

**WE'RE
MAKING AN**



IMPACT

**ON STUDENTS AND TEACHERS
IN THE DAYTON REGION**



Tools For Teachers, Success For Students

Highlights from the 2010
Teacher and Administrator
Satisfaction Survey Report



Crayons to Classrooms: Dayton's only free store for teachers

Crayons to Classrooms in Dayton, Ohio, is a nonprofit teacher resource center that helps under-funded teachers from low-income schools in the Dayton region obtain free school supplies for their economically disadvantaged students. Supplies are provided at no cost to teachers, families or schools.

We stock the free store by collecting donations of new, surplus, closeout or other available school supplies. Teachers from eligible schools are invited to "shop" for essential supplies to give to their students. We also provide some schools with pre-assembled school box kits, made possible by donors who want to sponsor a classroom, grade, school or multiple schools.

Ultimately, our goal is to serve all high-need, K-12 schools in the Dayton region – those with 70 percent or more students participating in the National School Lunch program. During the 2009–2010 school year, there were 88 high-need, K-12 schools in the Dayton region, and Crayons to Classrooms had the resources to serve 23 of these.

"The materials I received helped my entire classroom. When I shared my shopping experience with the class, they broke out in spontaneous applause. They were as overwhelmed as I was to think that people gave us all these great supplies for FREE! I think it brought my students hope and happiness to know that strangers really cared."

– Dayton-area teacher who responded to the 2010 satisfaction survey

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Tools For Teachers, Success For Students

The 2010 satisfaction survey quantifies the impact that Crayons to Classrooms resources are having on students and teachers in the Dayton region

Crayons to Classrooms had experienced expansion and rapid growth since its “soft opening” to eight schools in January 2009 and its grand opening to 15 more schools in September 2009. Therefore, Crayons to Classrooms commissioned Strategic Leadership Associates in January 2010 to survey teachers and administrators in all 23 schools selected to shop at the free store during the 2009–2010 school year. Strategic Leadership Associates provides strategic planning, leadership assessment, business solutions, performance assessment, and training and development services to clients nationwide.

The goal of the survey was to capture participants’ level of satisfaction with Crayons to Classrooms in early 2010 and identify future resources for helping teachers and students. Survey results were compiled in a 93-page report, “Dayton Crayons to Classrooms Teacher and Administrator Satisfaction Survey Report,” and delivered to Crayons to Classrooms in April 2010. Participants evaluated their shopping experiences and customer service in detail, made product requests, quantified average benefits, rated the impact in the classroom and on their instructional leadership, and identified areas for continuous improvement.

This summary report, “We’re Making an Impact on Students and Teachers in the Dayton Region,” highlights key findings documented in the comprehensive report prepared by Strategic Leadership Associates.



FACTS ABOUT THE SATISFACTION SURVEY

Survey period: Jan. 20 through Feb. 24, 2010

Surveys mailed: 620

Surveys completed (via mail or online): 260

Response rate: 42%

Margin of error: +/- 4.6% (95% confidence level) *

The vast majority of participants are teachers

92% Teachers

8% Administrators

The majority of participants are involved with grades K–3

61% Involved with grades K–3

50% Involved with grades 4–6

30% Involved with grades 7–8

2% Involved with grades 9–10

The majority of participants visited the free store once

65% One visit (primarily teachers)

30% More than one visit

5% No visits

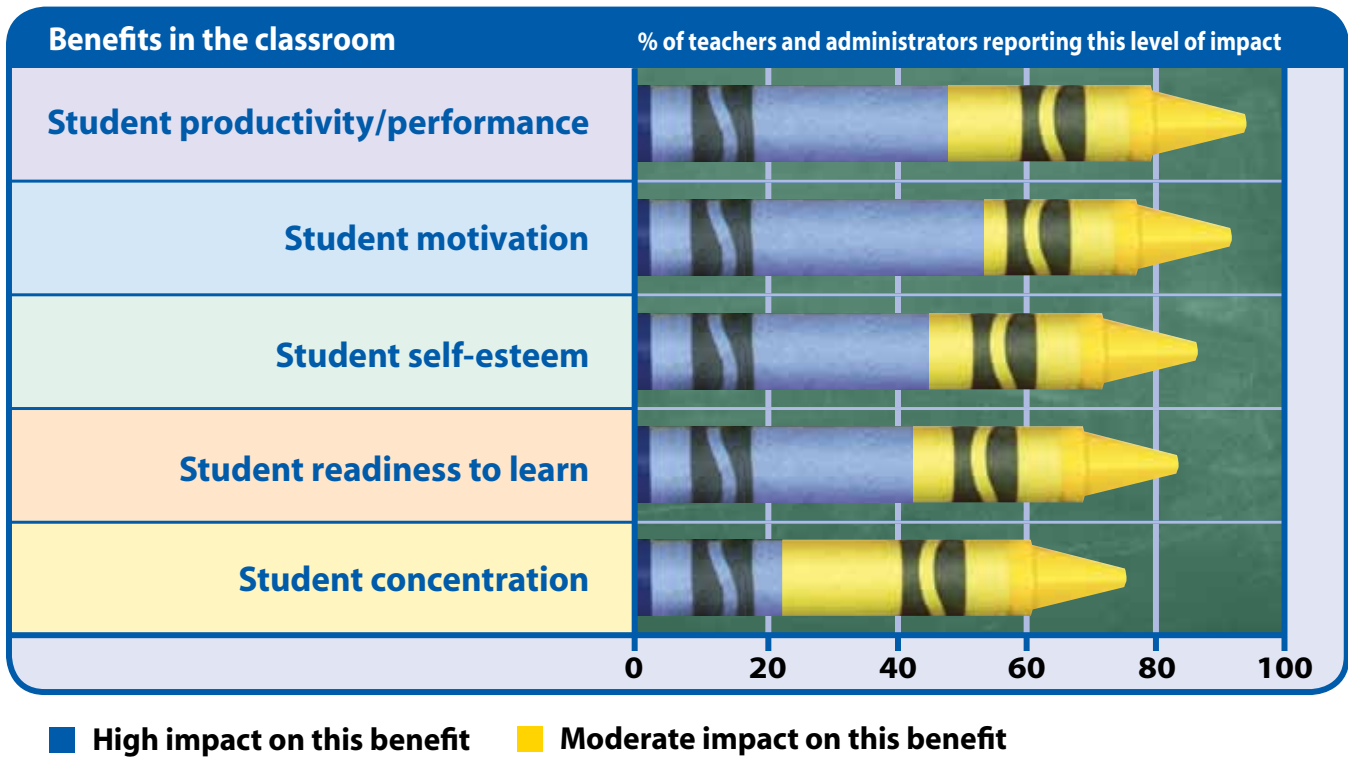
* The survey sample represents a strong statistical validity. In 95 of 100 future instances of possible responses, the results would be the same with less than a 4 percent difference on any survey item.

“I had supplies available for student use, so students without supplies did not lose class time. It has been great.”

– Dayton-area teacher who responded to the 2010 satisfaction survey

IMPACT on students

The vast majority of teachers and administrators said Crayons to Classrooms resources have either a **high or moderate impact** on five **benefits in the classroom**. **Student productivity/performance** and **student motivation** are affected most.



What teachers and administrators said about the impact on student productivity/performance

- Access to supplies in preparation for work **adds to the students' ability to perform** the work.
- My kids loved the books and the markers the best. Benefit: more interest in **reading**, and more interest in **using different colors** when coloring.
- Time is used for working and **not searching for supplies**.
- It allows us to **keep moving**, and that is great.
- **No excuse** not to learn and work! Students **look forward to working**.
- Students **aren't prevented from participating** because they don't have supplies other students have.



What teachers and administrators said about the impact on student motivation

- My students were **extremely excited** about all the new things in the classroom. It made them very motivated to find out **how we were going to use the supplies**.
- It helped with **positive reinforcements**.
- Many of the supplies have aided in our “**craft day Friday**” activities. Students **really look forward** to this block of time.
- My students are **very motivated by prizes**. I've used the packs of crayons, colored pencils and notebooks as prizes to go home. They love it!



What teachers and administrators said about the impact on student self-esteem

- I was able to **give things to students** who needed them. The **backpack was the greatest hit** with the student I gave it to. She has not had a backpack for two years, and **I see it with her every day**.
- It brought my students **hope and happiness** to know that **strangers really cared**.
- It made the students **feel successful**.
- **Less peer pressure**.
- Students achieve a **sense of normalcy** due to having what students from suburban schools have.
- Students **feel better** because **more supplies are available** to them.



What teachers and administrators said about the impact on student readiness to learn

- I had supplies available for student use, so students without supplies **did not lose class time**. It has been great.
- It helps students **come to class prepared** and able to **do work outside class** as well.
- Lots of supplies – scissors, pencils, binders – help students **be organized**.
- Students are more **ready to learn** when they are supplied with **basic learning supplies**.
- Students are **much less stressed** when they **don't worry about supplies**.

What teachers and administrators said about the impact on student concentration

- Having the supplies needed for my students to learn **takes the focus off of “who can lend a pencil?”** – therefore allowing everyone to **quickly begin their work**.
- There's no guarantee that my students will be able to get supplies, so being able to provide them **cuts down on distraction**.

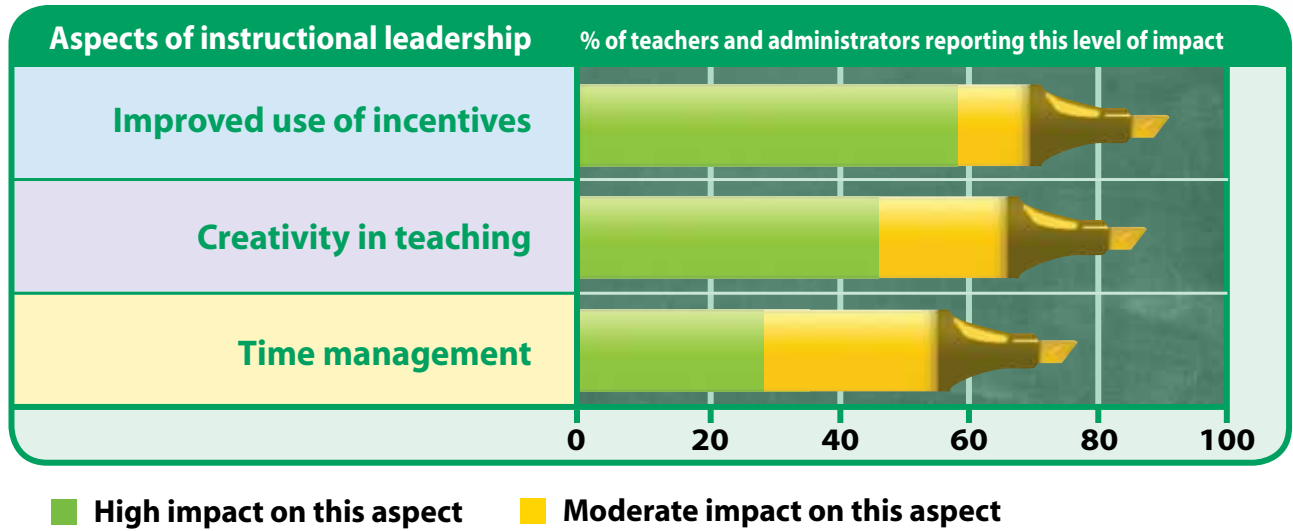
“Thank you so much for all the school supplies! We really needed them. My favorites are the markers, dictionaries and the notebooks. You are the best helpers ever.”

– De'Liel S., student



IMPACT on teachers

The vast majority of teachers and administrators said Crayons to Classrooms resources have either a **high or moderate impact** on three aspects of **instructional leadership**.





What teachers and administrators said about the impact on improved use of incentives

- I now have **rewards** for students **who follow directions**.
- It allows me to provide incentives **I wouldn't otherwise have been able to provide**.
- My students love being able to **choose their own incentives**.
- My students look forward to **earning supplies and materials for work that is well done**.
- Students receive "**class money**" for **good behavior and grades** to spend at our class auctions.
- The incentives for my students **motivate them to accomplish their homework**.

What teachers and administrators said about the impact on creativity in teaching

- I have been able to **take a lesson and turn it into an experience** and have students **express their ideas in multiple formats**.
- It allowed me to **think of creative things to do**. Even things I wasn't sure I'd use I did – like the **ice cream cartons**. We used those when we wrote directions for **gingerbread houses** and made them.
- Teachers are able to **do more hands-on activities** to reinforce concepts.
- The resources often lead to **new ideas**; they offer **unexpected items I can use in unexpected ways**.
- These supplies provided me with materials to do **activities I might otherwise have skipped**.

What teachers and administrators said about the impact on time management

- I have student incentives **at my fingertips**. I can **plan activities** around my resources.
- It is nice to **have supplies handy**.
- Time management has improved because I have **more supplies to hand out before I begin a lesson**.
- Very helpful to have materials to offer students so the **learning can continue and not be disrupted**.
- We are able to **complete more activities** because of the supplies we received.
- With these supplies, I can worry about **teaching instead of preparing**.

"I have been able to take a lesson and turn it into an experience and have students express their ideas in multiple formats."

– Dayton-area teacher who responded to the 2010 satisfaction survey

"Time management has improved because I have more supplies to hand out before I begin a lesson."

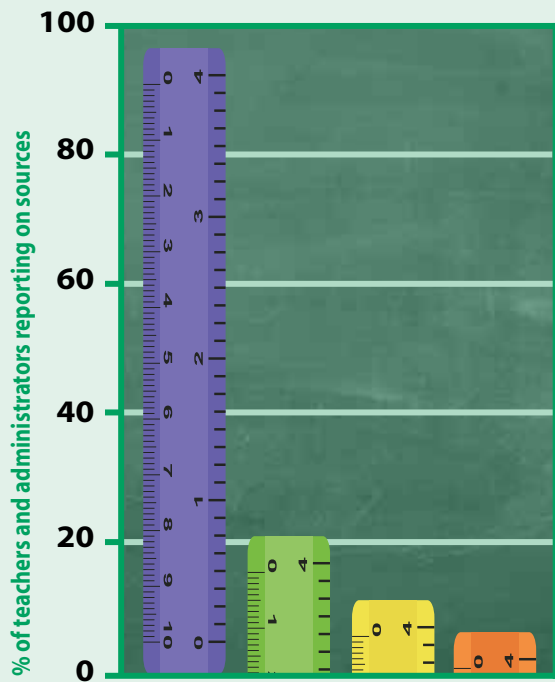
– Dayton-area teacher who responded to the 2010 satisfaction survey



Nearly all teachers and administrators said **when they need supplies and resources** for their students, they rely most on **personal purchases**.

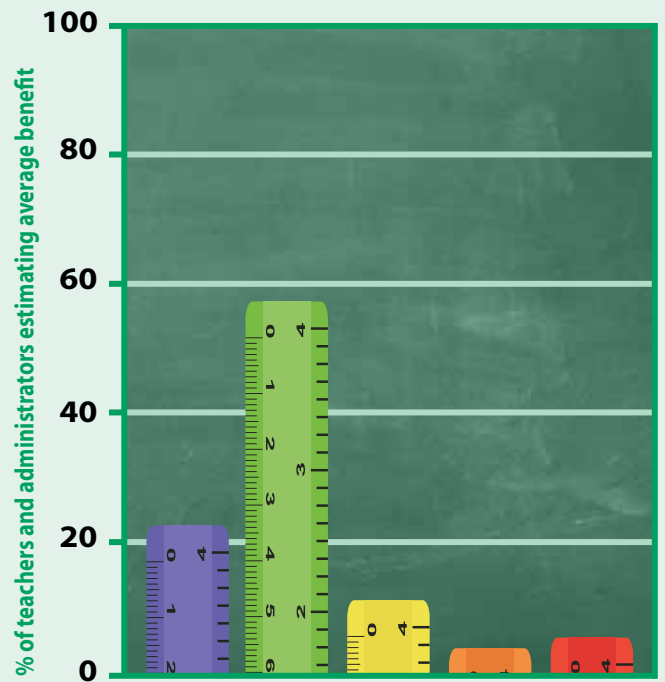
The majority of teachers and administrators estimated they receive an **average benefit** of **\$250 to \$500 per year** when shopping at Crayons to Classrooms.

Sources that teachers and administrators rely on when they need supplies and resources for their students



- Personal purchases
- Other individual donations
- Not-for-profit or service organization donations
- Corporate sponsorships

Average benefit per year estimated by teachers using Crayons to Classrooms resources



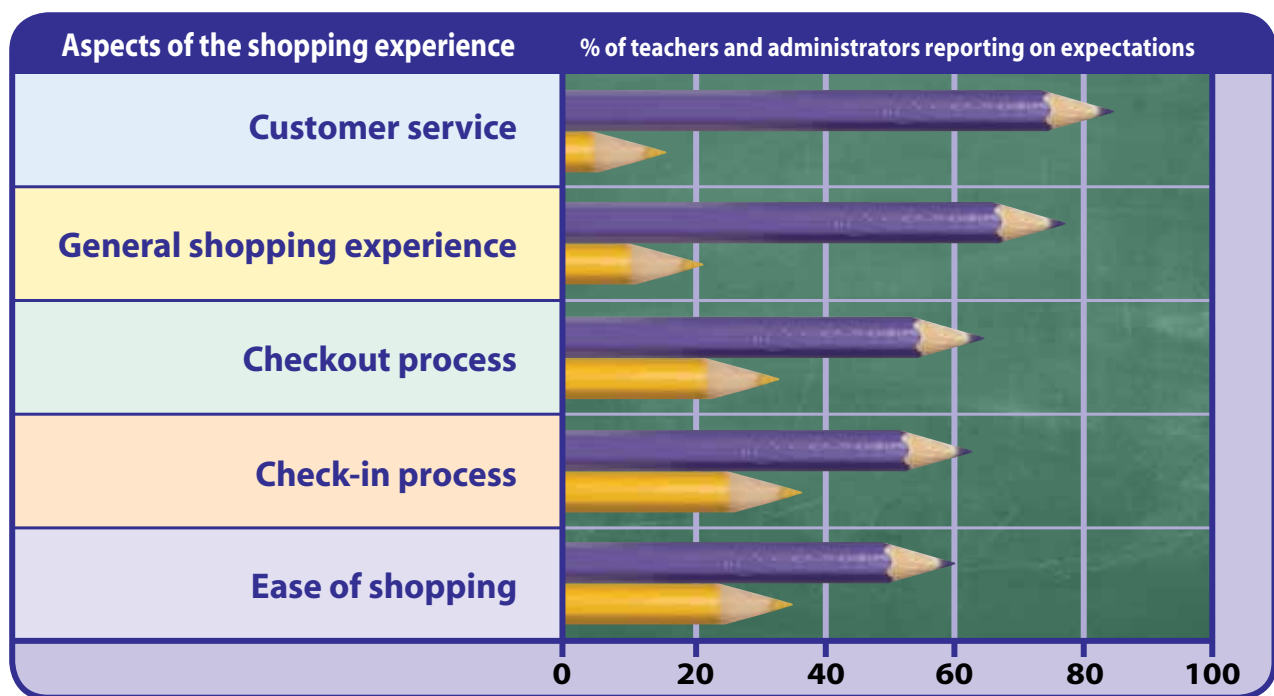
- Less than \$250
- \$250 to \$500
- \$500 to \$750
- \$750 to \$1,000
- More than \$1,000

What participants who use Crayons to Classrooms resources said about the **cost savings** for teachers

- Crayons to Classrooms absolutely **took stress off** of my shoulders. It is so **easy to spend half of my paycheck** on classroom materials.
- I can use my money to **buy other extra incentives** because now I do not have to buy pencils and construction paper.
- It helps me **spend a lot less** of my own money. It helps to **stretch my dwindling resources**.
- You've saved me considerable money, which **allowed me to purchase other items for school**. Now I can **finance the \$50 needed** to make science projects for the fair – **something my students were not able to do before**.

IMPACT of the shopping experiences

The majority of teachers and administrators said their **shopping experiences** at Crayons to Classrooms **exceeded their expectations**. Teachers were impressed most by the **customer service**: the professionalism, friendliness and helpfulness of staff.



■ Exceeded expectations

■ Met expectations



What participants who use Crayons to Classrooms resources said about the customer service

- **Every person**, from the volunteer staff in the front of the store to the staff in the warehouse, is always **helpful and courteous**.
- Fantastic because I had someone from the facility **shopping with me**.
- I love that **the staff asked about me and my classroom**.
- **If I missed an item**, my assistant asked if I meant to skip it, or if I had overlooked it.
- The staff was willing and able to **help me decipher where items were located** and also suggested **how to use the materials**.

What teachers and administrators said about their general shopping experience

- Definitely **way above** what I anticipated. Free stuff sometimes is not quality, but **it was all quality there**.
- I was completely overwhelmed at the **variety and quantity** of materials that we could get. All for **FREE! It was like Christmas for me**. I kept saying to myself, "I can't believe this. Oh, wow – look at this!" I needed EVERYTHING that I got. I have never been treated **so special and appreciated** as much as I was during my visit. This opportunity is **the best gift you could ever give** to a teacher, especially in the urban schools. **Basic supplies are needed too badly**, and budgets have been cut severely.
- I was not expecting to **receive so many supplies**. This program is wonderful and **shows that teachers are valued!**
- This was **unbelievable**. The **teachers are still talking** about their experience.

What teachers and administrators said about the checkout process

- I was prepared to be there forever checking out, but to my surprise, **it took very little time at all**. There were plenty of staff, and **a gentleman even assisted me to my car**. That was above and beyond my expectations!
- Process with checkout was done in **5 to 7 minutes**.
- What a great checkout. **The people working there counted the items in the cart, reloaded the cart, and it cost me nothing**.
- The people at the checkout had their routine down, and **I was on my way before I knew it**.

What teachers and administrators said about the check-in process

- I was so pleased with the check-in process because **it was so simple**.
- **I didn't have to wait** at all.
- Staff was very helpful and organized. The check-in process **took less than 1 minute**.
- The "shopping" procedure is **explained very clearly** at check-in.
- **Very efficient**. They took my name, checked it off the list and **gave me instructions** on how to shop.



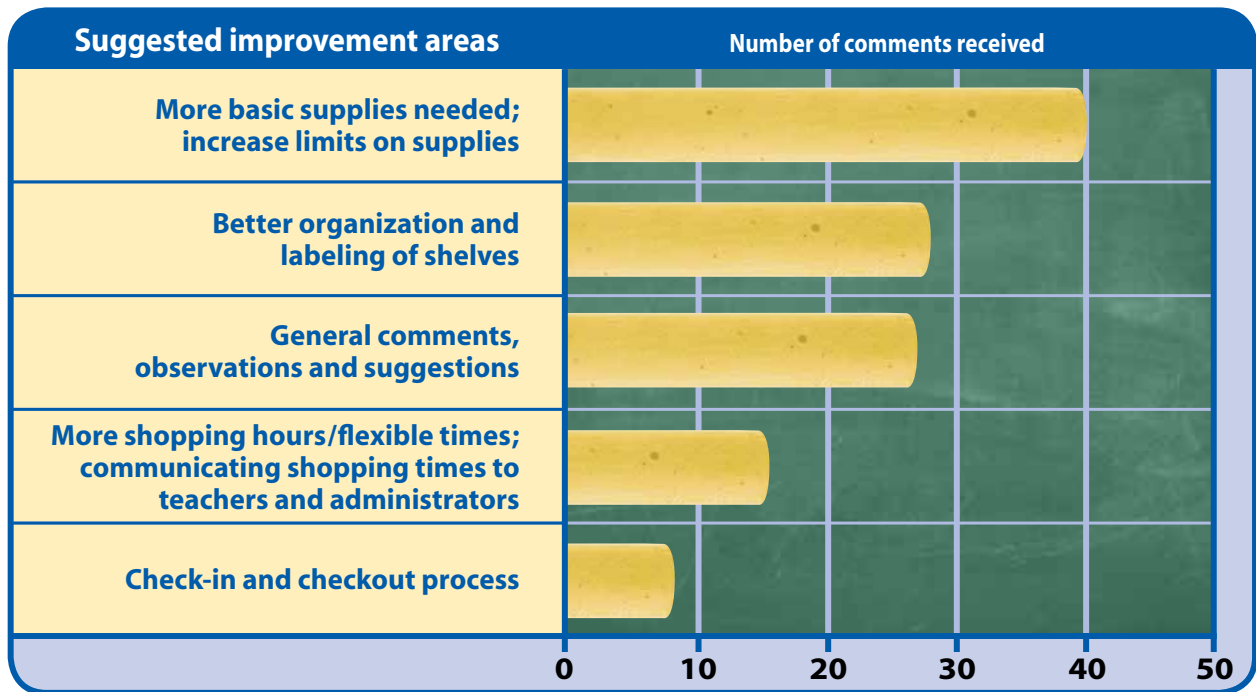
What teachers and administrators said about their ease of shopping *(organization of product, shelves and displays)*

- All supplies are **visible** and easily **accessible**. Items are **marked**, and **limits are well displayed**.
- All the items were **neatly placed on the shelves**. Nothing was disorganized, and nothing was lying on the floor.
- Each area has a letter that corresponds to the checkout list. That made it **easy for me to document my purchases** on the checkout list.
- Items were **organized well**, and if I had a question, there was **someone readily available to help**.
- There was **no rush**. Teachers were able to shop from 3 to 6 p.m.



Suggestions for improvement

Teachers and administrators shared **118 comments** related to **continuous improvement** in four areas plus **general comments, observations** and **suggestions**.



Opportunities for growth

Only 28 percent of participants said **they would consider volunteering** in the future. This means there is opportunity to **grow the “Volunteer for a Teacher”** program, which allows community members and teachers to volunteer at Crayons to Classrooms and earn a shopping visit for a teacher of their choice.



Help us continue to make an impact

Donate now

- **Donate online right from our home page: www.dc2c.org.**
You can select a one-time payment or ongoing payments and even donate in honor of a loved one. All transactions are secure.
- **Donate by mail.**
Send your check to:
Crayons to Classrooms, 1511 Kuntz Rd., Dayton, OH 45404.
- **Donate school supplies.**
We accept new, surplus, closeout or other available school supplies.
Contact Deb Seger, retail program manager, at 937.528.6403.
- **Donate equipment or services.**
Contact Steve Rubenstein, executive director, at 937.528.6401.

All donations stay right in our neighborhoods and are tax deductible.



Volunteer today

- **Host a supply drive.**
Contact Deb Seger, retail program manager, at 937.528.6403.
- **Volunteer in our store, or volunteer to earn a shopping trip for a teacher.**
Contact Cheryl Scott, volunteer coordinator, at 937.528.6404.

Stay in touch

- **Schedule a private tour** of our free store.
- **Learn more** at www.dc2c.org.
- **Join the conversation** on Facebook, Twitter and YouTube.
- **Sign up for our e-newsletter** at www.dc2c.org.



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