

EduCare Foundation is a non-profit 501(c)(3) educational foundation dedicated to inspiring, motivating, and empowering schools, school districts, youth-serving agencies, governments, teachers and parents to better serve our world's youth and prepare them to lead healthy, fulfilling and successful lives.

Year Founded

1990; incorporated as a 501(c)(3) non-profit educational foundation

People Served

Approximately **50,000 youth**

Approximately **30,000 teachers and parents**

Over **400 school & youth-serving organizations worldwide**

Programs and Services

❖ Students

- After School Programs Management
- ACE 3-Day Program (*Achievement and Commitment to Excellence*)
- ACE 1-Day Workshop
- ACE Leadership Institute
- 9th Grade Student Transition Workshops

❖ Administrators, Teachers & Classified Personnel

- Educators Institute for Teaching and Learning
- Higher Ground: Teaching Conflict Management
- Honoring and Teaching the Whole Child Workshop
- Teambuilding and Communication Workshop

❖ Parents

- Parenting Workshops
- Parent Empowerment Workshops

★ *Custom programs are available for all groups* ★

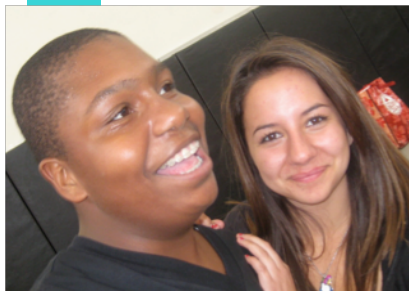


ACE Workshop Participants

Organizations & Schools Served	Corporate & Funding Sponsors
• Beyond the Bell • Bell Senior High • Lincoln Senior High • Jordan Senior High • Jordan New Tech @ Jordan Senior High • San Fernando Senior High • YWCA of Greater Los Angeles • Boys and Girls Club of Echo Park – Los Angeles • Crossroads School - Santa Monica, California • Israeli Ministry of Education- Haifa, Israel • Los Angeles Unified School District – California ○ 1995-2000: LEARN Reform training provider for over 70 LAUSD schools and children centers ○ 2004-current: 21st Century Community Learning Centers training provider for high school after-school services • Philadelphia School District- Philadelphia, Pennsylvania • Project Grad / Los Angeles	• Amgen Foundation • Annenberg Foundation (passed-through grant) • Apple Computer, Inc. • ARCO Foundation • Capital Group Charitable Foundation • City National Bank • Dwight Stuart Youth Foundation • Entertainment Industries Foundation • Goldman-Sachs and Co. (passed-through grant) • Larry King Foundation • Southern California Edison • Shell Oil Company • Target Stores • Vons Companies Charitable Foundation

Programs & Services

for Students



ACE PROGRAM (Achievement and Commitment to Excellence)

The **ACE Program** is a comprehensive three-day student success, youth empowerment, and character-building program focusing on:

Character development - positive decision-making & constructive choices

Personal management - study skills, verbal skills, project & time management

Emotional intelligence - managing anger, fear, rejection and peer pressure

Interpersonal skills - communication, conflict resolution and team building

The ACE Student Program is designed to assist youth in creating more successful and constructive lives. Through their involvement, students:

- *Experience greater self-worth and motivation*
- *Develop skills for decision making and problem-solving as it relates to both school and personal life*
- *Recognize and reform negative attitudes that continually interfere with creating academic and personal success*
- *Learn teambuilding and conflict resolution skills as they develop the ability to use conflict in a positive rather than destructive way*
- *Develop greater empathy and understanding for others*
- *Bridge the gap between diverse groups*

Focus areas include conflict resolution, service learning, staff development, parent and family involvement, and classroom curriculum.

Serves 100 students per group/track. Grades 6-12. Includes: 18 hours (3 days) of student workshops. 6 hours (1 day) of professional development & an ACE Family Evening.

ACE Student One-Day Workshops are fun and experiential days of learning filled with interactive teambuilding, self-esteem building, and communication activities designed specifically for large numbers of students. The purpose of the ACE Student Workshop is:

- *To build positive relationships, trust, and connections (students-student, student-teachers) that will be a foundation for ongoing healthy school relationships and school success*
- *To develop greater self-esteem, self-motivation, and wise decision-making skills that assists in increased school achievement*
- *To increase the new 3Rs- Respect (self and others), Resiliency (skills for self-esteem and wise decision-making), and Responsibility*
- *To assist in creating a more positive school climate*

Excellent for including in middle school and high school orientations and transition program or building positive relationships in Small Learning Communities (SLCs). The ACE Workshop establishes a foundation for developing a safe and friendly school community for large group of incoming students.

Serves 100-250 students per group. Grades 6-12. Includes: 6 hour student workshop; preceded by a 2-hour staff orientation. Students are accompanied by adults (ratio 10:1) from the school or agency that are trained by the EduCare staff and serve as activity group leaders.

Programs & Services

for Educators



Honoring and Teaching the Whole Child Workshop

In this inspiring and practical workshop, educators learn how to honor and teach the whole child — integrating cognitive, emotional, social, and real world / achievement skills.

Key topics:

- *Principles and practices of character development education*
- *Creating classrooms, schools, and learning communities based on a youth-centered approach*

Serves 100 educators. 6 hours of training.

Teambuilding and Communication Workshop

Teambuilding and communication are two vital qualities necessary for developing a positive work environment and a high performing team. EduCare's **Teambuilding Workshop** involves participants in developing tools and techniques for more effectively managing on-the-job relationships, communication, and problem-solving skills.

Key topics:

- *Improving communication and listening skills*
- *Building trust and respect*
- *Developing flexibility as a key for creative decision-making*

Serves 100 educators. 6 hours of training.

Higher Ground: Teaching Conflict Management

A workshop available to schools, colleges, churches/synagogues, youth organizations, educators, and community leaders in win-win approaches to violence prevention, tolerance-building, conflict resolution, and peer mediation.

Focus areas include:

- *Approaches for teaching students the skills of tolerance-building and conflict-resolution*
- *Methods for assisting youth in expressing their feelings appropriately and managing anger*
- *Activities for increasing understanding and acceptance of differences*
- *Techniques for integrating conflict resolution into classroom management and disciplinary strategies*
- *Curriculum materials for teaching global ethics, moral courage and wise-decision-making skills*

Serves 100 educators. 6 hours of training.

Programs & Services

for Parents



Parenting Workshops

EduCare's **Parenting Workshops** teach strategies for parenting with greater confidence, effectiveness, and personal fulfillment. Through interactive processes, the workshops provide parents and guardians with tools for:

- *Building self-esteem in the home*
- *Motivating and inspiring children (preventive discipline)*
- *Improving communication and listening skills (conflict resolution)*
- *Shifting stress to success*
- *Fostering cooperation and positive attitudes*
- *Increasing personal self-esteem*
- *Creating a climate for positive and rewarding family relationships*
- *Developing greater parental school involvement*

Serves 150 parents. 2 1/2 hours of training.

Parent Empowerment Workshops

Parent Empowerment Workshops provide effective training for parents groups teaching tools for:

- *Motivating parents and family members to become more active in the school community*
- *Developing communication, listening, and rapport building skills*
- *Learning how to plan, design, and facilitate Parenting Workshops for their school or agency*
- *Building facilitating skills for presenting parent workshops*
- *Assisting parents in building their skills for developing their ability to communicate and assist their children*

Serves 150 parents. 2 1/2 hours of training.



For more information on these and other programs, please contact our office at (805) 379-0736 or e-mail us at info@educarefoundation.com

We look forward to serving you!

EduCare Foundation

After School Program Report Card for 2010-2011

This report describes the participants, participation levels, and outcomes of the 2010-2011 high school after school program operated by EduCare Foundation. Participant data includes the gender, ethnicity, English Learner (EL) status, and grade level of students. Outcomes measured include students' changes in regular school day attendance when compared with the previous year, performance on the English-Language Arts (ELA) and Math portions of the California Standards Test (CST) and the California High School Exit Exam (CAHSEE), graduation rates and percentages of students Redesignated as Fluent English Proficient (RFEP). Relationships between after school program attendance and these key outcomes are examined.

Section 1: Participation Demographics

During the 2010-2011 school year, a total of 8,849 high school students participated in the after school program for at least one day. Participation levels are reported and compared by grade level in the next section of this report.

Gender and Ethnicity

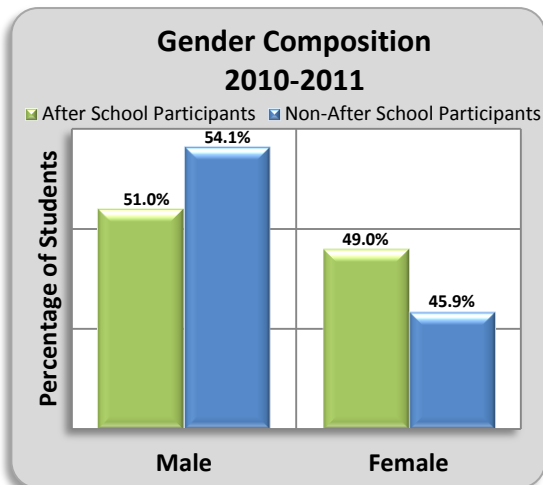


Figure 1

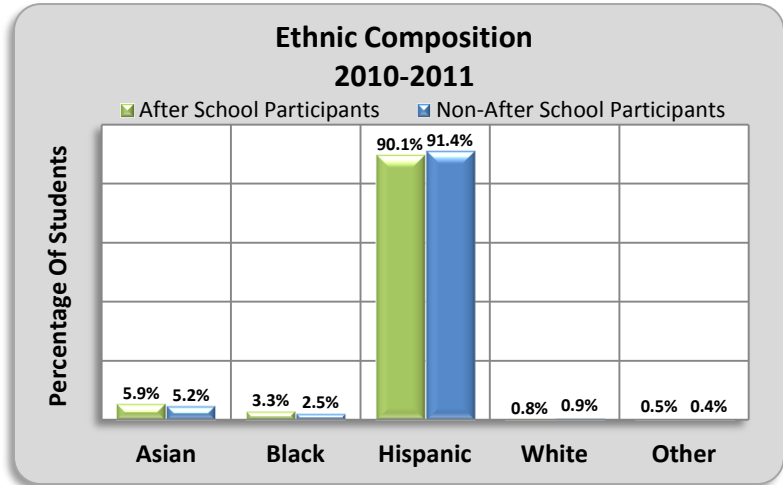


Figure 2

Grade Level and English Learner (EL) Status

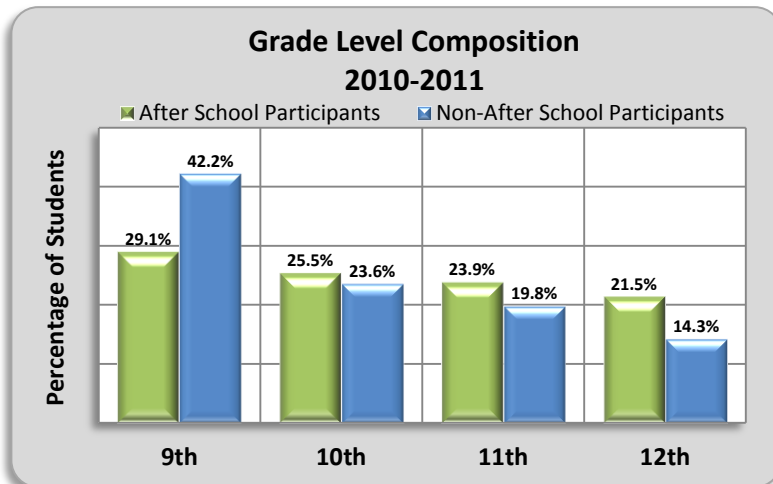


Figure 3

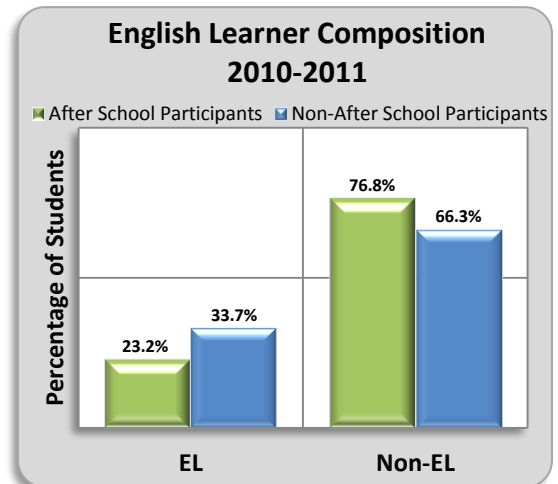


Figure 4

Section 2: After School Program Attendance

Percentage of Students in Each Program Attendance Category

Figure 5 shows the percentage of students who fell within each of five attendance categories for the after school program (1-2 days, 3-5 days, 6-13 days, 14-31 days, or 32-232 days).

Students were grouped into five quintiles based on the number of days they attended the after school program. Quintile groupings were determined by assigning each EduCare Foundation after school participant a percentile rank and dividing them into five equal percentile groups (1st-19th, 20th-39th, 40th-59th, 60th-79th, 80th-99th). These quintiles, or “program attendance categories”, are used in the analysis of measurable outcomes throughout this report.

Student Totals

• After School Participants	8,849
• Total Student Population	12,878
• After School % of School(s) Population	68.7%

Participant Composition

Gender		EL Status	
• Male	4,250	• EL	1,933
• Female	4,083	• Non-EL	6,382
• Not Reported	516	• Not Reported	534

Grade		Days Attended	
• 9th	2,421	• 1-2	2,428
• 10th	2,125	• 3-5	1,589
• 11th	1,992	• 6-13	1,684
• 12th	1,792	• 14-31	1,765
• Not Reported	519	• 32-232	1,383

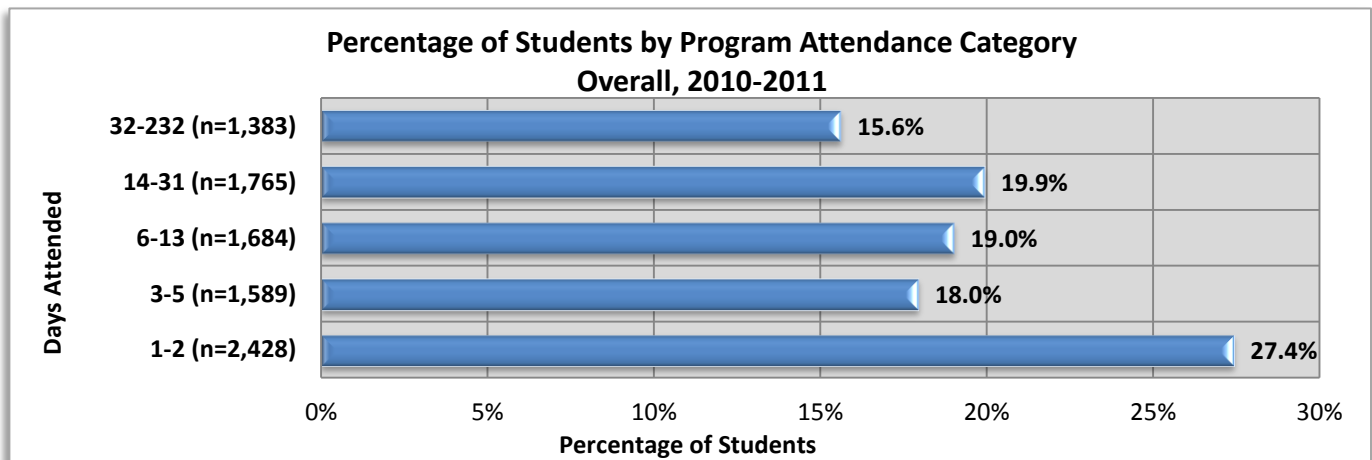


Figure 5

Number of Days Students Attended the After School Program

The average after school participant attended the program for approximately 16.6 days. The mean number of days that students attended the after school program is disaggregated by grade level in Figure 6.

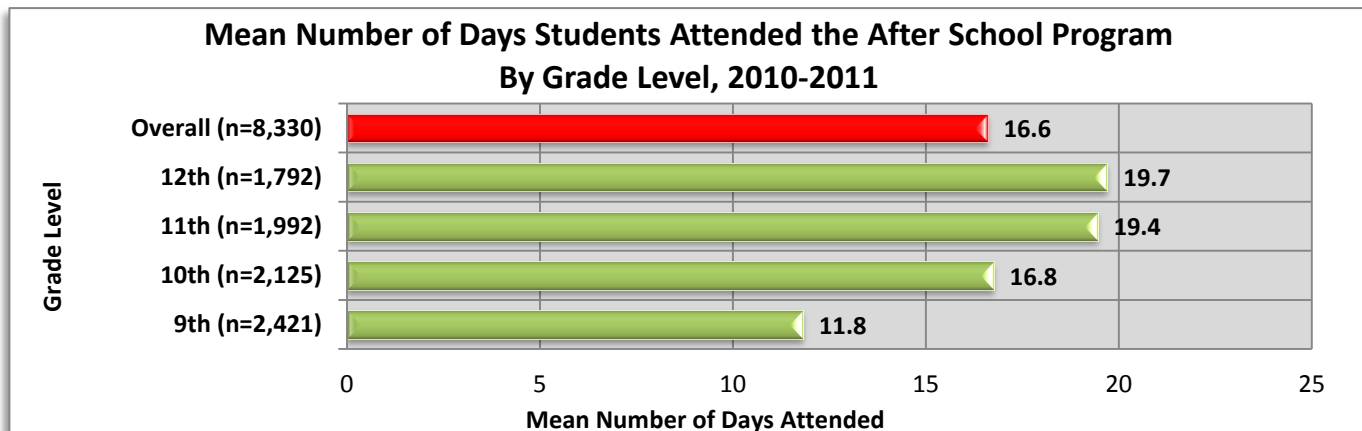


Figure 6

Section 3: Regular School Day Attendance

Mean Change in Regular Day Attendance by After School Attendance Category

The line graph in Figure 7 shows the relationship between change in regular school day attendance and attending the after school program. Changes in attendance from the baseline year are shown for each of five attendance categories. Changes represent the difference (+ or -) in the mean number of regular school days after school participants attended in 2010-2011 when compared with the previous year.

The green line indicates mean changes in regular day attendance for after school participants. Similar data is shown in blue for non-after school participants.

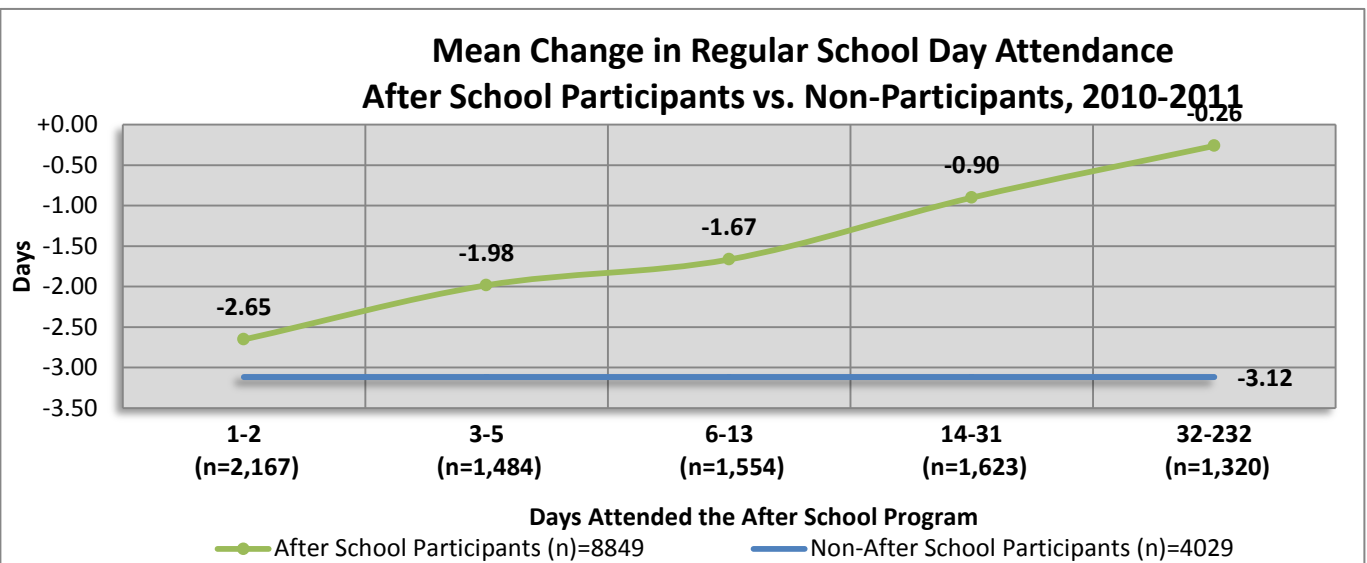


Figure 7

Mean Number of Regular School Days Attended by After School Attendance Category

The bar graph in Figure 8 shows the relationship between regular school day attendance and attending the after school program over the past three school years. Mean numbers of regular school days attended by students are shown for each of five after school attendance categories, with a zero category added for non-participants. Three differently colored bars are shown within each attendance category to represent means for different school years.

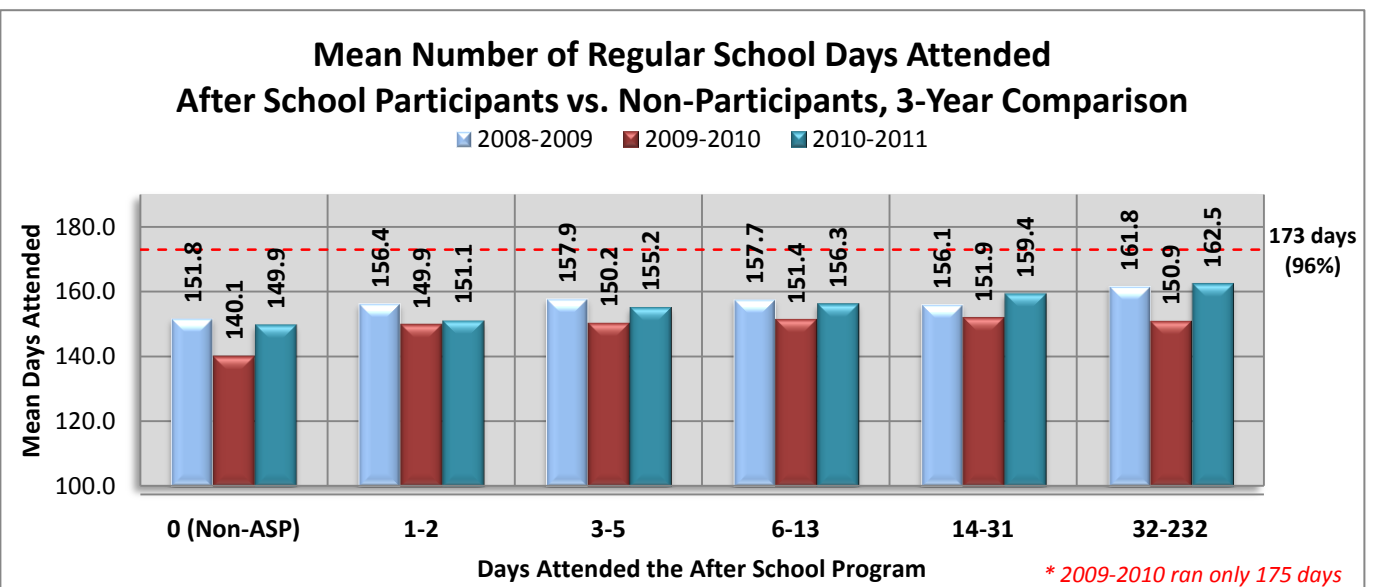


Figure 8

Percentage of Students with 96% School Attendance by After School Attendance Category

The bar graph in Figure 9 shows the relationship between regular school attendance rates and attending the after school program over the past three school years. Percentages of students with a 96% attendance rate are shown for each of five after school attendance categories, with a zero category added for non-participants. Three differently colored bars are shown within each attendance category to represent percentages for different school years.

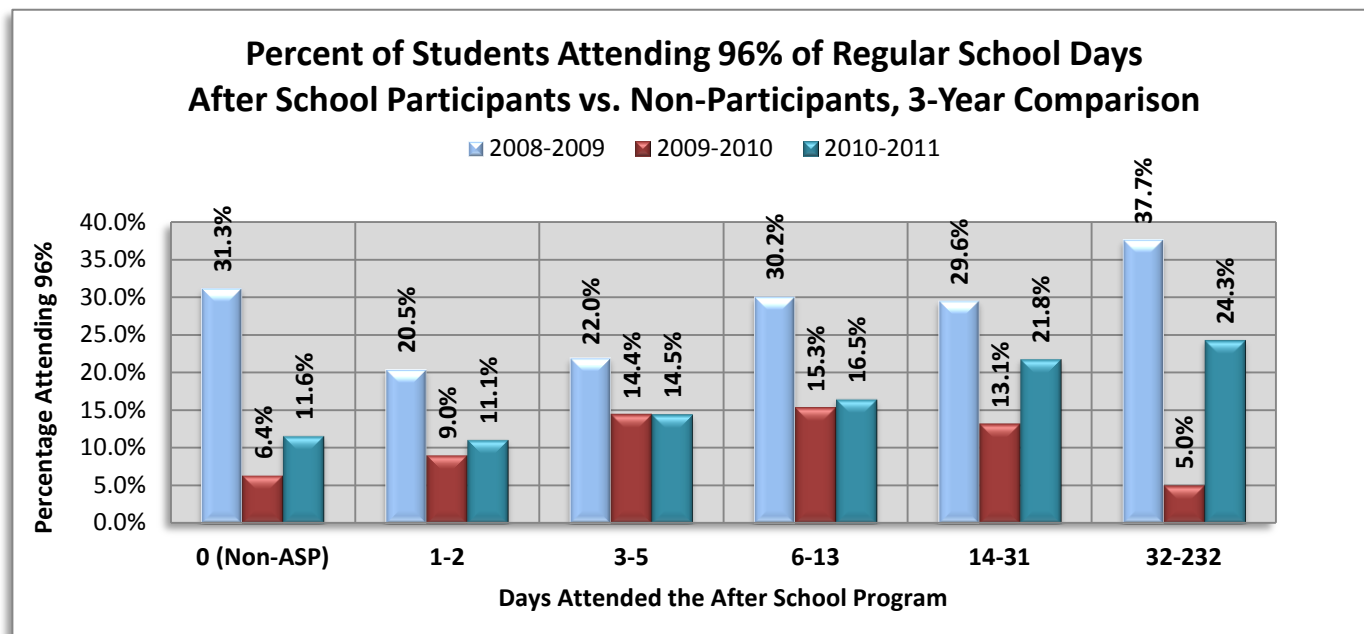


Figure 9

Section 4: Academic Achievement

The relationship between after school program participation and academic achievement in English-Language Arts (ELA) and Math was analyzed using California Standards Test Results (CST) and 10th grade passing rates on the California High School Exit Exam (CAHSEE). High school graduation rates and percentages of students Redesignated as Fluent English Proficient (RFEP) were also measured as academic outcomes.

California Standards Test (CST) Performance in English-Language Arts (ELA)

To determine the relationship between after school program participation and academic achievement in ELA, students were grouped into five program attendance categories based on quintiles (1-2 days, 3-5 days, 6-13 days, 14-31 days, and 32-232 days).

In the bar graph in Figure 10, percentages of students (in all grade levels) scoring proficient or advanced were calculated and compared among each of the five categories. A zero category for non-participants was added for comparison. Three differently colored bars are shown within each attendance category to represent percentages for different school years.

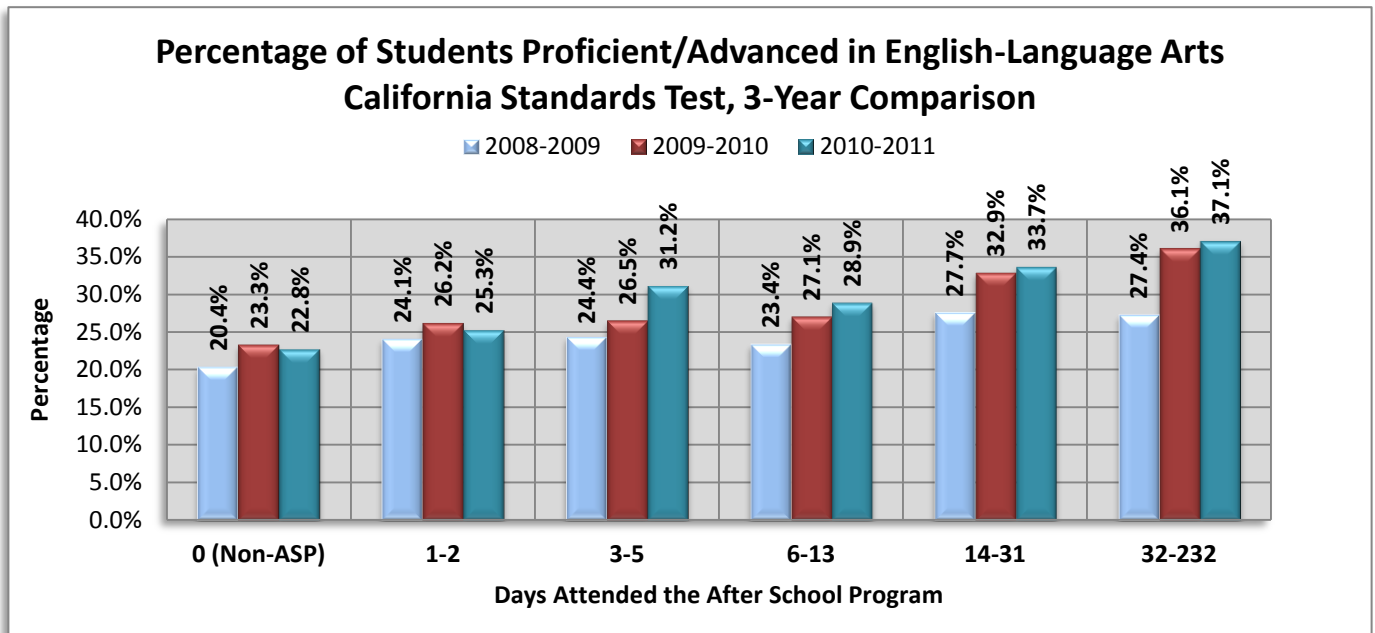


Figure 10

The bar graph in Figure 11 compares the overall mean CST scale scores in ELA of after school participants with those of non-participants for the past three school years.

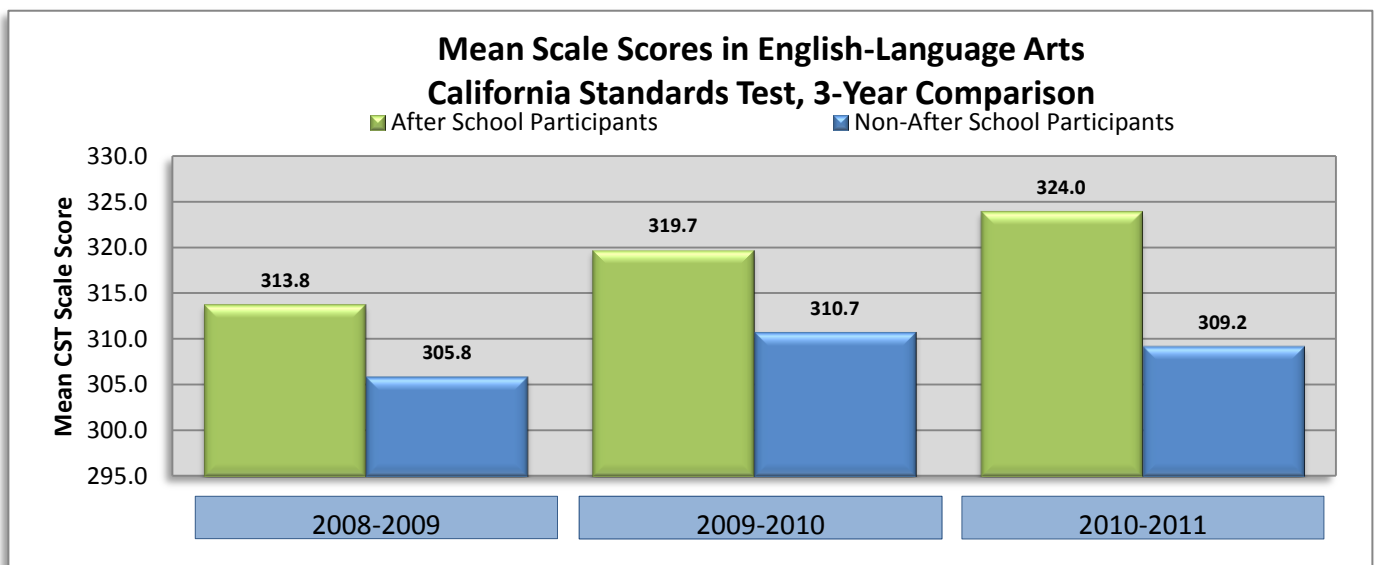


Figure 11

The line graph in Figure 12 compares the overall mean CST scale scores in ELA of after school participants with those of non-participants within each of five program attendance categories over the past three school years. A zero attendance category of non-participants was added for comparison. Differently colored lines were used to represent mean scores for each of the past three years.

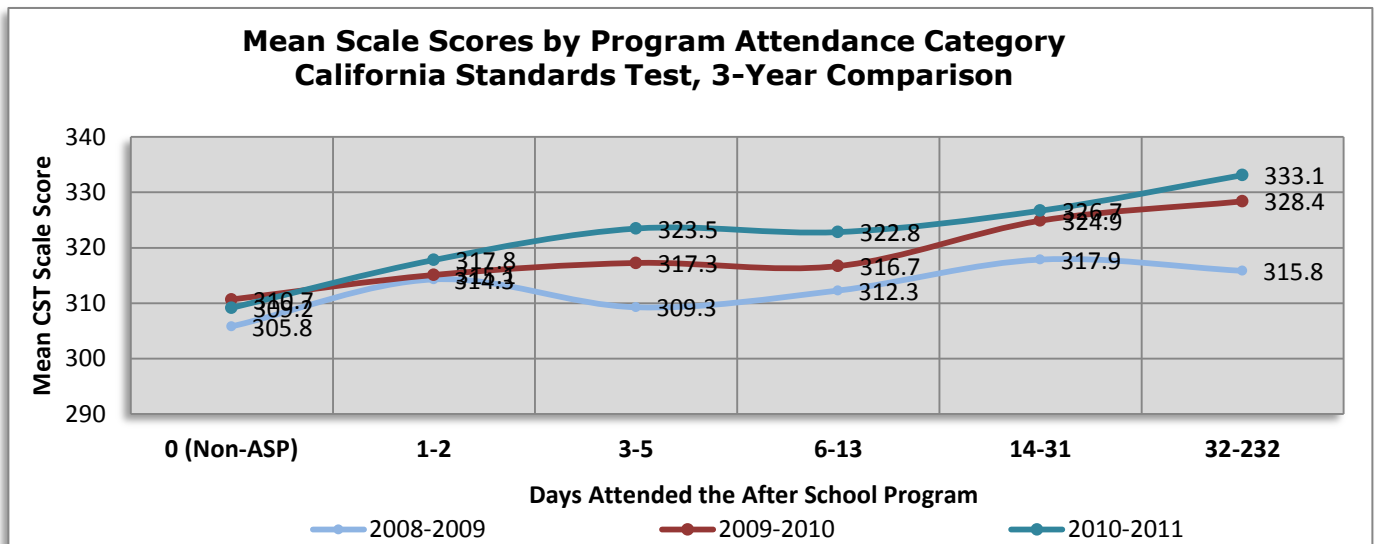


Figure 12

California Standards Test (CST) Performance in Math

To determine the relationship between after school program participation and academic achievement in Math, students were grouped into five program attendance categories based on quintiles (1-2 days, 3-5 days, 6-13 days, 14-31 days, and 32-232 days).

In the bar graph in Figure 13, percentages of students (in all grade levels) scoring proficient or advanced were calculated and compared among each of the five categories. A zero category for non-participants was added for comparison. Three differently colored bars are shown within each attendance category to represent percentages for different school years.

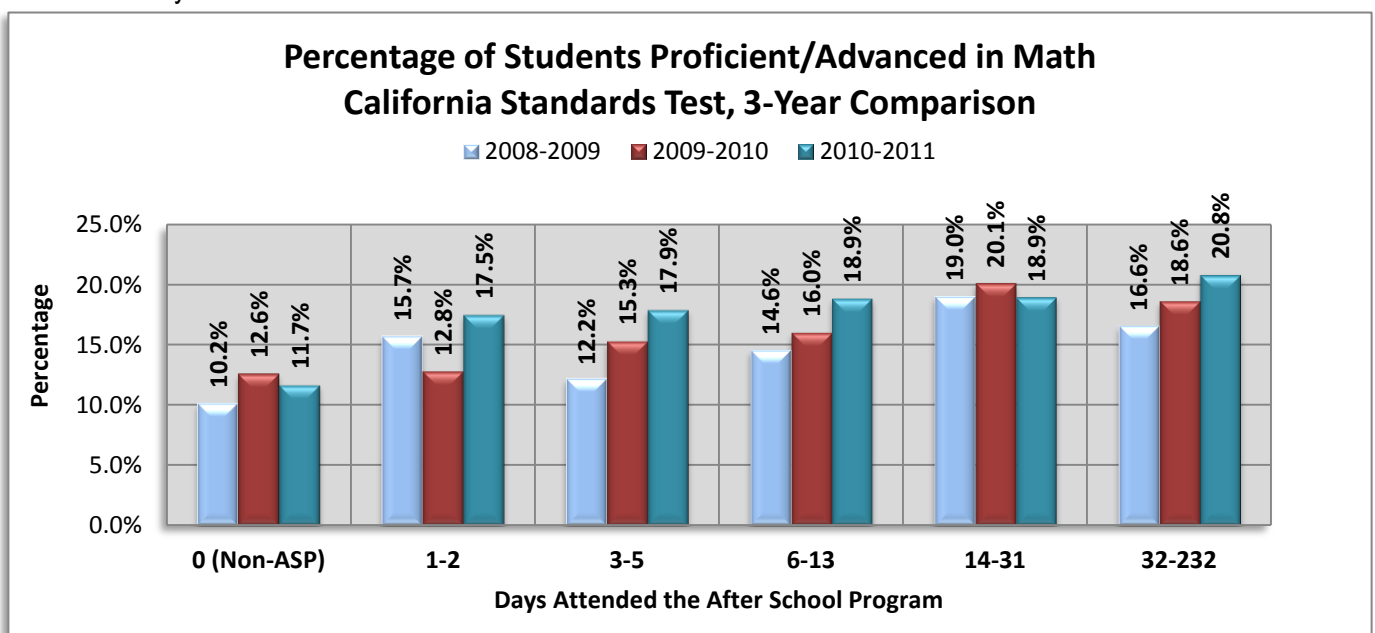


Figure 13

The bar graph in Figure 14 compares the overall mean CST scale scores in Math of after school participants with those of non-participants for the past three school years.

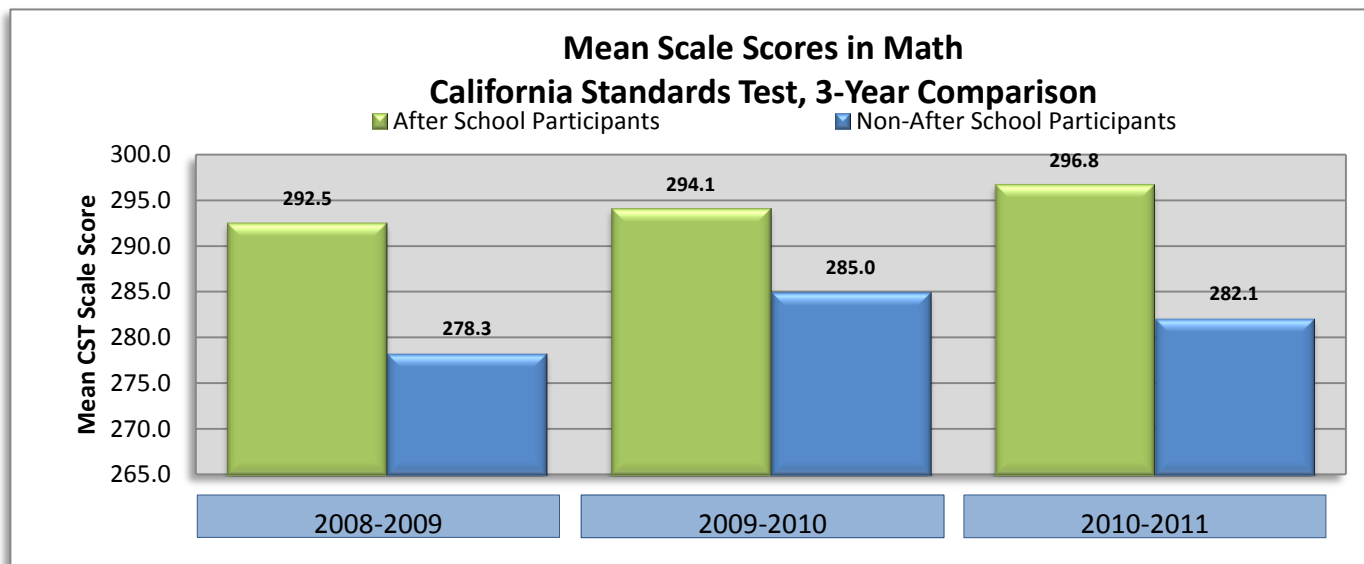


Figure 14

The line graph in Figure 15 compares the overall mean CST scale scores in Math of after school participants with those of non-participants within each of five program attendance categories over the past three school years. A zero attendance category of non-participants was added for comparison. Differently colored lines were used to represent means scores for each of the past three years.

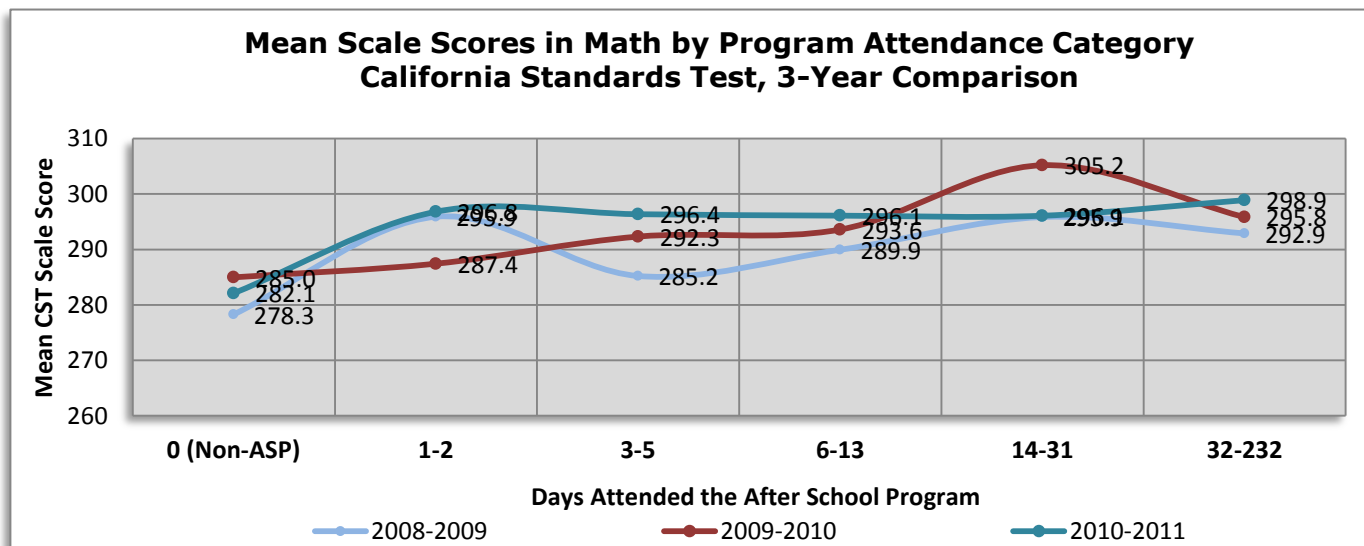


Figure 15

10th Grade CAHSEE Passing Rate

The percentages of students passing the California High School Exit Exam (CAHSEE) in ELA and Math were compared between after school program participants and non-participants in the 10th grade. These comparisons are shown for the past three school years using bar graphs in Figure 16 and 17. After school participants who attended the program for 6 or more days were included in these comparisons.

Unduplicated passing rates were used, meaning that each student was counted as either passing or not passing the CAHSEE one time during the school year, regardless of the number of attempts.

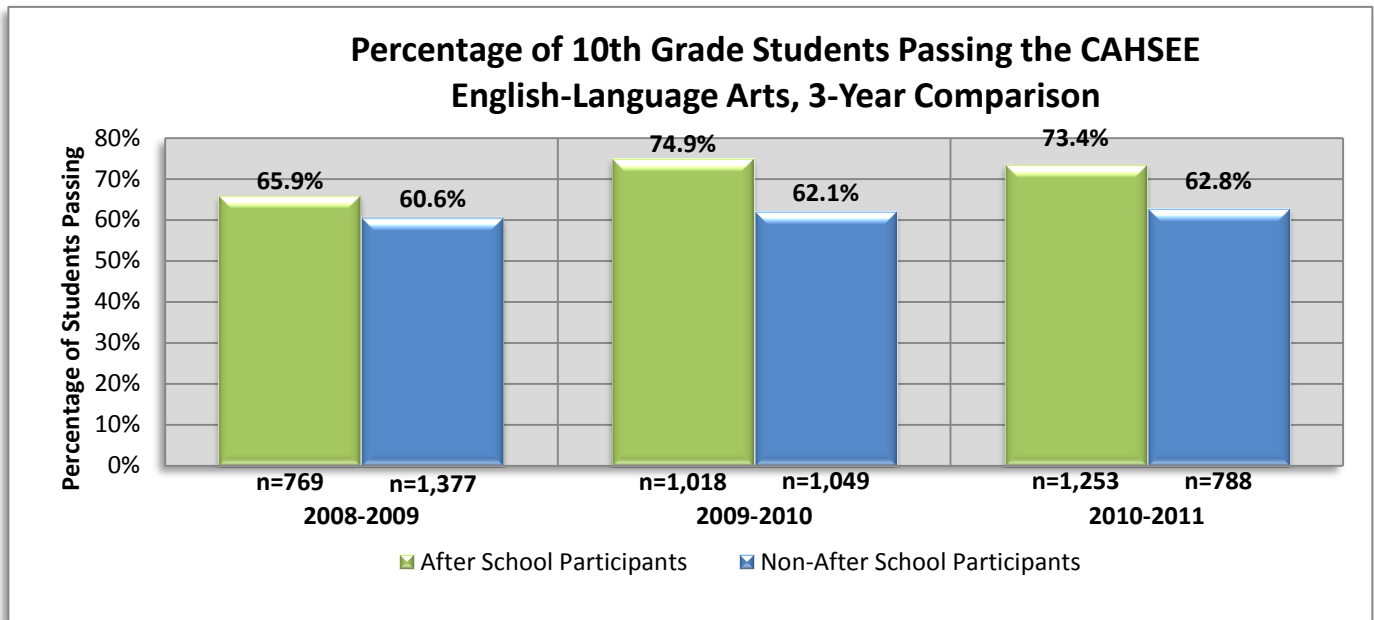


Figure 16

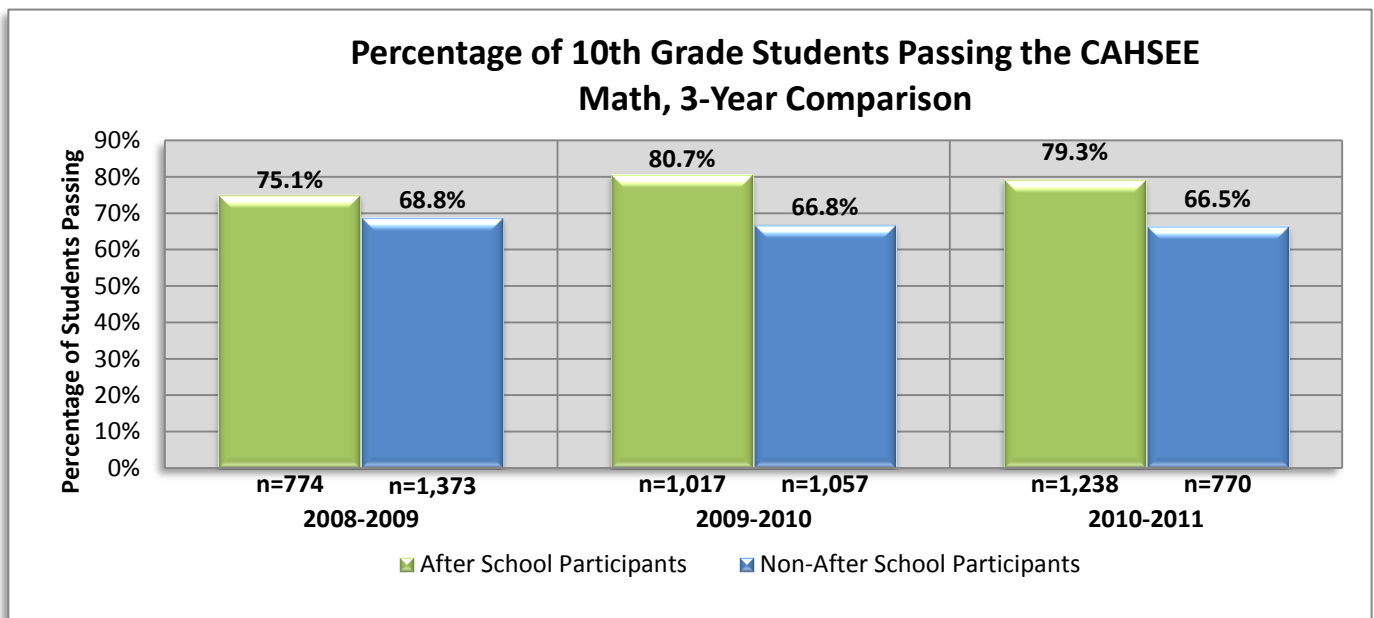


Figure 17

High School Graduation Rate

Figure 18 examines the relationship between attending the after school program and graduation from high school. The bar graph shows the graduation rates among high school seniors by the number of years they attended the after school program.

For this comparison, graduation rate is defined as the percentage of seniors who graduated within each group. Attendance groups were determined by the total number of years seniors attended the after school program while in high school. For example, students in the 2-year cohort attended the after school program for at least one day during their senior year and at least one day during one other year of high school. Non-participants are students who did not participate in the after school program during any year of high school.

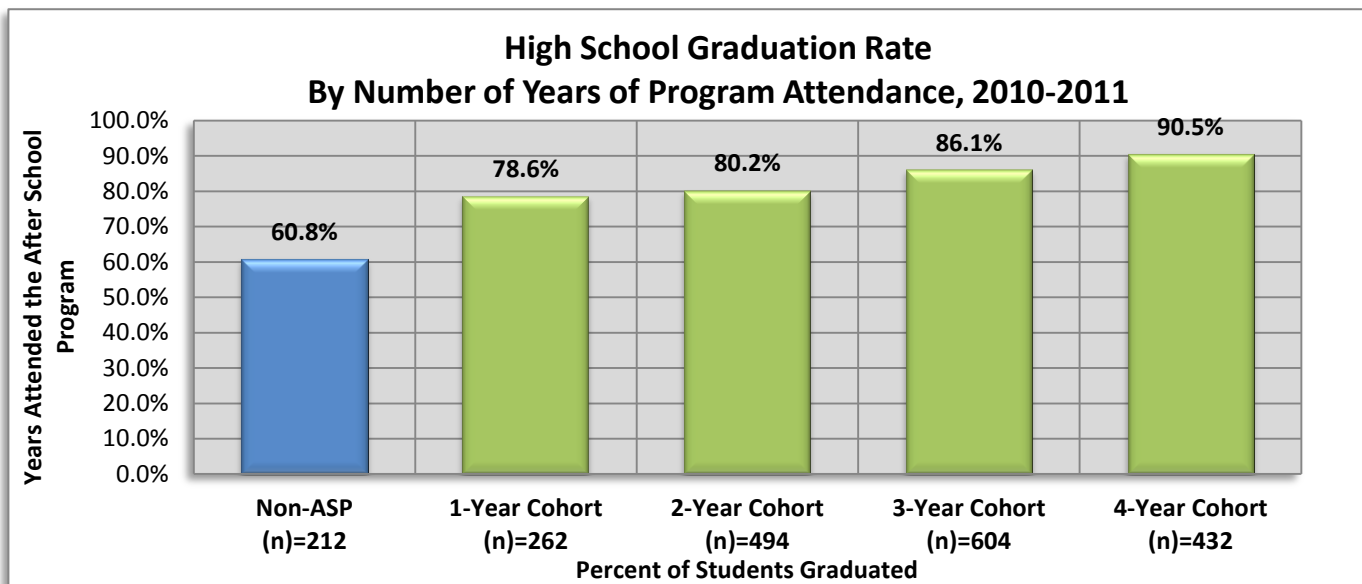


Figure 18

Percentage of Students Redesignated as Fluent English Proficient (RFEP)

The bar graph in Figure 19 shows the percentages of RFEP students (in all grade levels) for each of five after school attendance categories, with a zero category added for non-participants. Three differently colored bars are shown within each attendance category to represent percentages for different school years.

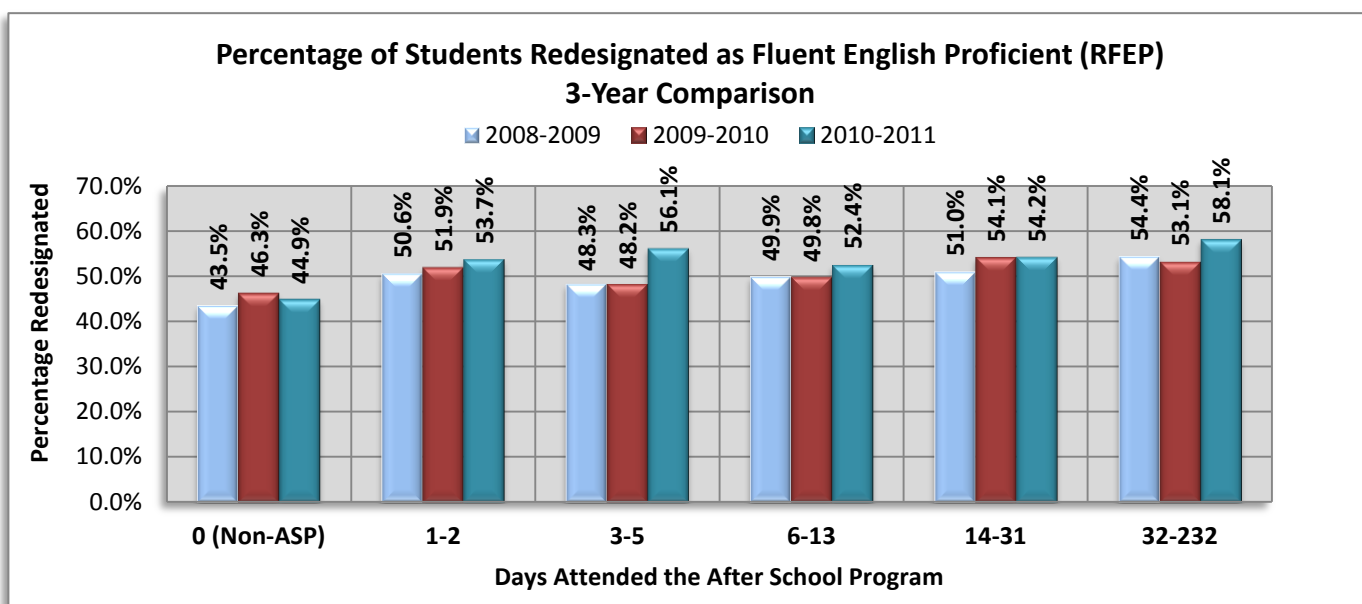


Figure 19

Los Angeles Unified Performance Meter EduCare Foundation After School Participants

	Baseline		
	2008-2009	2009-2010	2010-2011
Graduation Rate	N/A	N/A	84.4% <i>(n=1,792)</i>

	Baseline		
	2008-2009	2009-2010	2010-2011
CST English Language Arts, High School: Increase % Proficient & Advanced	25.0% <i>(n=4,358)</i>	29.2% <i>(n=5,242)</i>	30.6% <i>(n=6,263)</i>
CST Mathematics, High School : Increase % Proficient & Advanced	15.5% <i>(n=4,001)</i>	16.1% <i>(n=4,833)</i>	18.6% <i>(n=5,806)</i>
Increase in Reclassification (RFEP) rates	50.6% <i>(n=5,918)</i>	51.5% <i>(n=6,822)</i>	54.7% <i>(n=8,315)</i>

	Baseline		
	2008-2009	2009-2010	2010-2011
Increase percentage of students with 96% or higher regular school day attendance	26.3% <i>(n=5,826)</i>	11.2% <i>(n=6,749)</i>	17.0% <i>(n=8,582)</i>

Los Angeles Unified School District

Beyond the Bell

EduCare Foundation Principals Survey Results 2010-11



Principals' Perceptions of Beyond the Bell After School Programs

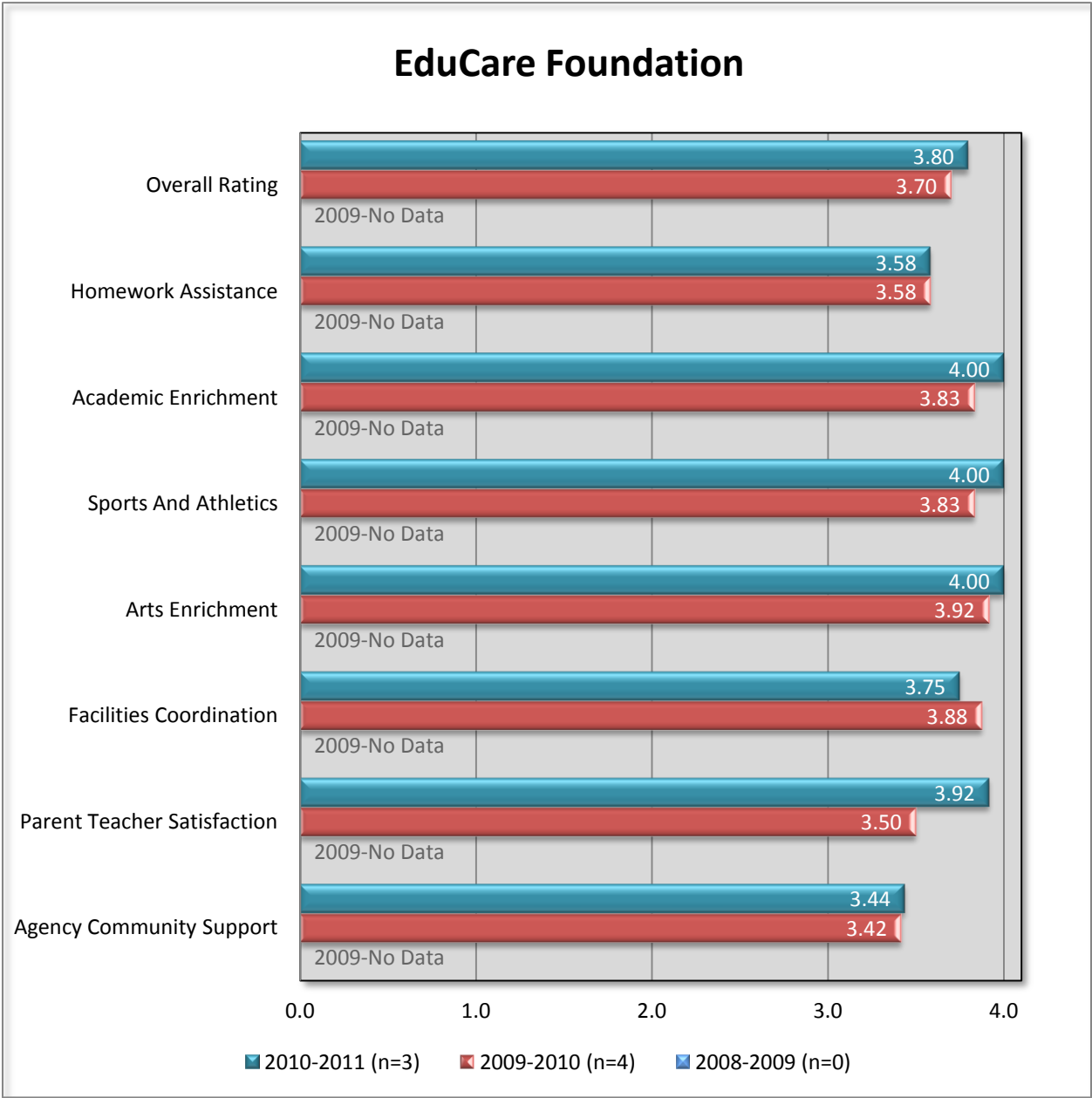
Agency: EduCare Foundation
High Schools: Bell, Jordan New Tech, Lincoln, and San Fernando

At the conclusion of the each three school year, Educational Resource Consultants (ERC) administers an online survey to principals (or assistant principals) at 52 high schools within the Los Angeles Unified School District (LAUSD) with 21st Century after school programs operated by 11 different agencies. This report summarizes survey results from the past two years for after school programs operated by the EduCare Foundation at four LAUSD high schools; Bell, Jordan New Tech, Lincoln, and San Fernando. Please note that data was not available for Jordan New Tech in 2010-11. District results from the past three years are included as an appendix.

The survey contains 51 multiple choice items designed to capture principals' perceptions of their after school program in seven categories:

- **Homework Assistance:** Quality of homework assistance provided, staff qualifications, and skills of the staff in regards to academics and student management.
- **Academic Enrichment:** Quality and variety of academic enrichment activities, and staff qualifications to lead these activities.
- **Arts Enrichment:** Quality of the art, music, dance and dramatic activities and the staff who lead these activities.
- **Sports & Athletics:** Quality and variety of sports and other athletic activities, and the staff's qualifications to lead these activities.
- **Coordination/Use of Facilities:** Quality of communication with the after school program, cleanliness of rooms and facilities, safeguarding the school's equipment.
- **Parent/Teacher Satisfaction:** Principal opinion of parent and teacher ratings of how well the after school program safeguards students and overall ratings.
- **Agency/Community Support:** After school program's effectiveness in keeping principal informed and satisfying requests/requirements; the support the after school program receives from local businesses, community-based organizations and colleges.

Survey methods, items, and reporting is a replication of a similar survey that is simultaneously conducted among LAUSD's elementary after school programs by Research Support Services (RSS). On the graphs in this report, each bar represents a mean score for multiple principals' responses to multiple items within a particular category. For each survey item, principals evaluated an aspect of the after school program on a scale of 1-4: Excellent (4), Good (3), Fair (2), and Poor (1). The lowest possible score on an item was 1.0. Items with no response were dropped from the analysis.



Appendix

District-Wide Principal Responses

