# Give Every Child A Chance

DATA AND EVALUATION SHEET

WHO WE ARE

Give Every Child A Chance (GECAC) is a not-for-profit organization dedicated to the growth and development of youth. Our mission is to Give Every Child A Chance to be successful. We accomplish this goal by providing FREE programming to struggling students through tutoring/literacy programs; the Tutoring Encourages Achievement, Coaching & Hardwork (TEACH) Program, the After School Advantage Program (ASAP), the STEAM/STEM Program, and Health Education; working in partnership with community volunteers and school districts while addressing student needs during the COVID-19 pandemic. We believe all youth can learn and grow academically, socially, and emotionally in order to achieve at their highest potential!

Tutoring Programs*

Health Education

After School Advantage Program

Give EVERY child a chance to be successful!

Summer Program/Camps

STEAM/STEM
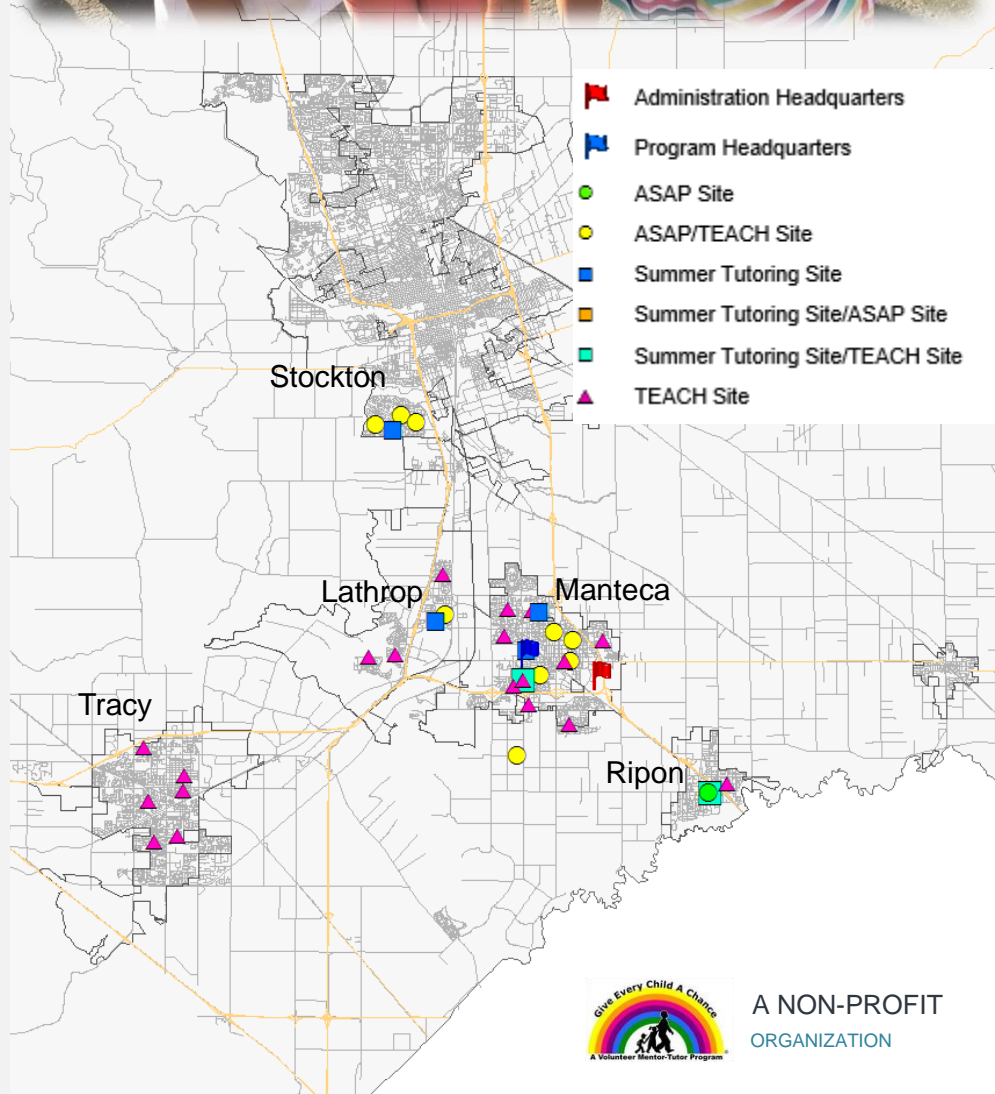
*Tutoring Programs

- Tutoring Encourages Achievement, Coaching, and Hardwork Program
- Homework Assistance Program
- Summer Drop-In Program
- Reading Assistance Program

Administration Headquarters
Program Headquarters
ASAP Site
ASAP/TEACH Site
Summer Tutoring Site
Summer Tutoring Site/ASAP Site
Summer Tutoring Site/TEACH Site
TEACH Site

Stockton

Lathrop

Manteca

Tracy

Ripon

A NON-PROFIT ORGANIZATION

TUTORING ENCOURAGES ACHIEVEMENT, COACHING, AND HARDWORK (TEACH) PROGRAM

The TEACH Program centers on the matching of one or two students receiving one or more below average grades with a volunteer. They meet twice a week at one of many locations, for one hour. GECAC provides a snack and drink for the student and mentor/tutor. This time allows them to meet and find out how each other's day went. This bond breeds trust and a healthy, safe, comfortable environment in which to study. The main focus of TEACH Program is to assist students to better understand what is being taught in the classroom and to strengthen their study skills.

535

Of the 535 students served by the TEACH program 440 students were included in the evaluation sample for 2019-2020 program year

74.8% Of students had a positive grade change in any subject <u>and</u> in any primary tutoring subject.

74.4% Of students enrolled in the TEACH Program showed improvement in one of their primary tutoring subjects.

53.0% Of students showed an overall academic improvement.

Just 34% of 8th graders were proficient in reading and 34% were proficient in math (the National Assessment of Education Progress, NAEP – 2019). Moreover, in a nation of growing diversity, Black and Hispanic students are scoring well below both Asian and White students on proficiency tests (U.S. Department of Education). GECAC is on the cutting edge of effective and innovative programs at the local level and is implementing one-on-one programs that center on reading, math, science, and history, and do so for the students who are most in need.

Percentage of students who showed academic improvement in at least one subject for more than a decade.

2007-2008	77.4%
2008-2009	76.0%
2009-2010	79.9%
2010-2011	76.1%
2011-2012	81.4%
2012-2013	77.2%
2013-2014	81.9%
2014-2015	79.2%
2015-2016	82.2%
2016-2017	82.7%
2017-2018	75.5%
2018-2019	77.9%
2019-2020	**74.8%**

HOMEWORK ASSISTANCE PROGRAM

The Homework Assistance Program (HAP) allows students to bring in their homework and class assignments, and to work independently with help from a HAP Instructor. HAP class sizes range from three to five students with one instructor. The HAP Instructor oversees the site and offers assistance to those in need. After graduating from the TEACH program a student can transition into HAP and continue to receive additional assistance.

52

Of the 52 students served by HAP 45 students were included in the evaluation sample for 2019-2020 program year*

86.7% Of students had a positive grade change in any subject <u>and</u> in any primary tutoring subject.

83.8% Of students receiving HAP showed improvement in one of their primary tutoring subjects.

48.9% Of students showed an overall academic improvement.

Percentage of students who showed academic improvement in at least one subject over multiple program years.

2007-2008	85.0%
2008-2009	84.6%
2009-2010	84.4%
2010-2011	79.8%
2011-2012	70.0%
2012-2013	77.8%
2013-2014	82.9%
2014-2015	78.7%
2015-2016	100.0%
2016-2017	100.0%
2017-2018	66.7%
2018-2019	83.9%
2019-2020	**86.7%**

Note: Caution should be used when interpreting these data findings given the small sample size.

AFTER SCHOOL ADVANTAGE PROGRAM

The After School Advantage Program (ASAP) provides a safe, structured, and fun afterschool program to students in elementary school. ASAP offers Homework Assistance/Support, Enrichment Activities, and Recreation/Physical Education. ASAP is open to any student attending the school where the program is conducted.

1,677

Of the 1,677 students served by ASAP 1,157 students were included in the evaluation sample for 2019-2020 program year

73.8% Of students had a positive grade change in any subject <u>and</u> in any primary tutoring subject.

47.7% Of students showed an overall academic improvement.

Percentage of students who showed academic improvement in at least one subject over multiple program years.

2007-2008	**77.8%**
2008-2009	**78.9%**
2009-2010	**80.9%**
2010-2011	**78.4%**
2011-2012	**79.2%**
2012-2013	**75.3%**
2013-2014	**79.8%**
2014-2015	**72.7%**
2015-2016	**84.1%**
2016-2017	**77.4%**
2017-2018	**74.0%**
2018-2019	**77.5%**
2019-2020	**73.8%**

"I love the program and the environment for the kids. You guys are making my girl more independent. Thank you guys for everything."

-TEACH Parent

SURVEY FEEDBACK

Students, parents, and teachers of those who participated in ASAP and TEACH gave feedback on these programs.

TEACHERS OF ASAP STUDENTS *(n=90)*

67.8% Of teachers strongly agree or agree that ASAP had a positive impact on their students' academic success.

91.1% Of teachers reported that ASAP keeps them informed about which students participate in the program.

72.3% Of teachers rated their students' experience at GECAC 8, 9, or 10, on a scale of 1 to 10 (10 being the highest possible).

TEACH STUDENTS *(n=209)*

83.7% Strongly agree or agree that their grades have improved while being tutored at GECAC.

78.0% Strongly agree or agree that their self-esteem/confidence has improved while being tutored at GECAC.

79.4% Of students rated their experience at GECAC 8, 9, or 10, on a scale of 1 to 10 (10 being the highest possible).

ASAP PARENTS *(n=74)*

"As a result of being in the ASAP at GECAC..."

73.0% strongly agree or agree that their child has an improved attitude towards school.

68.9% strongly agree or agree that their child has improved grades.

"As a parent, I felt..."

87.8% strongly agree or agree that GECAC staff maintained open communication with them.

94.6% strongly agree or agree that GECAC provided a safe and productive learning environment.

TEACH PARENTS *(n=151)*

84.8% Of parents strongly agree or agree that their child has improved grades as a result of being tutored at GECAC.

81.5% Of parents strongly agree or agree their child has a better understanding of their school work as a result of being tutored at GECAC.

SCIENCE, TECHNOLOGY, ENGINEERING, ARTS AND MATH (STEAM/STEM)

The STEAM/STEM program visits ASAP and non-ASAP sites for a two-week period, Monday through Thursday both weeks. Each site gets one visit per year. While the STEAM/STEM program visits the students at their respective sites, students get the opportunity to engineer Lego models, get hands on with robotics and rocketry, and are introduced to programming. Using Lego WeDo and Lego Mindstorms curriculum, students are prepared to create fully operational projects that are able to be programmed to come to life using tablets. Students also get the chance to explore the wonders of a 3D printer and create their own video games using Bloxels, where students get to create every detail, from the characters to the background. Students relish in learning experiences provided as they design, engineer, and program their projects while displaying great teamwork, communication, and creative thinking skills.

Success for the U.S. and individual states in the 21st Century will center on how well prepared our next generation is with science, math, engineering, and technology. "Between 2010–11 and 2016–17, the number of STEM bachelor's degrees awarded by colleges and universities in California increased 55%, more than triple the rate of growth in other degrees (17%). By 2016–17, 20% of all bachelor's degrees awarded were in a STEM field, up from 16% in 2010–11" (Public Policy Institute of California, 2018). GECAC is helping to build STEM capacity in California and the organization's success is seen in the dramatic impact of students' knowledge and grades over time.

205 Students took part in the STEAM/STEM Program during the 2018-2019 school year*

105 Number of students in the evaluation sample participating in the STEAM/STEM programs.

41.9% Of students in STEAM/STEM showed an increase in knowledge.

17 Students in STEAM/STEM scored 100% on both the pre and post test.

HEALTH EDUCATION: Healthy Choices, Healthy Children

Since 2007, GECAC has incorporated health education as a fundamental component within all 12 of their After School Advantage Program (ASAP) sites. Not only does the program staff deliver healthy messages and activities, but the Healthy Lifestyles Coordinator frequently visits each site throughout the year to conduct research-based curriculum that aligns with the USDA Guidelines. GECAC believes children have to be healthy in order to be successful at school.

"To be adequately nourished, individuals need to have access to sufficient and good quality food and they need an understanding of what constitutes a good diet for health, as well as the skills and motivation to make good food choices" (The Food and Agricultural Organization of the United Nations, 2018). As part of its programmatic offerings, GECAC provides science-based, comprehensive, and sequential nutrition education to their students.

514

Of the 514 students who were served by the Health Education program, 343 students were included in the evaluation sample for 2019-2020 program year; over half (54.8%) of these students were in grades 3-4 and 45.2% were in grades 5-8.

Grades 3 to 4 — Students in grades 3-4 had an average score of 55.9% on their pre-test and **83.1%** on post-test.

Grades 5 to 8 — Students in grades 5-8 had an average score of 66.8% on their pre-test and **87.7%** on post-test.

Average post-test scores demonstrate that the students saw substantial gains in knowledge by participating in the health education.

	Food Safety/Bacteria	Fixed vs. Growth Mindset	Carbohydrates	Stress and Self Care
Pre Test	48.5%	58.1%	72.8%	68.4%
Post Test	80.9%	86.0%	88.8%	85.5%

The Impact of COVID-19 and GECAC's Response

The ASAP and TEACH programs shared feedback on the impact of COVID-19 impact and their response to the pandemic during the 2019-2020 school year.

TEACH
- Due to COVID-19 all schools moved to distance learning.
- Families faced challenges setting up on-line tutoring, thus parents were eager to know when GECAC would be able to resume tutoring.
- GECAC Zoom tutoring started on May 18, 2020 and tutors worked diligently to have materials ready for every session.

ASAP
- All schools were closed to the public and no programming could be offered starting on March 13th and extending through June 5th.
- Students focused on review work during this time.
- GECAC worked with families who were struggling with supporting students at home with distance learning, adapting to a new change in lifestyle, unemployment, food insecurities, household financial challenges, addressing student behaviors and frustrations with learning, social, mental, and emotional health concerns, questions about when school and businesses were going to open up again, when a sense of normalcy would return, and coping with the everyday news.
- As of June 8, 2020, Summer Day Camps were altered to serve less students with a ratio of 1 staff per 10 students. Sanitizing and the disinfecting of surfaces were conducted before the program opened, during the program, and at closing. Summer Day Camps operated Monday through Friday 8 a.m. to   2 p.m.

ASAP 2020 Staff Trainings

In their response to COVID-19, GECAC provided staff with a comprehensive set of trainings in order to substantially strengthen their programming and offer staff professional development. Some of these trainings topics are listed below.

- Building relationships with school personnel
- Commitment to quality school-age programs
- Creating community collaborations
- Designing effective indoor play and learning environment for school-age programs
- Developing activities that encourage creativity and cognitive development
- Current trends and issues in out-of-school time programs: growth and change
- Developing activities that support character development and promote social interaction
- Exploring individual differences in school-age children: implications for programming
- Exploring the continuum of developmental tasks of school-age children aged 5 to 12
- Exploring four areas of school-age development: Cognitive development, emotional development, physical development, and social development
- Growing as a professional: Health and stress management and strategies for coping with stress
- Guiding the behavior of individual children
- Human relations skill development: Cultivating communication skills
- Observation skills: What's Going on Here?
- Providing homework support: Developing a homework support program