



World Vision U.S. Programs
Resources & Relief

Teacher Resource Center
Survey Report

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Students say, "Thank you for caring for me!" "This is for me to keep? Wow! That's awesome!" I don't know how we teachers could do without this program.

Teacher
Pacific Northwest

Acknowledgements

I would like to thank the staff at all of the field sites that participated. The surveys took place during a difficult time of transition and yet everyone made time to distribute and collect the surveys and get them to me for compiling. I appreciate the effort and the cheerful cooperation. I would also like to thank all of the teachers and school staff who took time to share their insights on the impact of the products in the lives of their students. There are many wonderful stories that we will be able to share with the generous donors who make the TRC possible.

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DME Technical Specialist

NOTE: The full data entry spreadsheet of TRC Survey Responses is available for World Vision staff on the J: drive in the "TRC Survey 2013" folder. A pdf of this document is also available in the same folder.

List of Acronyms

DME	Design, Monitoring, & Evaluation
TRC	Teacher Resource Center
USP	U. S. Programs: Domestic arm of World Vision United States
WVUS	World Vision United States

*First backpack the
child ever had: Child
said "It is for me?
You must love me."
That transfers into
wanting to learn!*

*Teacher
West Virginia*



Background

Introduction

The FY13 TRC Teacher Survey was undertaken in response to requests from U.S. Programs (USP) Creative and Fundraising staff for information that could be used with current and future supporters to illustrate the impact of the Teacher Resource Center (TRC). This program provides new school supplies, backpacks, clothing, and other classroom resources to students in schools with 70% or greater poverty rates. For the most part, teachers and other school staff come to a USP warehouse facility or mobile TRC and “shop”, free of charge, for the products most useful to their students and classrooms. Occasionally, special events are held and product is distributed at the school.

Goal of the survey

The overall goal of this survey was to capture the impact that the products from the TRC have on the lives of the children served in both academic achievement and personal development. The information gathered from the survey also provided additional insight into the impact on teachers and the classrooms in general.

Key objectives

The survey was designed to capture the following:

1. Determine the general impact of TRC products on student attendance, homework completion, classroom participation, and attitude about school based on the experience of their teacher; and
2. Capture stories that illustrate the impact on individual children.

Survey Methods

Survey Strategy

The surveys were distributed and collected during a 30-day period at each of the six existing TRCs – Pacific Northwest, Southern California, Chicago, North Texas, Greater New York, and Appalachia. Each site selected a 30-day period within the window of early April to late May when their TRC’s would have active shopping days.

At the end of the 30-day period, the completed surveys were sent to the Federal Way office where the data was entered into Excel spreadsheets by site with a summary page at the end. A “Last Day Shopped” report was run for the TRC and the total number of shoppers at each site was noted to determine response and confidence rates for the results.

The survey was designed to be short and simple to complete. This increased the likelihood that people would take time to participate and avoided a “traffic jam” as teachers could complete the survey quickly while checking out at the end of shopping. The survey was a half-page with only three questions:

Child is living in a homeless shelter. These school supplies have made him feel like any other student -- prepared and ready to learn. I was able to provide him with his own supplies discretely and he did not have to rely on "community" supplies from our classroom stock.

Teacher
Pacific Northwest

1. How many children in your classroom will benefit from the TRC supplies?
2. What changes do you see in children who have new school supplies from the TRC? [This is a multiple choice question: improved attendance, increased classroom participation, improved attitude about school, increased homework completion, other.]
3. Please share how receiving school supplies has made a difference for an individual student (without sharing his/her name). We'd love to know if a student's outlook changed, if the child expressed feeling cared for, or responded positively in some other way.

Results

Who participated in the survey?

The participants included classroom teachers, school librarians, counselors, therapists, physical education teachers, administrative staff, and classroom aides. The vast majority of respondents were classroom teachers. During the timeframes chosen by the field sites, 1,385 people shopped at the TRC according to the "Last Date Shopped" report for 4/8/13 to 5/28/13¹. The number of people completing the multiple-choice section of the survey was 1,000.

The response rate for this survey was very high at 72.2% overall. This allows us a 99% confidence level that the results we have are what we would have found if we had completed surveys from every person that shopped during the timeframe. The confidence interval is +/- 2.1% for any individual response. In other words, if the response % calculates to 86.9%, we can be assured that actual % would fall between 84.8% and 89.0%.

The following chart shows the response rates for each site along with the total:

Field Site	# Responders	# Shoppers Total	Response Rate
Appalachia	167	202	82.7%
Chicago	280	344	81.4%
New York	211	367	57.5%
North Texas ²	11	21	52.4%
Pacific NW	212	266	79.7%
Southern California	119	185	64.3%
Total	1,000	1,385	72.2%

¹ The count for each site was determined based on their individual survey dates and not for the entire 4/8 to 5/28 timeframe. The dates were adjusted to match the names of the schools and individuals captured in the "Last Date Shopped" report. In other words, if the survey was to end on 5/8, but the report showed that the school with completed surveys shopped on 5/9, then all of the shoppers on 5/9 were included in the count.

² Due to staff transitions, North Texas only conducted the survey for a portion of one week and the total (11) is not statistically significant. The data for North Texas cannot be disaggregated for use on its own, but only included in the aggregate total.

Results of the survey

The following sections reflect the scoring for the multiple-choice questions and a compilation of the most common “other” responses.

Impact on Students

According to their teachers, after receiving supplies from the TRC, students exhibited the following positive behaviors:

Field Site	Improved school attendance	Increased classroom participation	Improved attitude about school	Increased homework completion
Appalachia	27.5% (46)	89.8% (150)	81.4% (136)	56.3% (94)
Chicago	35.7% (100)	85.0% (238)	76.4% (214)	60.4% (169)
New York	42.2% (89)	87.2% (184)	80.6% (170)	55.9% (118)
North Texas	18.2% (2)	100.0% (11)	81.8% (9)	54.5% (6)
Pacific NW	25.5% (54)	85.4% (181)	80.7% (171)	49.5% (105)
Southern California	37.0% (44)	88.2% (105)	80.7% (96)	62.2% (74)
Total	33.5% (335)	86.9% (869)	79.6% (796)	56.6% (566)

In addition to the options in the multiple-choice question, several respondents listed other improved behaviors that they had witnessed. Those that appeared multiple times in all of the field sites were as follows:

- Reduction in the stress caused by lack of school supplies;
- Improved self-esteem;
- Increased creative expression;
- Improved interactions with peers; and
- Increased pride in their school work.

The comment repeated most often was that receiving backpacks and school supplies allowed children to “feel like everyone else”. This sense of belonging was seen as a catalyst for improved relationships and increased classroom participation. Many respondents noted that providing filled backpacks for new students who were homeless or in foster care enabled them to start off on the right foot. Many teachers also noted that receiving the supplies from the TRC decreased the level of stress in the families of the children because parents did not have to worry about their inability to provide the school supplies their children needed.

I have more options for classwork because I have the supplies to do more things. Faces light up with our new notebooks for word work.

Teacher,
Southern California

Impact on Teachers and Classroom

The resources from the TRC don’t just have a positive impact on the students and their families, there is also a positive impact on the teachers and the classroom overall. For teachers, the two main outcomes cited are a decrease in the amount of money they are spending

personally to equip children and an increase in the quality of their classroom projects. Many teachers said that having TRC resources allowed them to do art and science projects that would otherwise be impossible due to budget constraints. They stated that they could offer more interactive and engaging projects because they now had the supplies needed so that all children could participate. All of these outcomes result in children being more engaged and excited about school and increase their level of performance.

Stories of Individual Children

Many respondents took the extra time to share stories of individual children impacted by receiving school supplies or shoes from the TRC. Here are a few of those stories:

- Child is living in a homeless shelter. These school supplies have made him feel like any other student -- prepared and ready to learn. I was able to provide him with his own supplies discretely and he did not have to rely on "community" supplies from our classroom stock.
- He loved having notebook, pen, and organizer! No one had bothered to help him get organized before.
- I have a boy in my classroom that is very appreciative of anything given to him. He says it makes him feel like someone respects him.
- I recently gave a student a bookbag and he was so excited! He must have said "thank you" 50 times and he has been bringing in his homework!!
- Some of our kids on Tier 2 interventions have gone off due to the rewards and incentives these materials offer.
- Child was constantly borrowing supplies and her classmates were getting impatient. Since she has her own, she's much more comfortable in the group and she shares well.
- A student now believes that there are people who support him. His desire and attitude have been amazing!
- A newly arrived immigrant from Mexico was given supplies which her mother cannot afford. Made this child feel appreciated and she now has the tools to complete tasks.
- The students in my class started participating more to get incentives. The ones who got the American Girl books read them over and over. They were not fond of reading before so the books made a huge difference.
- I was working with a child completing a craft from World's Window. When he completed it and was able to use it (whistling yoyo), he was so proud of himself. He showed all his classmates and wanted to bring it home to show his family.

We work with a high need population. Many of our children are in foster care or shelters. These resources are gold to our kids who need the most.

Teacher
New York

- A child in a foster home received no play items because the foster parent did not believe in gifts. She scored 15 points higher simply because I gave her rewards and permitted playtime with some of the supplies.
- One student was very upset because they did not have supplies or money to buy any, but I was able to provide them and change their focus from worry to work.
- A child who never shares (speaks in class) was so proud of her art project, that she shared it with the class at circle time.

Conclusions & Recommendations

The positive impact of the Teacher Resource Center is far reaching ... teachers, classrooms, individual students, and students' families are all changed by receiving the resources of the TRC. In addition, the TRC can truly be said to impact the most vulnerable children in a community. Children experiencing high poverty, homelessness, foster care, and recent immigration to this country were all listed multiple times as receiving school supplies and other resources from the TRC.

The impact is personal ... children feel cared for and supported. They have the opportunity not only to receive, but to share supplies that belong to them with their peers. Teachers are able to reward hard work and effort with incentives. Children feel pride in themselves and in their work. Classrooms are more engaging and energizing because of the additional resources. Teachers, students, and families all experience a decrease in the stress caused by tight budgets.

There are two changes that should be made to the TRC Survey if it is used in the future:

- The classroom count figure could not be determined because many respondents included all of the children in the school or, as in middle school, children move from classroom to classroom and so could be counted multiple times. This question will be removed from future surveys.
- An additional 38 people completed some portion of the survey, but skipped the multiple-choice section. Because most of them only wrote in the name of their school, the number of students in their classroom, and a "thank you" note in the comment section, their responses were not counted as a negative response. In the future, a "None of the above" option will be added to the survey which will help clarify what is a skip and what is a negative response.

