



# GLOBAL GRANTS COMMUNITY ASSESSMENT RESULTS

Use this form to report community assessment findings to The Rotary Foundation when you apply for a global grant.

Assessing the strengths, weaknesses, needs, and assets of the community you plan to help is an essential first step in designing an effective and sustainable global grant project. See [Community Assessment Tools](#) for full instructions and helpful tips.

This form will help you report the results of your community assessment, and it's required when you apply for any humanitarian or vocational training team grant. Complete a separate form for each beneficiary community (e.g., school, health care system, or village), using information that is both current and specific to each community. Remember, you can't use global grant funds to cover the cost of doing an assessment, but you can use district grant funds.

## Beneficiary community or institution

Loveland Housing Development Corporation – Orchard Place Apartment Community [Click or tap here to enter text.](#)

## Groups in the community that would receive a clear, direct, and immediate benefit from the project

This project will directly benefit 43 low-income families living at Orchard Place, a 50-unit subsidized apartment complex in North Loveland. There are 75 children ages 0-17, 57 are between the ages of 0-9, the target age range for the Kids Club Literacy Project. The first year of the project will involve only the children living at Orchard Place. These children will enroll in the program starting June 1, 2018. It is anticipated that this project will expand to other affordable apartment complexes owned and/or managed by the Loveland Housing Authority over the next five years as resources are developed to support the sustainability of the project.

## Beneficiaries' demographic information, if relevant to the project

The majority (86%) of families being served by this project are single parent households with a median annual income of \$9168. The households at Orchard Place have a higher rate of diversity than the

surrounding community with 20.6% of residents identifying as Hispanic or Latino, 16.9% as non-white, and 3.7% as American Indian/Alaskan Native, and 3.7% as Black/African American. Five percent of the residents also identify as having a disability. It is likely that this is a low estimate due to underreporting of disabilities.

In addition to demographic data, a Community Needs Assessment conducted by the Loveland Housing Authority determined that families at Orchard Place have limited access to educational enrichment programs. Fifty-two percent of parents at the property reported that their children never or only occasionally have access to educational opportunities outside of school. Eighty-two percent indicated they would be interested in participating in reading programs for their children and 79% were interested in after school education programs and summer education programs.

Who conducted the assessment? (check all that apply)

- Host sponsor members
- International sponsor members
- A cooperating organization
- University
- Hospital
- Local government
- Other Loveland Housing Authority

Assessment dates

August 1, 2017 – August 31, 2017. [Click or tap here to enter text.](#)

What methods did you use? (check all that apply)

- Survey
- Community meeting
- Interview
- Focus group
- Asset inventory
- Community mapping
- Other Tenant Management System data for demographics

Who from the community participated in the assessment?

All residents of Orchard Place were invited to participate in the Community Needs Assessment Survey conducted in August 2017. 60% responded and answered questions about their household type, access to activities for individuals in the household, and activities of interest to the household. In addition, interviews were conducted with three residents of the property, two property managers, and a volunteer who provides one hour of homework help per week at Orchard Place.

List the community needs you identified that your project would address.

1. Reading and Literacy Programs for Youth to improve school readiness and increase grade level reading skills.
2. Education and Training support for Parents to increase their ability to support their children's school readiness and grade level reading and academic success.
3. On-site resources, activities and programs that youth and parents can access to promote education in the home and community

List any needs you identified that your project would not address.

1. Improved access to recreational opportunities for youth and adults
2. Increased access to health and wellness classes and workshops for residents
3. College preparation and support for high school youth

List the community's assets, or strengths.

1. Through a Community Needs Assessment it was determined that there is high interest from parents to engage children in reading and education programs. This is an indicator of the potential motivation for community residents to participate in the planning and implementation of this project.
2. The community clubhouse is already being used by a local youth pastor to provide one-hour of homework support each week. Twenty-five youth currently participate in this opportunity and the volunteers who provide mentorship are committed to giving their time, expertise, and financial resources to support the Kids Club Literacy Project. This demonstrates dedication from youth already invested in their own education as well as community members who are invested in the academic success of the youth.
3. The Thompson School District and Thompson Education Foundation have already expressed interest in supporting this project and are partners for an after school program at another affordable housing property. The school district is able to provide staff, volunteers, training, resources, and assessment data to support the project.
4. The Loveland Housing Authority (LHA) is also committed to the project and is paying the salary for the Project Manager to oversee its development and secure resources needed to sustain the project over the long term. LHA is also committing resources to the remodel of the Orchard Place Clubhouse to better fit the needs of this project.

Considering the needs and assets you listed, explain how you determined the project's primary goal.

The long term goal of the Kids Club Literacy Project is to ensure that every child living in LHA apartment communities has access to opportunities that promote the accomplishment of age/grade level reading. Research has determined that being able to read on grade level by third grade is a key factor in academic success as well as pathways out of poverty. The goal for this project was determined by an Advisory Committee comprised of community members, LHA staff and representatives from the Loveland Rotary Club. A review of the Community Needs Assessment conducted by LHA highlighted literacy as an area of need for youth at all of the LHA affordable housing properties. The LHA team visited a site in Boulder, CO that has been providing education programs at affordable housing complexes with strong outcomes to learn about the resources needed to create a similar model in Loveland, CO. A valuation of current assets and needs as compared to the Boulder project and other similar programs was compiled. Given the high number of younger children from low-income families living at Orchard Place, and the availability of literacy resources targeted for that age group in the Loveland community, it was determined that providing literacy programming to youth, with a specific target on youth age 0-9, at Orchard Place had the greatest feasibility for this pilot project.

How would your project's activities accomplish this goal?

Activities to be completed during Phase I will include: mapping the schools and preschools that children are attending, partnering with the primary schools to identify and train a Lead Teacher for the project, community outreach to identify and train education coaches, conducting education and outreach sessions with families to encourage enrollment, baseline assessments with youth to determine priority areas of need, and the build out of partnerships with local service providers to meet those priority need areas. Starting in June 2018, children will enroll in the first session of the Literacy Program. It is anticipated that 25-30 youth will enroll in the summer 2018 session with their parents. These youth and parents will learn together what each child's reading aptitude is. They will be supported in learning tools that will support improved reading and will be provided with materials, resources and assistance to use those tools in both a structured group session as well as at home. Local service providers such as the Children's Speech and Reading Center will provide additional support to families with higher acuity to ensure that children are on track for school readiness and/or grade level reading benchmarks. Providing this type of coordinated, structured support on-site removes barriers for low-income single parents and their children such as transportation, child care, and cost. This increases the likelihood that families will participate in the program through completion. Data from similar programs indicates that when parents are provided with the tools, knowledge and resources to support children at home and barriers are removed, children experience a high rate of success in improving their reading skills.

What challenges have prevented the community from accomplishing the project's goals?

To date, there have been only limited resources for providing literacy support for low-income families in Loveland Housing Authority communities. The current models that exist are not effective in engaging

families with barriers. For example, there are service providers who provide community outreach but require families to travel to their offices for services, which results in low participation. There are volunteers who have provided occasional on-site tutoring, but there has not been a coordinated system to identify families in need and provide services at a place and time that is convenient for parents and children. This has resulted in inconsistent participation rates with no real goal attainment or evaluation of a child's progress. In addition, none of the programs has provided the Parent-As-Teacher component that will make this a more robust program, differentiating it from the numerous after school type tutoring programs that currently exist. When parents are engaged and empowered as teachers, the amount of time that children are able to access literacy support is significantly increased. Children are no longer limited to a few hours a week of tutoring in a classroom setting. Each child's parent is now able to provide the same types of skill building activities and tools at home seven days a week. This reinforces the skills being learned during the school day and provides an opportunity for parents to be actively involved in the academic success of their child.

How is the community addressing these challenges now?

Currently, the Resource Development Manager at the Loveland Housing Authority is working to develop partnerships with local service providers who would be willing to provide their programs at the Orchard Place apartment complex. The Manager is also meeting with representatives from the school district and the Thompson Education Foundation for planning and support of the project. At Orchard Place, a volunteer from a local church provides a homework help club one hour per week for school aged children focused on building engagement and relationships. It has been challenging to move this project forward without dedicated staff time and resources. Hiring a consultant to support the full build out of the project will ensure that the program is ready to launch by June 2018 with the first cohort. Results from the first session can then be used to secure additional funding through grants, foundations, and individual contributions for the sustainability of the project. The Loveland Housing Authority is planning to build staff resources, including an Education Coordinator funded through LHA's operating income, by 2019, for the long term sustainability of the project as well.

Why are the project's activities the best way to meet this community need?

The consultant activities outlined in this proposal facilitate the development of a robust program in a shorter amount of time so that children currently living at Orchard Place who have been identified as having the highest need for literacy support are able to enroll as soon as possible. The activities that will take place on site including reading assessments, training for Parents-As-Teachers, and workshops/classes for families have been determined to be the best practices to engage the target population of low-income, single parents based on a Community Needs Assessment, Resident Interviews, and similar evidence based models operating in New York and Boulder, CO. These models operate on the theory that removing barriers to education enrichment such as transportation, child care, proximity, and cost increase participation rates. For this program to successfully increase the school readiness and reading aptitude of youth, they must be engaged on a consistent basis. By providing coordinated services

that take into account the specific needs of the participants and bring in the most relevant and appropriate resources and tools, the program impact will be greater. Parents and children will find the activities and programs meaningful and will benefit from the targeted approach to skill building.

In Phase 2 of the project, the parents who have been trained as Parents-As-Teachers will take a leadership role in the on-going implementation of the project. They will work as a committee to develop the class schedule; engage, train and support new parents; and facilitate classes and workshops. An Education Coordinator will be hired for the long term management of the project, evaluation of project outcomes, and for the purposes of expanding the project to other locations. Additional service providers and resources will be built out in response to the project evaluation from year one.

In Phase 3, the project will be replicated at other properties. The target population at Orchard Place and other sites may also be expanded to include children in the neighborhood surrounding the apartment complex. Evaluation and improvement will continue. The project will also be incorporated into other community efforts such as health and wellness programming and college readiness activities.

The Loveland Housing Authority has identified youth education as a top priority in its strategic plan, which is currently being developed with an Advisory Committee. LHA is creating a non-profit division to improve access to opportunities for residents living in their affordable housing complexes. The Kids Club Literacy Project is one of the strategies outlined in this initiative. In addition, a Resource Development Manager has been hired by LHA to secure additional funding for the sustainability of the project.

Additional support for the development and sustainability of this project comes through local service clubs, including the three Loveland Rotary Clubs. It is anticipated that 5-10 local Rotarians will be involved in this project each year. To recognize the support and contributions of Rotary and Rotarians, Loveland Housing Authority plans to place a plaque of recognition on the Orchard Place Clubhouse acknowledging the funding support and involvement of Rotary. In addition, Rotary will be recognized in newsletters, social media and press releases as a sponsor of this project. The Rotary logo will be displayed on print materials and at events distinguishing Rotary as a partner of the Loveland Housing Authority. Participants of the project will be invited to speak in front of Rotary Clubs about the project and its impact on their lives. Rotary members may share the Four Way Test and other Rotarian values with project participants through print materials or presentations as well.