROJECT”

Table SF1 - North County (V=Very much, S=Somewhat, N=Not at all, NA = Not applicable)

QUESTION	V	S	N	NA
Students benefited from this service activity and found it meaningful	2	0	0	0
Students became aware that they are a strong resource and can make a difference in the community	2	0	0	0
Students connected service learning project activities with their academics	2	0	0	0
Students gained an in-depth understanding the issues that their service projects addressed	2	0	0	0
Students identified personal values and articulated their personal beliefs while working on this project	1	1	0	0
Students saw how what they learned could be used in their academics or everyday life	1	1	0	0
Students viewed their work on this service learning project as interesting, challenging and engaging	2	0	0	0
Students would want to work on a project similar to this one in the future	2	0	0	0

Table SF2 - Goleta

QUESTION	V	S	N	NA
Students benefited from this service activity and found it meaningful	1	0	0	0
Students became aware that they are a strong resource and can make a difference in the community	1	1	0	0
Students connected service learning project activities with their academics	0	2	0	0
Students gained an in-depth understanding the issues that their service projects addressed	1	1	0	0
Students identified personal values and articulated their personal beliefs while working on this project	1	0	0	1
Students saw how what they learned could be used in their academics or everyday life	0	2	0	0
Students viewed their work on this service learning project as interesting, challenging and engaging	1	1	0	0
Students would want to work on a project similar to this one in the future	1	1	0	0

Table SF3 – Santa Barbara/La Cumbre

QUESTION	V	S	N	NA
Students benefited from this service activity and found it meaningful	2	0	1	0
Students became aware that they are a strong resource and can make a difference in the community	2	1	0	0
Students connected service learning project activities with their academics	0	3	0	0
Students gained an in-depth understanding the issues that their service projects addressed	1	2	0	0
Students identified personal values and articulated their personal beliefs while working on this project	1	2	0	0
Students saw how what they learned could be used in their academics or everyday life	1	2	0	0
Students viewed their work on this service learning project as interesting, challenging and engaging	2	0	1	0
Students would want to work on a project similar to this one in the future	2	0	1	0

Table SF4 – Santa Barbara/Franklin

QUESTION	V	S	N	NA
Students benefited from this service activity and found it meaningful	2	0	0	0
Students became aware that they are a strong resource and can make a difference in the community	1	1	0	0
Students connected service learning project activities with their academics	2	0	0	0
Students gained an in-depth understanding the issues that their service projects addressed	1	1	0	0
Students identified personal values and articulated their personal beliefs while working on this project	2	0	0	0
Students saw how what they learned could be used in their academics or everyday life	2	0	0	0
Students viewed their work on this service learning project as interesting, challenging and engaging	2	0	0	0
Students would want to work on a project similar to this one in the future	1	1	0	0

Table SF5 - Carpinteria

QUESTION	V	S	N	NA
Students benefited from this service activity and found it meaningful	2	0	0	0
Students became aware that they are a strong resource and can make a difference in the community	2	0	0	0
Students connected service learning project activities with their academics	0	2	0	0
Students gained an in-depth understanding the issues that their service projects addressed	2	0	0	0
Students identified personal values and articulated their personal beliefs while working on this project	2	0	0	0
Students saw how what they learned could be used in their academics or everyday life	2	0	0	0
Students viewed their work on this service learning project as interesting, challenging and engaging	2	0	0	0
Students would want to work on a project similar to this one in the future	2	0	0	0

Table SF6 - All Five Sites

QUESTION	V	S	N	NA
Students benefited from this service activity and found it meaningful	9	0	1	1
Students became aware that they are a strong resource and can make a difference in the community	8	3	0	0
Students connected service learning project activities with their academics	4	7	0	0
Students gained an in-depth understanding the issues that their service projects addressed	7	4	0	0
Students identified personal values and articulated their personal beliefs while working on this project	7	3	0	1
Students saw how what they learned could be used in their academics or everyday life	6	5	0	0
Students viewed their work on this service learning project as interesting, challenging and engaging	9	1	1	0
Students would want to work on a project similar to this one in the future	8	2	1	0

PARENT/SIGNIFICANT CAREGIVERS

SECTION OVERVIEW

Parent satisfaction with the overall FITS program and its impact on their child's behavior, attitudes, social skills and enjoyment of and ability to read was overwhelmingly positive.

For parents or primary caregivers of participating youth, a survey was collected to measure their satisfaction with the FITS program and perceptions of changes observed in their child(ren) over the course of their participation in FITS. Open-ended questions were also included in order to obtain qualitative information about perceived changes.

PARENT SURVEYS - OVERALL FINDINGS *(Please see Table P1-P3)*

176 parents/guardians/significant adults completed surveys.

READING AND CHILDREN'S ATTITUDES

The first set of questions (1-7) revolved around parents' perception of the degree of improvement in their child from the beginning to the end of the summer around **reading and children's' attitudes**. Please see Table P1.

- 1) **93%** of parent respondees perceived some or much improvement in their child's **overall reading ability**.
- 2) **90%** of parent respondees perceived some or much improvement in their child's **enjoyment of reading**.
- 3) **94%** of parent respondees perceived some or much improvement in their child's **vocabulary**.
- 4) **95%** of parent respondees perceived some or much improvement in their child's **attitude about returning to school in the fall**.
- 5) **18%** of parent respondees perceived some or much improvement in their child's **willingness to follow directions**. (Note: On this question, 80% of the respondees answered "Can't tell.")
- 6) **95%** of parent respondees perceived some or much improvement in their child's **willingness to help others**.
- 7) **95%** of parent respondees perceived some or much improvement in their child's **confidence in him/herself**.

Table P1

ABOUT YOUR CHILD From the beginning to the end of this summer --	No improvement	Some improvement	Much improvement	Can't tell	No Response
Overall reading ability:	1	58	103	11	3
Enjoyment of reading:	6	56	95	10	6
Improved vocabulary:	4	48	113	5	6
Attitude about returning to school in the fall:	1	27	138	7	4
Willingness to follow directions:	2	2	29	137	3
Willingness to help others:	0	31	133	8	4
His/her confidence in him/herself:	1	17	135	7	6

SATISFACTION WITH THE FITS PROGRAM

The second set of questions (8-14) revolved around their perception of the degree of improvement in their child from the beginning to the end of the summer around **satisfaction with the FITS program**. Please see Table P2.

- 8) **98%** of parent respondees were somewhat or very satisfied with **the overall 2010 FITS program**.
- 9) **100%** of parent respondees were somewhat or very satisfied with **how safe they felt their child was while participating in FITS**.
- 10) **98%** of parent respondees were somewhat or very satisfied with the **support and attention their child received from FITS program staff**.
- 11) **99%** of parent respondees were somewhat or very satisfied with the **quality of reading instruction and activities their child received at FITS**.
- 12) **94%** of parent respondees were somewhat or very satisfied with the idea of **their child participating in FITS next summer**. (Note: 5% had "no opinion").
- 13) **99%** of parent respondees were somewhat or very satisfied with the **benefits of participating in FITS related activities**.

Table P2

ABOUT YOU How satisfied were you with --	Not satisfied	Somewhat satisfied	Very satisfied	No opinion	No Response
8 - The overall 2010 FITS program?	0	3	153	3	18
9 - How safe you felt your child was while participating in FITS?	0	2	169	0	1
10 - The support and attention your child received from FITS program staff?	0	9	165	2	1
11 - The quality of reading instruction and activities your child received at FITS?	0	8	164	1	3
12 - If s/he is eligible, do you want her/him to participate in FITS next summer?	0	5	110	7	4
13 - The benefit of participating in FITS related activities?	0	3	174	1	5

VARIOUS ASPECTS OF THEIR CHILD'S/CHILDREN'S SKILLS

The third set of parent questions (14-18) revolved around their agreeing/disagreeing with **various aspects of their child/children's' skills**. Please see Table P3.

- 14) **98%** of parent respondees agreed or strongly agreed that their **child is more convinced that s/he can make a positive difference in my community.**
- 15) **97%** of parent respondees agreed or strongly agreed that their **child earned skills s/he can use in school and in real life.**
- 16) **100%** of parent respondees agreed or strongly agreed that their **child was excited about participating in Service Learning activities.**
- 17) **92%** of parent respondees agreed or strongly agreed that their **child more often asks about things s/he doesn't understand.**
- 18) **99%** of parent respondees agreed or strongly agreed that their **child now better understands how others feel and what they're trying to say.**

Table P3

ABOUT YOUR CHILD'S PARTICIPATION IN SERVICE LEARNING ACTIVITIES	Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 4	No Response 0
14 - My child is more convinced that s/he can make a positive difference in my community:	1	1	122	43	12
15 - My child learned skills s/he can use in school and real life:	1	1	122	45	8
16 - My child was excited about participating in Service Learning activities.	0	0	110	58	8
17 - I've noticed my child more often asks about things s/he doesn't understand:	0	13	112	43	9
18 - I've noticed my child now better understands how others feel and what they're trying to say	0	1	116	47	13

PARENT NARRATIVES

Optional open-ended questions were available on each survey for those parents who wished to comment on the program. The number of parents opting to respond with their own comments was unusually high for this type of program and survey. And most of the comments were very positive. What follows is a representative sample of the various parent responses.

Goleta Valley Junior High

"I would like to give thanks to those individuals that organize this program as well as the staff that is directly involved with our children during the summer. The staff is very responsible. Our children feel safe and happy to be among individuals who care about them. Thank you to you all for another year of happiness for our families."

"I really liked the activities that this year's program had. My daughter learned about art and my son learned how to be more social and less shy. What I liked the best, was that they practiced reading everyday because my children really need this extra help. Thank you everyone for everything."

My daughter likes the guitar, fashion design, and cooking. These are some suggestions for next year."

Franklin School

"Even though in the beginning, he was very hesitant to come, my son felt so comfortable in the program that eventually he would automatically wake up and get ready all by himself just to get to the program."

"Every day my daughter was excited to come to the program. Even though she had to be placed on the waiting list and waited for a while until she was accepted, the wait was very much worth it. Thank you to everyone who makes this program a reality."

"I am very happy with the program because I have seen some amazing and unbelievable changes in my children's behavior."

Girls Inc. of Carpinteria

"All of the activities, field trips, and camping trips were great. These are some of the things that we parents cannot give our children sometimes."

"Everything was great. I am very grateful for the program and with the individuals that made this possible. We are very fortunate to have a safe, educational, and fun place where we can send our children while the parents have to work. Thank you for everything!"

"We are very happy with this program which has greatly benefitted our son. Most importantly, our son was able to be physically active, made

many new friends and was not just sitting at home alone during the entire summer. I hope that there might be an open spot for my 8-year old daughter next year.”

“I am very happy that my daughter came to me with a form to sign that had ‘Fun in the Sun’ on it. She explained to me that the program was very fun and educational and that she really wanted to attend the program. Her behavior has greatly improved and so has her ability to share. She really enjoyed the field trips, recreational activities, camping trip, and sharing fun stories with her friends. She also enjoyed the nutritious food. I would love for her to participate in the program for next summer, as well as her younger brother. Thank you for everything.”

“Thank you for this program because aside from being a program that helps educate our children, the program also educates us, the parents. I hope that this program exists and is available for future generations.”

Santa Maria

“Jordan was hesitant about going to the program because he didn’t know anyone and it took all summer long. It turns out that he knew people and quickly met several new kids, which I feel will remain his friends even though they will not attend the same school.

The program itself was lengthy because he will only have a short time off, but I feel the benefits in his learning and visiting the community, far outweigh the time. He went to places that we as adults take for granted like City Hall. We hope Jordan can participate next year.”

“One day I was putting sodas in the refrigerator and I threw out the plastic rings that sodas have on them and Gabby pulled it out of the trash and started cutting it up. I asked why she was doing that and she said that it could kill the fish in the ocean. She asked ‘didn’t you know that?’ and I replied ‘no.’ She has taught me things from the program that I didn’t even know so I am thankful for this program and I think all kids should be able to participate in this program.”

OTHER PERFORMANCE/PROCESS DATA

ON-GOING FITS PROGRAM GOALS

Note: These goals reflect student progress over the 7 weeks of the 2010 FITS program

Goal	Target	Achieved in 2010?
Goal 1 General program participants will maintain or improve upon reading competence and positive perceptions of reading.	Target #1 – 60% of participants will display gains in reading comprehension, phonics, and vocabulary skills.	Achieved (Comprehension: 77%) (Vocabulary: 73 %)
	Target #2 – 80% of participants will maintain or display a gain in positive perceptions of reading.	Achieved (90%)
Goal 2 General program participants will maintain or improve their positive identity and positive self-control.	Target #3 – 80% of participants will maintain or display a gain in positive identity (i.e., self-concept and esteem, and positive view of personal future).	Achieved (95%)
	Target #4 – 80% of participants will maintain or display a gain in positive self-control (i.e., thinking carefully before acting, engagement in positive behaviors, and disengagement in negative behaviors).	Achieved (99%)
Goal 3 General program participants will maintain or improve perceptions of family support.	Target #5 - 80% of participants will maintain or display a gain in their perceptions of caring and support from parents/caregivers.	Achieved (100%)
Goal 4 General program participants will maintain or improve perceptions of community support.	Target #6 –80% of participants will maintain or display a gain in their ability to identify caring, supportive, non-parental adults.	Achieved (100%)
	Target #7 – target removed from the 2010 evaluation due to redundancy.	N/A

FEDERAL PERFORMANCE/SERVICE LEARNING MEASURES

<p>At the end of the three-year grant, a minimum of 70% of participants will have improved their ability to talk with, listen to and understand others as they work to identify and address community problems.</p>		<p><u>Intermediate Goal Achieved?</u> YES (89%)</p>
Need/issue addressed:	Educate participants on the importance of maintaining the cleanliness of the community's water	
Activities:	Activities will include some or all of the following: Assessing community needs, the science of safe and clean waters, working with community experts, keeping watershed areas clean and safe, educating the community about what they can do to preserve safe and clean waters.	
Population measured:	Middle school students	
Indicator:	Improved problem solving skills/youth development assets	
Measurement Tool/s:	Student/staff/parent surveys	

<p>At the end of the three-year grant, a minimum of 80% of participants will "agree/strongly agree" that they see themselves as a "strong resource that can make a difference in the community."</p>		<p><u>Intermediate Goal Achieved?</u> YES (98%)</p>
Need/issue addressed:	Show participants how they can help to ensure that neighborhood public use areas and parks are accessible, safe, educational and enriching to the community.	
Activities:	Activities will include some combination of: assessing community needs, brainstorming and planning solutions, working with community partners to learn more about the issue and their area of expertise, maintaining and marking trails, installing/maintaining on-site information kiosks, improving/maintaining ways that make the area accessible to all members of the community, and increasing community awareness about the importance of the public use site.	
Population measured:	Middle school students	
Indicator:	Increased community engagement	
Measurement Tool/s:	Student/staff/parent surveys	

Note: Additional federal performance measures may be added between the writing of this report and start-up of FITS 2011.

SUMMER OF SERVICE

SERVICE LEARNING HOURS

Every site met all federally mandated service learning hours for students. The average service hours per site were:

- Carpinteria = 103.13 hours
- La Cumbre JH = 107.95 hours
- Franklin = 110 hours
- Goleta Valley JH = 110 hours
- Santa Maria/Guadalupe = 100 hours

Average duration of service learning hours per participant = 106 (Hours per participant required for scholarship eligibility = 100)

COMMUNITY NEEDS

Categorized by the federal grant agency into two general issue areas, these are community needs that the Learn and Serve America supported service-learning activities were designed to address. For each issue area, the percentages of the service-learning activities that address the relevant issue area are provided:

- **Disaster Recovery and Relief (disaster preparedness) = 42%**
- **Environment and Energy (clean water, environmental awareness) = 58%**

SOS ACTIVITIES

CARPINTERIA

Trash reduction/recycling: Conducted community surveys related to trash reduction and recycling awareness, constructed storyboards, recorded findings on video.

Emergency Disaster Awareness: Conducted community survey relating to emergency disaster awareness, built simulated emergency sets, played out scenes and recorded them on video and participated in a national emergency awareness booklet.

LA CUMBRE

Water conservation and control: Conducted surveys, created educational board game, beach and creek clean ups, letters written to policy makers, storm drain warning labels

Emergency Disaster Awareness: Cleaned, organized and updated the La Cumbre Junior High Disaster Shed, took inventories of preparedness materials.

Environmental awareness: Planted an organic garden at the Junior High, e-waster center upgrade, dog clean-up stations, student recycling system at lunch, plastics and can drive.

FRANKLIN

Disaster Prevention: Donations through penny drive, information and presentations to students and parents.

Environmental awareness: Information and presentations to students and parents, trash patrol in school and neighborhood, donations through penny drive.

GOLETA

Environmental awareness: Collected and recycled old phone books, informed/educated community about the importance of recycling, presentations in tandem with local environmental groups, distributed educational materials to community, various clean-up activities, promoted clean water/water conservation in the community.

GUADALUPE/SANTA MARIA

Environmental awareness: Improved and made safe a vacant, weed/trash-filled city lot by turning it into a native garden, litter pick ups, recycling drives, public presentations to educate the community.

SOS-SPECIFIC TRAINING ACTIVITIES

On June 16th (8am-5pm), FITS-SOS staff and volunteers participated in a service learning training at the United Way of Santa Barbara County office. The training focused on defining service learning, the difference between service learning and community service, and provided project ideas and examples that staff was able to experience and implement in small groups during the training. The facilitators were: Irene Falzone and Kathy Kelly, SBCSLI Coordinators, Santa Barbara County Service Learning Initiative (SBCSLI), and Dr. Lawrence A. Fisher - Service-Learning Coordinator CalServe Region 8 (Santa Barbara, Ventura, Kern, and San Luis Obispo Counties). FITS-SOS staff was provided with tools and curriculum to help them with their summer projects.

TABLE SS1

SOS Data (As Reported To Learn and Serve America)	
Total number of individual service-learners in Learn and Serve America supported activities/programs (Note: This includes all service-learners in your program, not just the Education Awards recipients.)	150
Grade Level of Learn and Serve America Service-Learners (Note: Grade level is the grade they will enter in the following school year)	6th-8th = 124 9th-12th = 26
Ethnic/Racial Background of Learn and Serve America Service-Learners	Hispanic = 132 Non-Hispanic = 14 Ethnicity Unknown = 4 Two or more races = 132
Gender of Learn and Serve America Service-Learners	Female = 96 Male = 54
Service-learners with disabilities (Note: As this is written, we are still awaiting of what the federal program defines as (disabilities).	0
Service-learners who are eligible for free or reduced price lunch	150
How many teachers and staff were involved in teaching, leading, and operating Learn and Serve America supported service-learning programs in the Summer of Service program? Count each teacher and staff, regardless of part-time or full-time status.	30
Approximately how many K-12 youth volunteers (defined as youth 5-17 years old) were involved in Learn and Serve America supported service activities (i.e. one-time volunteers or volunteers recruited for service-learning activities). Do not include regular service-learners reported above.	Don't Know
Approximately how many adult volunteers (defined as 18 or older) were involved in Learn and Serve America supported service-related activities (i.e. one-time volunteers or volunteers recruited for service-learning activities). Do not include staff and teachers reported above.	165
Approximately how many of these adult volunteers are 55 years or older.	17
How many community partners were involved in Learn and Serve America supported service-learning activities?	35
Of the total number of partners, how many served as a service-learning placement site?	6
Of the total number of partners, how many are faith-based organizations?	0
Of the total number of partners, how many provide in-kind or cash support for service-learning?	20
Does the service-learning program have an advisory board?	Yes
Corporation for National and Community Service programs collaborated with the Summer of Service program implementing service-learning activities?	AmeriCorps*VISTA, AmeriCorps
Which of the following other federal programs collaborated with the	Santa Barbara

Summer of Service program in implementing the service-learning activities?	School Districts- USDA Food and Nutrition Service Program
How many teachers, faculty and/or staff participated in training and technical assistance activities that were supported by the Learn and Serve America 2010 Summer of Service?	20
• 1-day in-person service-learning institute	20
• In-person service-learning institute that lasted more than one day	0
• Webinars	4
• Discussion lists, wikis, and other forums for electronic collaboration	10
• In-person meetings with representatives of community partner organizations	6
• Opportunities to participate in Professional Learning Communities	0
• Opportunities to work with a mentor experienced with service-learning	7
• Opportunities to take part in service-learning as participants/service-learners	20
How many college students participated in training and technical assistance activities that were supported by the Learn and Serve America 2010 Summer of Service?	17
How many of the college students that participated in training and technical assistance activities were pre-service teachers?	2

TABLE SS2

How often are the following characteristics present in the Learn and Serve America supported service-learning projects in the school?	
a) Service-learners participate in a community needs assessment to plan the service-learning project.	Always (100%)
b) The service-learning activities are of a sustained and significant duration (i.e. concentrated blocks of time over a period of several months).	Less than 50% of the time
c) The learning objectives for the service-learning activities are aligned with the academic curriculum.	Always (100%)
d) The service-learning activities are included in student records.	NA
e) Community partners collaborate in setting goals and establishing an action plan.	Always (100%)
f) Service-learners generate ideas and make decisions on the design and implementation of the service-learning project.	Always (100%)
g) Service-learners present their findings from the service-learning project to community members.	Always (100%)
h) Service-learners engage with diverse perspectives through the service-learning project.	Always (100%)
i) Service-learners examine the broader social and civic context for the identified community need.	Always (100%)
j) The project includes a variety of reflection activities that examine changes in service-learners' knowledge and attitudes.	More than 50% of the time
k) Service-learners measure their progress toward meeting specific service goals and learning outcomes during the project.	More than 50% of the time
l) The service activities present opportunities for the participants to apply newly acquired skills and knowledge to a community need.	Always (100%)

SUMMER OF SERVICE SURVEY - STUDENTS ONLY (Please see Table SD1)

This year, in addition to the regular student surveys described above, Summer of Service (SOS) students completed four SOS-specific questions in their post-survey.

As a result of their SOS participation:

- **90% of SOS students have a better understanding of how what they learn can be used in school and in everyday life.**
- **89% of SOS students improved their ability to talk with, listen to and get along with others.**
- **76% of SOS students plan to volunteer more in their community during the school year and in the summer.**
- **67% of SOS students indicated they would like to participate in SOS next summer.**

Table SD2 - Student SOS Survey

ABOUT YOUR SUMMER OF SERVICE LEARNING... <i>As a result of my participation in SOS this summer:</i>	Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 4	No Response 5
19 - I plan to volunteer more in my community during the school year and in the summer:	10	27	93	26	5
20 - I have a better understanding of how what I learn can be used in school and in everyday life.	3	11	106	35	6
21 - I have improved my ability to talk with, listen to and get along with others:	4	12	94	46	6
22 - I would like to participate in SOS next summer:	17	32	58	46	6

2010 PROGRAM PARTNERS

SERVICE DELIVERY PARTNERS (56)

1. American Indian Health and Services
2. Art from Scrap
3. Assistance League of Santa Barbara
4. Better Builder
5. California Conservation Corps
6. California State Parks
7. Canalino Elementary School
8. Cancer Center of Santa Barbara
9. Carpinteria Unified School District
10. City of Santa Barbara Parks & Rec., Aquatics
11. City of Santa Maria Parks & Rec. Dept.
12. Community Action Commission
13. Community Counseling and Education Center
14. Cornelia Moore Dental Foundation
15. Dana Adobe
16. Dancing Drum
17. Family Liaisons, Goleta Unified School District
18. Family Service Agency
19. Food Service
20. Foodbank of Santa Barbara County
21. Foodbank, North County
22. Franklin Elementary School
23. Friendship Center - GOLD
24. Goleta Union School District
25. Goleta Valley Junior High School
26. Guadalupe Hardware Company
27. Guadalupe School District
28. La Cumbre Jr. High School
29. Lake Casitas Rowing Club
30. Land Conservatory of San Luis Obispo
31. Los Compadres
32. Miner's Ace Hardware Grover Beach
33. Montecito Bank & Trust
34. Native Sons Nursery
35. Nipomo Native Gardens
36. Northern Santa Barbara County's United Way
37. Notes for Notes
38. Paul Mitchell the School
39. Red Cross of Santa Barbara
40. Santa Barbara Dance Arts
41. Santa Barbara Eyeglass Factory
42. Santa Barbara Maritime Museum
43. Santa Barbara Museum of Art
44. Santa Barbara Museum of Natural History
45. Santa Barbara Neighborhood Clinics
46. Santa Barbara Public Library
47. Santa Barbara School District
48. Santa Barbara Sportfishing Clubs
49. Santa Maria Discovery Museum
50. Santa Maria Natural History Museum
51. Santa Barbara School District
52. Scholarship Foundation of Santa Barbara
53. Sempra Energy
54. Student Transportation of America
55. Two Feathers Fencing
56. Wells Fargo

FUNDING PARTNERS (19)

1. Allergan Foundation
2. Anonymous Donor
3. Bank of America
4. Coeta & Donald Barker Foundation
5. Carpinteria Morning Rotary Club
6. Corporation for National and Community Service - Learn and Serve America
7. Deckers Outdoor
8. Errett Fisher Foundation
9. Herbert and Gertrude Latkin Charitable Trust
10. Macy's West
11. Henry E. & Lola Monroe Foundation
12. Montecito Bank & Trust
13. Red Feather Ball
14. Santa Barbara Bank & Trust
15. Santa Barbara County
16. United Way of Santa Barbara County
17. Venoco, Inc.
18. Volentine Foundation
19. Weingart Foundation

OVERVIEW OF RESULTS FROM “LESSONS LEARNED” MEETINGS

METHODOLOGY

Three separate meetings were held between August 9-11. UWSBC staff participated in all three lessons learned meetings.

1. The first meeting consisted of FITS staff defined as those staff at each site responsible for the day-to-day implementation of the program.
2. The second meeting consisted of FITS partners that included representatives from: Girls Inc./SB (lead agency), Franklin and GVJHS sites, Scholarship Foundation, Montecito Bank & Trust, and American Indian Health & Services/Clinic on Wheels.
3. The third meeting consisted of Lead Agency representatives.

Note: The FITS Partners questionnaire differed from the FITS staff and FITS partner questionnaires that were identical.

What follows are the most common answers from all sites. For an item to be included, it had to be mentioned more than once. Detailed answers can be found in the attached completed surveys.

STAFF & PARTNER JOINT RESPONSES - OVERALL FITS PROGRAM

[1] “What specific components of FITS have been useful and worked best, why?”

- Mentioned most frequently was Reading Plus: more free reading time on computers; school support of programs. Respondees felt the program should be more adaptive to various ages.
- Second most mentioned was SOS: self-driven, connection of students to projects, partners working on SOS projects.

[2] “Least useful FITS items”

- Most mentioned were lunches: more variety needed, poor service, late/no delivery, content of backpacks not appealing to students.
- Second most mentioned was training: more clarity needed about SOS program/activities, tailor training to each site, scope of work was overwhelming,

[3] “What FITS activities should be retained?”

- Reading Plus
- SOS

[4] “What FITS activities should be reduced?”

- NA

[5] “What FITS activities should be increased?”

- Number of visitors to sites (volunteers and community experts).
- SOS: inter-site interaction, present to other sites, publicize activities more.

[6] “What FITS activity should be eliminated?”

- The RAYS program was mentioned multiple times (needs to be changed, volunteers)

[7] What activities should be added and why?

- More physical education and activities related to physical education (e.g., UCSB sports teams)
- Use of more, and better trained, volunteers and community experts
- More activities focused on student health and student health screenings
- More field trips

[11] If you could change one element of FITS, what would it be?”

Only three items mentioned:

- Budgets and partners settled earlier
- More staff
- Add younger kids

PARTNER-ONLY RESPONSES TO LESSONS LEARNED QUESTIONNAIRE

Partners represented at the group discussion included: Girls Inc., Scholarship Foundation, Montecito Bank & Trust, American Indian Health & services.

[2] "...additional services that you feel your organization could add to FITS?"

- More field trips
- More fitness/physical education/sports instruction
- More health screenings/classes

[3] "What worked best with your organization's role with FITS?"

- Learning games with students that also engaged the staff

[4] "What worked the least with your organization's role with FITS?"

- Problems with CAC lunches
- Reading Plus training
- Older students didn't find SOS activities as fun as the younger students did.

[5] "Any ways that your organization would like to increase services to FITS?"

- Expand to, and interaction with, other sites
- Include more partners in SOS projects

[9] "If you could change one element of FITS, what would it be?"

- Two of the three responses agreed with the other two questionnaires: Budgets settled earlier and improved lunches (specifically: school district lunches preferred over CAC).

[10] "The most rewarding part of your participation in FITS this past summer?"

- Kids' questions
- Last day jeopardy game

[11] "The most challenging part of your participation in FITS this past summer?"

- Record keeping issues (collecting Social Security numbers and email addresses)

[8] “What elements of SOS worked best and why?”

- Students planning and giving presentations to a variety of audiences.
- Encouraging community outreach and students taking initiative.
- Encouraging students to use a variety of methods to research and deliver presentation content.
- Students were all pleased by the outcomes and sustainable results they established for each of their projects.
- Overall, students "...realized that their projects were informative, valued, and worthy of their hard work."

[9] “What elements of SOS worked least and why?” [10] “If you could change one element of SOS what would it be?”

- Training, including more time spent on training, more emphasis on what the “end product” of the program should be and more time for staff reflection.
- Concern that students (especially returning) may become bored with projects revolving around the same subject matter – maintaining student interests in projects.
- The most difficult challenge was selecting the right project for each of the three groups. The students needed to select projects that would have positive outcomes and be sustainable after the FITS program ended.
- Most of the FITS students had not participated or been part of such an extensive project before.
- Working as a group brought different challenges from different ages to different levels of academic background.
- Some students embraced the projects where others found these projects to be too difficult to complete or completely understand the importance of the projects.

RECOMMENDATIONS/LESSONS LEARNED

TO BE CONSIDERED FOR FITS 2011

What follows are points to be considered based on an amalgamation of the most common staff and partner suggestions for maintaining and improving the already stellar delivery of program services by the FITS collaborative.

These are written by the evaluator with the understanding that last-minute changes, funding exigencies, diverse staff experience, budget constraints, various site limitations, changes in partner organizations, and other uncontrollable realities of implementing a program, play a huge role in shaping the characteristics of each summer's FITS program.

SOS/Service Learning

- Overall concern by staff about maintaining student interest in service learning activities over a long period of time (i.e., beyond two weeks), especially returning FITS/SOS students in 2011.

Professional Development

AS FITS programming becomes more and more sophisticated and adjusts to meet specific requirements of the federal grant and the READING PLUS program, program staff are being asked to provide specific summer services to specific groups of participants similar to what trained professional teachers do throughout the school year. Added to this is the challenge of weaving this new training into an already full agenda of required FITS training. With this in mind, professional development design for 2011 should pay special attention to:

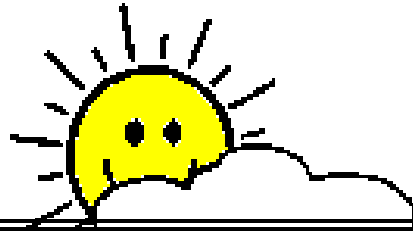
- More emphasis on "what the end product of the SOS/FITS program should be."
- More "time for [formalized and structured] staff reflection time at each site."
- More about "...record keeping issues and data necessary to keep reports required for the federal grant."
- Making reading activities "more adaptive to various ages."
- Ways to maintain student interest in SOS by making projects shorter in duration, more challenging and rewarding to each student, age-appropriate and non-repetitive.
- Possible inclusion of mentor teachers to assist with initial training and periodically visit the sites to follow-up training and facilitate staff reflection time.

Programming

- Staff, students and parents cited a need for "...more "fitness...physical education...sports instruction."
- From students' POV, the "more field trips the better."
- Staff was most emphatic about the RAYS program needing to be revamped or eliminated entirely.
- Ways to "increase inter-site" interactions in terms of group activities and SOS presentations and learning opportunities.
- Devising ways to garner "more school support for reading activities."
- Student and staff both agreed that students need "more free time on computers."
- "Recruit parents/volunteers to help during each morning to support the students and staff."
- Ways to "...increase leadership skills with every student group." For example, some sites incorporated the "rotating leader" practice which significantly helped increase leadership.
- Ways to better help parents better understand "how the scholarship process works."
- Many staff agreed that the content of the backpacks was "unappealing to the students."

Operations

- Ways to increase the number of visitors/volunteers to the sites
- Ways to recruiting and hire staff and volunteers earlier. This would be tied into earlier budget approval.
- Ways to improve lunches (e.g., school district lunches preferred over CAC, more prompt delivery).
- Ways to "...start recruiting Lunch Bunch volunteers earlier and having slots filled by the beginning of the program."
- Greater partner accountability for turning in end-of-program reports promptly and on/before the stated deadline. Site reports and data delivery are not a mere formality. Any delay doing this could jeopardize future federal funding and delay the process of soliciting local support.
- "If the final report for lead agencies will be changing for 2011, provide this report at the beginning of the program so data and information can be gathered throughout the seven-week program."
- Begin conversion to electronic, on-line evaluation process in 2011.



APPENDICES