



2014 ANNUAL REPORT

Report date: March 24, 2015

Brandy Fenderson, Executive Director

The volunteer reading buddy flipped through a stack of flash cards. She was surprised to see the word "together" in the mix. The child she was working with was having trouble reading 3 and 4 letter words.

"There it was – the word 'together.' That one really stumped him," she remembers. After multiple times through the stack, the boy got a tenuous hold on the word, and the volunteer praised him profusely. But the session had been very stressful and frustrating for him. They had gone over their allotted time, and he needed to get to lunch before recess.

"I expected him to bolt to lunch," said the volunteer. "Instead, he picked up a pen and slowly started writing – t o g e t h e r – sounding the word out as he went. We were both thrilled."

Stories like this happen every day at East Nashville Hope Exchange. Together, we are improving the literacy of at-risk children in East Nashville. Together, we are building relationships, delivering high-quality programming, and championing a life of success for each child.

Together.



East Nashville Hope Exchange

East Nashville Hope Exchange (ENHE) is a non-profit organization focused on improving literacy of at-risk children in East Nashville. ENHE offers an intensive 6-week summer program staffed by certificated teachers and community volunteers, as well as a strong follow-up program during the school year which includes monthly workshops, home visits, and progress monitoring with schools. ENHE provides a supportive, structured and safe environment where children can learn and have fun. ENHE serves children from schools in the Stratford and Maplewood clusters.

Mission: To improve literacy of at-risk children in East Nashville.

Vision: Reading for Life.

Core Values: We are passionately committed to:

- Building **relationships** – with children, families, teachers and the community
- Delivering **high-quality** programming
- Championing a life of **success** for each child

Purpose of Annual Report

This annual report is intended to provide a summary of the activities, successes, and challenges of the ENHE program for Calendar Year 2014. As a program, ENHE holds itself accountable to its stakeholders—its generous donors, the supportive East Nashville community, its many volunteers, and the children and families who participate. We strive continually to learn and grow as a program through an ongoing cycle of evaluation and analysis of the program's accomplishments and shortcomings.

2014 Objectives at a Glance

(A checkmark indicates that the objective was met)

Enrollment/Participation

1. Enroll at least 42 East Nashville children in the 2014 Summer Program and ensure that participants enrolled in the summer program meet at least one of the following at-risk categories: (a) read below grade level, (b) low-income, as evidenced by eligibility for free/reduced lunch, (c) single-parent family, or (d) minority. ✓
2. Summer program student attendance will be at least 90% and families will participate in the School Year Program by attending monthly family workshops and engaging with ENHE staff for monthly follow-up. ✓

Literacy Development

3. Families will read with their children for at least 15 minutes daily. ✓
4. At least 90% of participants in the summer program will maintain or show positive gains in at least 3 out of 4 adopted literacy assessments (sight words, phonics, fluency, and instructional text-level) ✓
5. At least 90% of families will report in an end-of-school-year-program survey that they are better able to help their children read as a result of participating in ENHE. ✓

Community Connections

6. Engage volunteers from the community in the summer program as readers, guest artists, and general program support and partner with community organizations for programming and services. ✓

Detailed Performance on Objectives

Enrollment:

ENHE enrolled 42 students in 2014. All students attended a school in the Maplewood or Stratford cluster schools, and each student met at least one criteria of 'at-risk' status.

- Free/reduced lunch: 41 students (98%)
- Minority: 41 students (98%)
 - African-American: (86%)
 - Hispanic: 5 (12%)
- Students reading below grade level upon enrollment: 30 (75%)

Stratford Cluster			Maplewood Cluster		
Ross	9	21%	Glenn	3	7%
Warner	8	19%	Hattie Cotton	5	12%
Kirkpatrick	7	17%	Caldwell	6	14%
Rosebank	1	2%	Chadwell	2	5%
East End Preparatory	1	2%			
Total	26	~62%	Total	16	38%

Participation:

Summer Program Student Participation: Average daily attendance was 39 students, or 93%. Student absences were attributed to factors such as transportation issues, family illness/death and incarceration of parent. ENHE staff helped to resolve transportation issues by connecting families for transportation support.

Summer Program Family Participation: The 33 Summer Program families had 49 adults who regularly participated in the summer program by attending workshops, volunteering in the program, and reading nightly with their children. Attendance at family engagement workshops improved in 2014 over previous years, with over 80% of families attending each workshop.

School Year Program Participation (students and family): Out of the original 33 families who enrolled in the 2014 summer program, 24 families participated in the School Year Program workshops. Among the 9 families who did not participate, reasons included sick relatives, homelessness, relocation out of Davidson County, and children now reading at grade-level.

Plans for Improvement in attendance/participation: Beginning in the 2015/2016 School Year Program, ENHE will hold a make-up workshop each month for families who have scheduling conflicts on the day of the workshop. ENHE is exploring ways to use technology and social media to increase participation. Beginning in 2015, any student who has 4 or more absences during the Summer Program will be required to attend the School Year Program workshops regularly in order to have priority enrollment the following summer.

Literacy Development:

Summer and School Year Program students showed progress in literacy development, and families reported they are receiving the support they need through ENHE's programs.



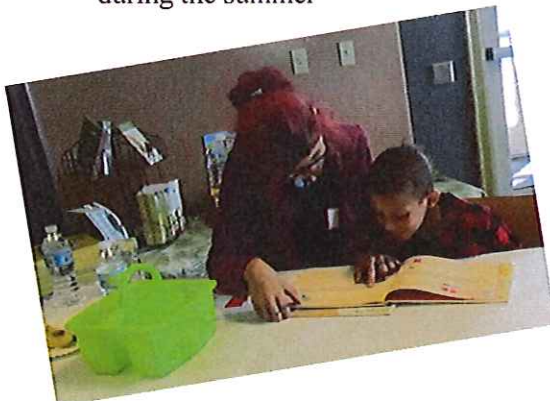
Summary of Student Assessment Results:

- 40 of 42 (95%) students either maintained their current level or showed gains in at least 3 areas of assessment.
- 36 of 42 (84%) students either maintained or showed gains in all 4 areas of assessment.



Summary of Family Reading:

- 74% of the 42 students read and logged in their Home Learning Folder on a regular basis (at least 50% of the time).
- Families read a total of 2,201 books during the summer



Parent Survey Results, Summer Program:

100% of parents reported that they were better able to help their child read as a result of participating in ENHE.

When asked what they liked best about the Family Engagement program, parents replied,

"Well to tell you the truth I can't pick one I like everything cuz it help me understand how I can help him more."

"The family nights on Tuesday and the different ways to help your child read!"

"The books coming home every day."



Parent Survey Results, School Year Program:

In September 2014, ENHE began collecting evaluations after each School Year Program workshop. As of December of 2014, in 100% of the evaluations received parents said they are better able to help their child read as a result of participating in ENHE.

When asked what they have learned from the ENHE School Year Program, parents replied:

"We learned how to help children love reading by choosing books about things they like."

"To look at the pictures in a book to discover what the book is about before we read it."

"Do everything you can to be a better model."



Community Connections:

Volunteers: 122 volunteers, including 11 volunteers from student families, contributed 1764 hours to the summer program. Volunteers served in the areas of planning and development, reading buddies, guest readers, field trip chaperones, family enrichment dinners, clerical/office support, lunch and snacks, and tutoring.

Guest Readers: The 2014 Summer Program had a wonderful and diverse line-up of guest readers including authors, government officials, business leaders, human rights activists, a weatherman, an attorney, leaders in education, student family members, Mounted Police officers, a community volunteer, a newspaper reporter, and a doctor. Racial demographics of the Guest Readers are:

- 12 African-American (55%)
- 2 Hispanic (9%)
- 1 Chinese (4%)
- 7 Caucasian (32%)



Community Partners: ENHE partnered with a variety of sources to help make the 2014 program effective. Five elementary schools in East Nashville helped identify students who are good candidates for the program. Office Depot provided backpacks and supplies for the students. The President of *Children are People* spoke with students and led a Family Engagement session. Calypso Café is displaying the mural painted by ENHE students, and Shelby Bottoms Nature Center is displaying the Freedom Quilt the students made. The following community organizations helped with food, book acquisitions, field trips, volunteers and arts activities:

- Week of Hope
- Ride for Reading
- First Book
- Street Theatre Company
- Community in Schools
- Flowerpot Press
- Sierra Club, Inner City Outings
- Book 'Em
- Second Harvest
- Fifty Forward
- Metro Action Commission Summer Food Service Program



Additional Program Information

“My Family, My Community, My World”

The 2014 programs were organized around the theme "My Family, My Community, My World." Students learned about and discussed their role in civic life. Discussions focused on questions linked to the theme, My Family, My Community, My World, and were informed by the children's experiences in reading excellent children's literature, interacting with community Guest Readers, participating in project-based learning, and taking field trips to seek first-hand knowledge.

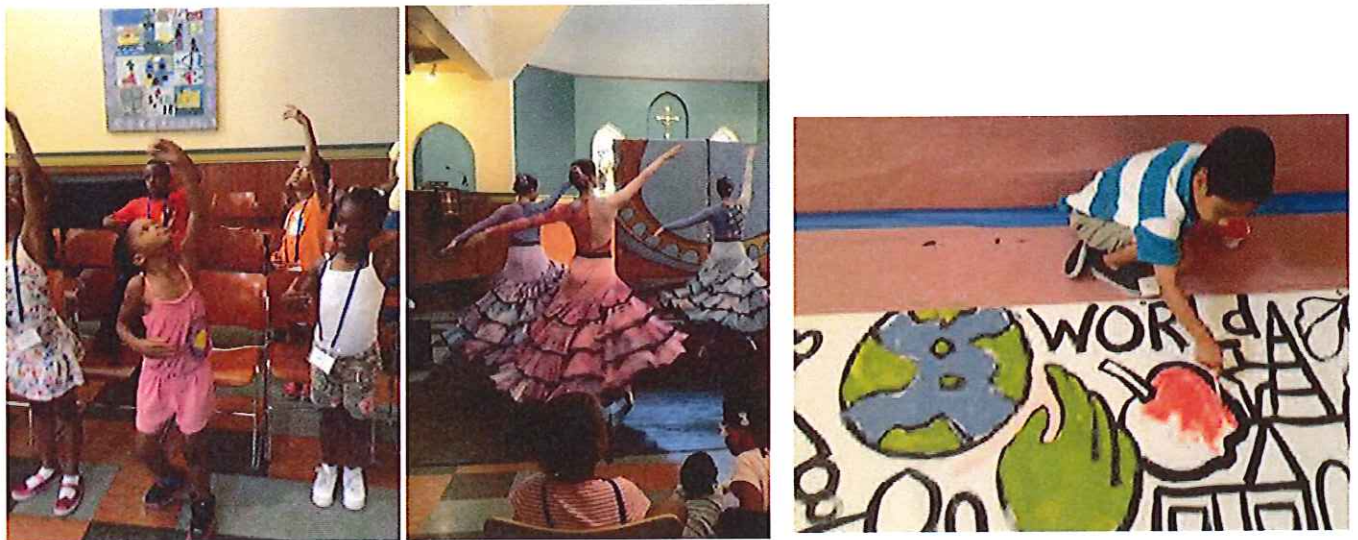
Curriculum

- Teachers used **theme books** as a springboard for exploring essential questions tied to the theme, My Family, My Community, My World.
- The **A-Z curriculum** for phonics and leveled readers was used in leveled reading groups and independent reading times.
- The **FCRR curriculum**, which is free and research-based, was used by teachers during center time and was very effective.
- **Technology:** Funding from the Dandridge Trust provided iPads for teachers to access the online curriculum, which greatly increased teacher effectiveness and productivity. Funding from Dollar General Literacy Foundation provided several iPads for students to share. Several literacy apps help students learn letter/sound recognition, phonics, sight words/high frequency words, and writing. The technology in the hands of students was an effective way for them to work on individual needs, such as practicing letter/sound identification when the group as a whole needed to work on higher-level skills. The devices were used in whole-group setting, small leveled groups, and in one-on-one settings.



Arts/Humanities Projects

- Folk dance led by community member Loren Freed
- *Behind the Mirror, A Tale of Snow White and Rose Red* performance by youth cast of Nashville Street Theatre Company
- *Ellingtown* performance by the Nashville Library Puppet Truck
- Bradford Creative Group – Superheroes activity
- Nashville Ballet performance and workshop, *Ferdinand the Bull*
- Collaboration with Street Theatre – acting workshops and development of original music production on theme, *My Family, My Community, My World*
- Creation of *My Family, My Community, My World* mural facilitated by artist Andee Rudloff
- Music assembly presented by Ketch Secor of *Old Crow Medicine Show*
- Freedom Quilt project with a map of East Nashville including all the students' homes
- Numerous arts and crafts activities led by staff



Field Trips

Week 1: Cheekwood Botanical Gardens and Museum

Week 2: Global Education Center

Week 3: Frist Center/Centennial Park

Week 4: Beaman Park with Sierra Club/Inner City Outings

Week 5: Country Music Hall of Fame

Week 6: On-site water fun day with large inflatables, magician/balloon artist, etc.



Social Skills/Behavior

ENHE implemented a character education program during the summer of 2014. Each day, the Executive Director chose one character trait on which to focus such as saying thank you, being honest, apologizing, etc. The topic was introduced at the morning 'Harambee' (coming together) assembly, and teachers continued the topic in the classrooms as part of morning meeting. Throughout the day, children were rewarded for showing good character. On field trips, the children consistently got compliments on how well behaved and polite they are.

ENHE uses the 40 building blocks of healthy development outlined by the Search Institute in The Developmental Assets® as its framework for helping families with their children's development. The 40 assets are research-based positive qualities that influence young people's development, helping them to succeed in life. At each of our School Year Program workshops, families have an exchange of ideas on ways to build the 40 assets in their children's lives.

Staff

For the first time, all of teachers and assistant teachers were credentialed educators.

Building/Location

St. Ann's Episcopal Church is a wonderful place to call home! The beautiful, welcoming building creates a warm, comfortable environment for nurturing relationships with families.

Summary of Key Improvements in 2014

- All teachers were certified teachers, including assistant teachers.
- Our volunteer program was strengthened by an organized/streamlined Reading Buddy program and better recruiting and communication.
- Successful partnerships were made and resulted in an increased quality of programming, as well as financial support.
- We increased the number of program iPads from 8 to 22, installed a new desktop computer and printer, and purchased/began utilizing 3 classroom projectors.
- Attendance at Family Events greatly increased.
- The quality and relevance of Family Events greatly improved.
- Student behavior improved as a result of a consistent, program-wide behavior management system.
- We greatly increased communication between teachers and families.
- The diversity of our students and our Guest Readers was increased.
- The ENHE School Year Program was adopted as a result of a successful pilot program in the 2013-2014 school year.

Financials

January 1, 2014 – December 31, 2014

Income

Grants/Foundations	\$74,374	59%
Private Contributions – Individual and Corporate	\$26,926	21%
Winetasting/Silent Auction Special Event	\$23,427	19%
Program Income	\$775	1%
Total Income	\$125,502	

Expenses

Summer Program	\$76,344	78%
School Year Program	\$16,382	17%
General Management and Fundraising	\$4,692	5%
	\$97,418	

In November of 2014, the ENHE Board of Directors expanded the Executive Director position from part-time to full-time for the year 2015. In addition to continuing the high-quality Summer and School Year programs, the Executive Director will explore opportunities for ENHE to increase its impact in the community and develop the funds and infrastructure needed for program expansion.

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THANK YOU!

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Art 4 Moore Fund of the Tides Foundation
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2014 Donors

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Henry Walker
Ann Walling
Susan Wright

***A special thank you to all the individuals and businesses who support
ENHE through the annual Silent Auction and Winetasting event.***
