

FY18 Post Grant Evaluation Report – FY18
U.S. Trust - Philanthropic Solutions

Agency name/grantee: Emporia State University

Name of Foundation: Emporia State University Foundation

Project: Mobilizing Literacy

We look forward to receiving a report on the progress of the funded program within **one year of the grant APPLICATION date**. Please include brief responses to the following questions:

1. How did you fulfill the goals set by your organization in the grant application?

Reading proficiency by third grade is the most important predictor of success in school, college, career and life. The Campaign for Grade Level Reading has identified school readiness, summer learning, and school attendance as key pillars to reading attainment levels. Data from the 11 school districts in the tri-county area confirm this same finding. While each district had the freedom to choose the strategies they would implement to achieve the goal of reading proficiency by third grade all chose to focus on school readiness and a few also included summer learning.

2. What are the lasting benefits of the project?

In year one (FY 17) the school districts computed baseline data and the most pronounced accomplishment was collaboration among private daycares and preschools, public preschools and other agencies serving the needs of children within their respective communities. In addition, the school districts gained insight into strategies they could implement to meet the challenges of school readiness, such as, provide transportation tailored to the needs of the community. In year two (FY18), the cooperation and collaboration between the school and other agencies, private preschools and community was strengthened and expanded. In addition, the districts increased the number of students enrolled in preschool; shared professional development across all daycare and preschools within respective communities; re-established the Parents as Teacher (PAT) program in one district; increased the number of families being served by PAT; increased capacity of preschool slots; hosted family nights; provided “kindergarten jump start” prior to start of school in fall; provided kindergarten readiness backpacks for all PreK and Kindergarten students; held a summer academy for all incoming preK and Kindergarten students; provided scholarships and transportation for preschool students; and provided technology and evidenced-based materials for preschools.

3. What problems did you encounter during the course of this project?

- 1) Adding preschool classrooms required reallocation of resources, including increased transportation and personnel costs.
- 2) Building trust with the private preschools and convincing them that the school districts were interested in helping them and their students receive a quality education, not putting them out of business.
- 3) Engaging in discussions about what constitutes school or kindergarten readiness.

4. Please provide an itemized income and expense summary for the total project. Please indicate specific sources of all income. *If there is a remaining grant balance, please explain here.*

Grant Expenditures

In year one (FY17), \$264,000 was allocated to school districts to support their action plans to improve school readiness for entering kindergarten students and summer learning. In year two (FY18), \$330,500 was allocated to school districts. In year three (FY19), \$341,190 has been committed to school districts to support school readiness and summer learning. These increases were achieved by reallocating funds from consultant and faculty liaison line items, which were not being utilized by the school districts.

FY 2018 Mobilizing Literacy
Walter S. and Evan C. Jones Trust
Total Revenue

Budgeted
\$400,000.00
\$400,000.00

Expenses

School District Allocations	\$330,500.00
Salaries & Benefits	\$ 41,344.23
Outside Evaluator	\$ 20,000.00
Meals	\$ 373.75
Books for distribution to young children	\$ 621.98
Advisory Committee Meetings	\$ 38.00
Carryover*	\$ 7,122.04
Total Expenses	\$400,000.00

* Carryover will be used to support kindergarten readiness training for daycare and preschool teachers in Lyon, Coffey and Osage Counties this summer and early fall, and to support mobilizing literacy advisory committees in Coffey and Osage Counties like the one in Lyon County.

5. If this project is on-going, please list the sources for future funding.

Providing universal preschool and full-day kindergarten is relatively new and requires changing the mindset of school districts, communities and families. We are deeply indebted to the W.S and E.C. Jones Trust for their generosity. Without this "jump start" grant progress on kindergarten readiness and summer learning would never have occurred. School districts are making reallocations with the support of their local school boards, but additional funding from outside funders, like the Jones Trust, will be needed to maintain the progress that has been made so far, and extend efforts to impact positively the learning achievement of students beyond kindergarten.

6. What are the specific plans, if any, for continuing the work started by this project?

Each district's year-three action plan reflects what they have learned in the first two years of this grant period. While the goals of school or kindergarten readiness and summer learning remain consistent, some of the strategies and actions continue to evolve based on evidence of what is working in their district. Each district has access to the action plans and impact statements of the other 10 districts so they can learn from the efforts of others on these goals. During the fall of 2018, the Kansas State Department of Education is requiring all kindergarten students to be assessed with the Ages and Stages Questionnaire-3 and the Ages and Stages Questionnaire- Social and Emotional, which will be the first consistent assessment across all kindergarten students in Kansas. This consistent assessment promises to focus the discussion on what are the knowledge and skills that constitute school or kindergarten readiness and how do we best cultivate that knowledge and skills.

The Jones Trust grant is managed by the executive director of the Kansas Masonic Literacy Center (KMLC), which is funded by the Kansas Masons and has a statewide mission to improve literacy among all Kansans, birth through adult. During this past year the KMLC has spent significant resources towards literacy events and programs in Kansas, including Lyon, Coffey and Osage Counties. The KMLC distributed books at the Community Baby Showers in Lyon and Coffey Counties, supported One School One Book program at Village Elementary (Emporia) and Read to Succeed program at Timmerman Elementary (Emporia). KMLC also supported a couple of programs involving adults reading to preschoolers, Jump Start's Read for the Record (October 19, 2017) and Emporia Public Library's Kansas Reads to Preschoolers (November 14, 2017). School district impact statements are attached along with the outside evaluator's report.

Prepared by: Dennis J. Kear
Print Name

Signature

Title: Executive Director of Kansas Masonic Literacy Center

Date: May 19, 2018