

COLORADO LEARNING CONNECTIONS REPORT:

ANNUAL REPORT 2019

March 1, 2020

SUBMITTED BY: **ASHLEY HOTZ (EXECUTIVE DIRECTOR)**

PROGRESS TOWARDS IDENTIFIED GOALS

Colorado Learning Connections has two major goals established for the 2018-2019 and 2019-2020 academic years:

1. **First Goal:** Maintain a full-time learning center that provides a full menu of personalized educational services for pre-kindergarten through post-graduate students throughout Summit County.
 - a. **Progress:** In 2019, we delivered 3,641 one-on-one instructional hours to 120 students ages pre-K through adult, meeting our first goal.

2. **Second Goal:** Expand the demographics of students served to better reflect the general population of Summit County through increases marketing, volunteerism, and subsidized rates.
 - a) Establish a minimum of three “neighborhood satellite programs” within the local Summit County community by the end of the 2019-2020 academic year.
 - b) Increase our community partnerships by 50% by the end of the 2019-2020 academic year.
 - a. **Progress:** In 2019, we established a satellite program at Silverthorne Elementary and another is in progress at Dillon Valley Elementary, which allows us to pay for onsite after school tutoring. This service extends our community reach by alleviating issues of transportation and cost for our underserved populations.
 - b. In addition, a volunteer peer to peer and cross generational (seniors paired with youth) tutoring program is being established in partnership with and on site at the Senior Center in Frisco.
 - c. In 2018, we established a partnership and satellite location at the Silverthorne Recreation Center, where we taught Study and Splash, a small, group workshop designed to help students stimulate their brains by making the swimming pool and the gymnasium their classroom.

- d. In addition to maintaining our existing partnerships, we have developed a strong partnership with Mountain Mentors wherein they refer their clients to us. We have a standing weekly meeting for consultations as a direct result of these referrals, and Mountain Mentors have participated in providing rides to students to access our OOSP program
- e. We have also developed a stronger relationship with Family Intercultural Resources Center (FIRC), wherein they also act as outreach on our behalf and have agreed to hold a standing seat on our board of directors in advisory capacity, as well as include our materials in their home visits as part of their existing programs.

OPENING OPPORTUNITIES SCHOLARSHIP PROGRAM REPORT

	2018	2019	Percent Increase from '18 to '19	Secured for 2020 Thus far	Projected for 2020 but not yet secured	Percent Increase from '19 to '20 projected
Number of students enrolled in OOSP	5	23	460.00%	13	100	218.00%
Individual Donations Raised and Allocated to Scholarships	\$614.83	\$3,766.42	613.00%	\$6,541.20	\$30,000.00	797.00%
Foundation Giving (Grants and or Corporate) Allocated to Scholarship	\$3,525.00	\$5,000.00	142.00%	\$20,000.00	\$70,000.00	1400.00%
Total Funds Allocated	\$4,139.83	\$8,766.42	212.00%	NA	NA	NA

Please note that as second semester coincides with the start of the fiscal year 2020, we have had some turn-over in students who would have used OOSP first semester but not yet in second semester. In other words, the program is not losing numbers. We also have several who

are in the scheduling process, so we expect this number to surpass 2019's within the next month.

Please note that 100 is our current goal if we raise and secure funds as projected. It is not meant to be a limit; we will serve more if circumstances allow us to.

Please note this number is what has already been raised in 2020, and while we are attempting to make a nearly 800% increase in our fundraising efforts over last year, we are only 8% of the way through the year and already have raised 22% of our goal funds.

Please note that we currently have one other ask to the Coors foundation out for \$20,000. We also intend to apply for several others in the upcoming amounts until we reach our identified goal. Although we also are setting a 1200% growth curve in this area of fundraising as well; we think it is excellent that we have already grown this category 400% in the first 8% of the year and already have asks/application submitted to reach the goal number, should they be granted.

Finally, although we grew total funding by **212%** from 2018 to 2019, we grew the total number of students served by **460%**, we are not anticipating we will be able to produce this much corresponding growth in student numbers in 2020 as we anticipate that with the growth of our satellite programs, we will be seeing more students funded at 100% and 75% than we previously have. Again, 100 is not a limit by any means; just a target estimate

STAFF UPDATE

3. **Employees:** In 2019, CLC had 3 full time administrative positions in the spring, and two for the remainder of the year. As we navigated a minor decrease in sales, we have since (in 2020) replaced this position again. Additionally, we have hired two part time assistants.
4. **Contract Workers:** During the course of 2019, CLC contracted with a total of 16 individuals to deliver tutoring hours to students.
5. **Volunteers:** In 2019, we grew our list of volunteer tutors to 8.
6. **Credentials:** Of our 19 paid staff members, 9 hold Master's Degrees and one holds a PHD.
7. **[Link to Current Staff List](#)**

STUDENT OUTCOMES

In order to track and measure student outcomes, CLC relies heavily upon both testimonials and survey results. When it makes sense to collect measurable, objective data (e.g. test scores), we use and evaluate these as well. In today's test-driven learning environments, we have found that most of our clients are not looking for another test in order to analyze learning.

8. Survey Results Fall 2019

The most recent survey for which all data is completely aggregated was sent in August 2019 to every family who attended during the spring semester of 2019 and/or over the summer of 2019, approximately 80 families. To encourage a higher response rate, each client who responded was entered in a drawing to win 4 free tutoring sessions or a \$50 Visa gift card. This survey yielded 19 respondents, a response rate of approximately 20%.

Results for Question 1: After tutoring at CLC, was there a change in your student's confidence level? If

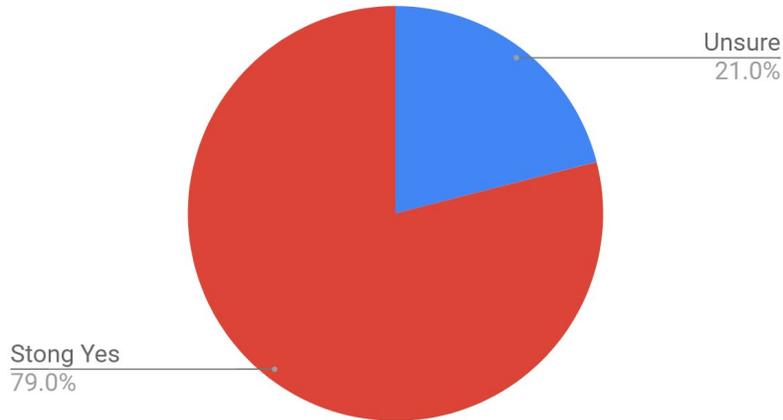
so, please describe how it changed.

15 out of 19 indicated a “Strong Yes”.

4 out of 19 indicated they were “Unsure” or Unable to report at the time of the survey.

0 out of 19 indicated that no change had occurred

Increased Confidence Levels after receiving tutoring at CLC



Notable Comments from those reporting a “Strong Yes” in answer to Question 1. (All grammar has been left as it was written in the response itself).

1. Chanel had more confidence in all aspects of writing. So much so she was one of 11 selected to read her creative writing piece in front of the entire 6th grade
2. Yes. My daughter was feeling stupid at school, but after her time at CLC, she realized she was bright and could do challenging work
3. Yes. He is excited for math again and finished up his edgenuity without arguing with me!!
4. Yes, my son felt like he understood some math concepts that had been alluding him. The one-on-one attention resulted in him believing that he finally had a grasp of some content that he needed to be able to succeed going forward in his class at school.
5. Yes, our son was more confident because of the encouragement and support he received
6. Most Definitely!!! She went from a negative struggling feeling to a receptive positive growth and sense of pride in her accomplishments. She sees the reward of hard work
7. yes. she was far less anxious and agitated when approaching math and taking the sat

All Comments from those reporting they were “Unsure” or Unable to report at the time of the survey in answer to Question 1. (All grammar has been left as it was written in the response itself).

1. Involved in a short program; not much chance for confidence change.
2. I think so, but still waiting for school to start and standardized testing to know better.

3. not sure yet as we are not back in school, this was a summer tutor session
4. He didn't need to re-take his SAT but continues to want to so he can see for himself if there is improvement

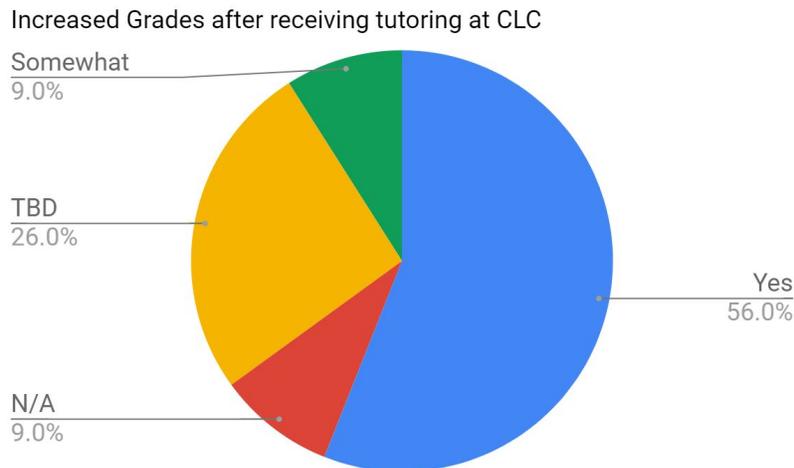
Results for Question 2: Were your student's test scores or grades impacted by having tutoring? Please explain.

9 out of 19 indicated that grades definitely had improved.

2 out of 19 indicated that grades had improved somewhat

2 out of 19 indicated that this question did not apply to them (e.g. they came over the summer and were not seeking a grade as an outcome).

5 out of 19 indicated that they could not yet report as school was not back in session long enough or they had not yet tested.



Responses to question 2 were very straightforward and short and are well represented with the data/display above; thus no additional comments have been provided.

Results for Question 3: Will you use our services again and/or recommend us to others in the community?

19 out of 19 or 100% of respondents indicated that they would use our services again and recommend us to others with many indicating that they already have! However, several mentioned that cost was a

concern.

Results for Question 4: Were you aware of our scholarship programs? If so, did you apply? Why or why not?

The results for question 4 have little to do with student outcomes. Rather this question is aimed at increasing visibility for our scholarship program.

Results for Question 5: Is there anything else you would like us to know or do you have suggestions on how we can improve our services?

Notable Comments: (many chose to simply type they had no recommendations for improvements).

1. We are so grateful for the scholarship that was given to our son. Thank you!
2. Nothing comes to mind right now... You all do such a great job already.
3. I think you are a great service to our community. My past experience with SAT tutoring was not good and it was very expensive. Thank you.
4. We are so appreciative of your services and know that it helped our child/family through a difficult time with traditional school.
5. We appreciate this resource and support
6. Thomas made all appointments with no fighting. That says a lot.

9. Noteworthy Testimonials

In addition to the 2019 fall survey results, we have the following testimonials resulting from direct asks utilizing the following prompt. Please tell how CLC made a difference in your life (3-5 sentences).

Susie Tunks: (Parent of high school student who used tutoring, test preparation and college consulting services in 2019)

I just want you to know how much our family values and appreciates everything you have done and continue to do for us! You are a tremendous help in so many areas of Naia's academic endeavors, and I am so grateful that we have you in our lives! You have also been a support to us financially, which has made a huge difference in getting the help Naia has needed. Not only have you been invaluable in her tutoring sessions, but you have been

an emotional support to her as well, which I value most of all: life is hard, but having you walking this path with Naia, I can see that she has so much more confidence to travel forward!

Olya A. (student using CLC services in varying capacities from 2007 through her graduation in 2013)

The impact CLC has had on my life is absolutely tremendous. I wouldn't have made it through high school if it weren't for the staff over at Colorado Learning Connections. CLC taught me what it meant to really learn and inspired me even when things got tough and I really didn't want to. CLC gave me the outlook on life that then was able to open many new opportunities like going to college, being a student athlete and also succeeding in the real world.

Liam A. (student using CLC services in varying capacities from 2008 through his graduation in 2014)

I first attended Colorado Learning Connections when I was in sixth grade. I needed tutoring in math because my epilepsy was making me miss weeks of school. CLC helped me to keep track of my schoolwork as I tried to fight epilepsy, eventually having surgery to remove a piece of my brain. The surgery helped, but I continued to struggle with math. I don't think I would have graduated without their support. I am 24 years old now, and they are still helping me. When CLC became a non-profit, I sat on their board and received valuable mentoring, which gave me the skills to start a tutoring program at my college. CLC has always been there to help me through school. Because of CLC, I was able to graduate college and further my education. I owe CLC a lot because they were able to help become a better person and learn to thrive.

Stephanie Anzivino: (parent of an autistic student who received services from 2016-2018)

We had the great fortune to be referred to Ashley and CLC three and a half years ago. My son was starting a new school and we knew he would need academic support. What we received from Ashley and her team was so much more than that. For 3 years she and her team provided excellent tutoring but just as or more importantly, she provided emotional and strategic support in advocating for him at his school and his future. She became a crucial and trusted resource for our family. We couldn't have done it without her. She and her team bring a depth of knowledge and caring that has made an enormous difference in my son's life. I would recommend CLC to any parent.

Chris A. (student using CLC services in varying capacities from 2007 through his graduation in ___)

I am a completely different person, in a good way, because of CLC. They helped me believe in myself and the work that I was doing. For the longest time, I had a very hard time learning because of a learning disability,

but CLC was able to help me understand ALL of my courses. In a matter of weeks, I went from being super down, to actually loving to learn again, and that is something that I cannot ever pay back. With them, I was able to graduate high school and go to college.

Lukas C. (student using CLC services in varying capacities from 2007 to present)

CLC has been a major part of my life. CLC kept me motivated and how important it was for me to properly manage my time and projects I think if I had not had these challenges, I would have fallen by the wayside. I would not have been able to cope with the schoolwork without all the tutors I had throughout the years. As my needs changed, CLC knew when I needed different tutors. My CLC experience changed as I matured and went from elementary school to middle school to high school. In addition to tutoring I went to CLC for during summer camps and college SAT preparation.

In elementary school CLC's focus was two-fold: How to cope with my sensory integration issues that really impacted my ability to write and keeping me challenged in the other classes that moved slower and did not delve into the depth that I needed. CLC worked with the occupation therapist from the elementary school. And my speech teacher on methods and skills that I could use to express myself and physically write. I was taught cursive so that my thoughts would stay connected! I can remember how impressed some of my classmates were! Later the need. Changed to dictation and ultimately with the computer, I am able to compose papers. It has been a long process of learning how to organize my thoughts for writing. These skills were then needed for other courses as the grades progressed. Tutoring taught me how to break down work into smaller chunks. By doing so I was able to focus on the work in front of me and not get overwhelmed. In fourth and fifth grade, my learning needs changed. I was to work in groups and was to do a great deal of homework problems. My sensory integration in the group setting would overload with all the movement, constant talking, writing and changing directions. CLC worked with me on how to work in these group settings. They worked closely with the IEP teams throughout elementary school

I really loved the CLC summer programs during my elementary school years. These programs ranged from volcanoes and dinosaurs, animal behavior and wildlife but the rocket camp ignited my interest in science, space exploration and rocketry. These camps or programs coupled with Keystone Science School and theater filled my summers and my love of learning.

Middle School was the worse for me because the teachers refused to work with me. I tried the Peak

School initially for sixth grade and that was a nightmare. I was then caught between the Peak School and the School District's refusal to accept my learning plans from elementary school. I had to go to Linda Moon Bell for testing and verification for the school district. CLC again became my advocate and I was working with tutors three days a week while in middle school. Again, everything changed because it was so many teachers and the focus now was a change in the grading system and the use of the rubric to judge the learning standard. I would say the focus in Middle School was spent on time management and work completion especially on larger projects. CLC constantly worked with me on breaking assignments down. And how to align with the learning standards. The hardest part was learning to write down and show every step in a problem. It seemed so tedious to me then. Middle School through much of High School, time management and organization for task completion was a focus of CLC. Without CLC I would not have survived middle as a mentally healthy student. I was thrilled when I moved onto high school

The last 4 years of CLC has been the most critical for me because now the grades counted. I was resistant to following the IEP and the accommodations I was allowed and was the master of procrastination! However, I knew I had to stay on track for good grades. As the math and science concepts became more advanced and complex, I had to learn study skills and how to layer the concepts learned. CLC really came to my rescue and often had to spend extra time with me to get me back on track. Up to this point, I never really had to study for a test but that changed especially in math and science. CLC taught me I had to master the previous material or concepts because they built on one another. To add to it, some of the concepts would apply in some chapters but not others, so keeping on top of the concepts and formula was critical. CLC taught me how to break down concepts, look for patterns, organize my work, go step by step and not to procrastinate. The procrastination on very complex work took the longest for me to address and change. I would complete all the assignments for other courses first because I knew the complex math would take the longest. This would put me behind. CLC has always worked my teachers that were willing to engage. By doing so, ever so slowly I began to understand and have the ability to incorporate the time management with the study skills. Finally, by my senior year I have been able to apply the organization skills, break out of problems into manageable working sessions so that I have not required as much tutoring time.

I truly believe without CLC, I would not have stayed engaged in high school at all and would not be applying for colleges to pursue my dream of aeronautical engineering. because of the complexity of the concepts required me to study and learn in a different manner. I have had so many great tutors that. Changed as my needs changed. I have spent hours upon hours with Ashley and Dani. They literally have known me almost my entire life. I worked closely with Bonnie in late elementary and middle school. The last two years with. Mariko has been a tremendous asset. She gets me and knows my weaknesses and how to get me and keep me on track. I know my family has always been grateful that CLC is in Summit County.