

REPORT 2019 October Cycle

GENERAL INFORMATION

Organization Information

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Head Of Organization

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Application Contact

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REPORT INFORMATION

Report Funding Cycle: 2019 October Cycle	Report Date: 09/30/2020 12:00 am
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1: Please include in your report the dollar amount of the funds that were awarded, the date they were funded and what the funds supported.

Awarded Amount: 75,000	Date: 10/30/2019
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2: Were the objectives cited in your original proposal met? Please address each started objective and how it was met.

Until schools closed in mid-March due to COVID-19, City Year San Antonio (CYSA) delivered its standard Whole School Whole Child program at Carvajal Elementary School. CYSA AmeriCorps members served as student success coaches (SSCs) to meet the following objectives:

*COURSE SUPPORT. Math and English Language Arts interventions are closely aligned with state standards to help students achieve academic proficiency. SSCs tutored 25 students for literacy and 32 students for math in customized sessions and supported teachers in designated classrooms.

*ATTENDANCE COACHING. SSCs met regularly with 32 students with low attendance to troubleshoot problems and support their attendance goals.

*BEHAVIOR COACHING. Every week, SSCs worked with 32 students on specific social-emotional competencies as identified through their behavior assessment to proactively change their course of actions and brainstorm solutions.

*AFTERSCHOOL PROGRAMMING. Every day, SSCs assisted the ACE afterschool programming, teacher tutoring and homework assistance and led programming in health exercise and eating and social-emotional learning activities.

***POSITIVE SCHOOL CLIMATE.** SSCs helped to coordinate 20 school-wide events to 373 students that offered safe, enjoyable ways to connect with the school. Two examples: Pastries on the Curb for parents as they drop their students on time at school; and Career Day for students where speakers presented per grade level and shared their careers and what skills they needed to get there.

In this first year of school partnership, we developed a highly successful collaborative environment with teachers and the principal, and the CYSA team was well-integrated into planning meetings and school activities.

3: Please explain any changes from the original proposal and the circumstances that lead to the modification of the objective.

Once the Shelter-in-Place order was in effect and schools closed, CYSA orchestrated a rapid, coordinated COVID-19 response to support students virtually. Virtual service preparations began in mid-March, when the CYSA corps participated in 10-15 hours of weekly online programming to get ready for remote school service (e.g. how to use Zoom, how to work virtually for communication and productivity, timely education/community topics, etc.). Within one week, the corps was trained and fluent in school technology platforms. By mid-April, the San Antonio Independent School District (SAISD) set up district emails for AmeriCorps members to participate in online Google classrooms. Partner teachers were very grateful for the assistance in navigating instruction through technology. During school closures, CYSA provided daily virtual small group interventions, emotional support, enrichment activities, and facilitation support. Corps teams also offered much needed remote community building activities to keep students involved and connected as well as appreciate teachers (e.g. video campaigns and daily virtual "brain breaks"). From mid-April through the end of the school year in May, the City Year Carvajal team supported five virtual classrooms and provided 49.5 hours of remote classroom learning.

This rapid shift in program services to support the school and its students was made as seamless as possible because of our strong school partnership. In a very challenging virtual learning environment, our corps team coordinated lessons with teachers and led small group exercises on multiple school technology platforms. All City Year virtual content and services were approved by Carvajal and SAISD.

4: What needs were addressed?

Many San Antonio students do not have equal access to the learning environments and resources they need to succeed in school due to systemic inequities that impact students of color and students growing up in low-income households. These systemic obstacles lead to inequitable educational, health and economic outcomes; however, we are fortunate to know that positive adult relationships have the power to overcome the negative effects of these adverse inequities and can provide protective factors as they progress in school.

In their full-time service in schools, CYSA AmeriCorps members become those protective safeguards of powerful "near-peer" relationships for our students, allowing them the space to practice strategies to boost confidence, rebound after disappointment and manage impulses with us. Our schools commit to multiple years of partnership so our students can "grow up with City Year" and we can stay with them through key life transitions. Research shows that students are more likely to experience increased levels of stress and more difficulties in and out of school during these critical developmental shifts (Langenkamp, 2010, Sociology of Education). In a single year, we strive to achieve the following short-term outcomes: improved attendance rates; positive perception of school environment; decreased disruptive behavior; increased social emotional skills and competencies among students; and improved course performance in English Language Arts and math. With each year scaffolding another year of support and progress, CYSA can help students pave a path toward lifelong success and thrive in school and beyond.

5: What method of evaluation did you use to monitor and measure the project's outcome and what are the result?

Due to pandemic school closures in the last three months of the school year, the annual STAAR state assessment was cancelled and behavior assessments were discontinued (as they are intended to be completed in-person) which have impeded our ability to provide year-end outcome results. What we can provide are our collected output numbers both pre-school closures and post-school closures:

Pre-School Closure Intensive Intervention Enrollments and Outputs (Final Numbers)

- * English Language Arts enrollment 25 (goal 30); progress toward tutoring hours quarterly goals 100%
- * Math enrollment 24 (goal 30); progress toward tutoring hours quarterly goals 92%
- * Attendance enrollment: 32 (goal 36); progress toward quarterly coaching session goals 100%
- * Behavior enrollment 32 (goal 32); progress toward quarterly coaching session goals 100%

Post-School Closure

- * 49.5 hours spent serving virtual classrooms (from April 2020 to end of May)
- * 5 virtual classrooms served with partner teachers
- * From our year-end teacher survey for all CYSA partner schools, 92% of partner teachers agree or strongly agree that City Year AmeriCorps members had a moderate to a great deal of impact.
- * From our year-end teacher survey for all CYSA partner schools, 89% of partner teachers expressed satisfaction with their overall experience, impact, and quality of service in the virtual classroom, post school closures.

6: Do you plan to continue this project, and if so, how do you plan to sustain it?

Yes, we plan to continue this project. The 2020-21 year represents the second year of the Carvajal-City Year partnership, and we are pleased to build on our success last year. Having established solid working relationships with school instructional leaders, our Carvajal-based program staff from last year have been eager and excited to return to Carvajal this year to continue their work with students and teachers.

Financially, CYSA seeks project sustainability through equal support from AmeriCorps, SAISD and private partners in order to reduce our dependence on one funder or one funding sector. Additionally, City Year capitalizes on multi-year commitments through a premier "Red Jacket Society" major gifts program and multi-tiered corporate sponsor levels - thereby increasing long-term, renewable funding streams. This year, we plan to mobilize a new Annual Fund strategy to re-engage our broadest base of individual donors and nurture these individuals for future annual support. Through this initiative, we seek to lessen our heavy reliance on an in-person fundraiser to generate significant revenue. We will also test virtual fundraising events to help keep our community partnerships strong and honor our biggest champions.

Thank you for continuing to be one our longest funding partners! Together, we are making futures brighter for San Antonio students.

7: Please provide any other comments of information relevant to this grant.

As you can see in the budget prepared below, the major variances in this budget-to-actuals report are largely the result of our \$100,000 request and our actual award amount of \$75,000. Three notable differences in our project expenses are: (1) transportation/travel which considerably decreased due to the Shelter-in-Place Order and City Year's decision to suspend travel for the rest of the program year out of an abundance of caution and safety of its personnel; (2) advertising/recruiting which increased as a result of our digital recruitment marketing campaign to finish confirming the 2020-21 CYSA corps, especially when in-person strategies were no longer an option; and (3) program/office supplies which significantly increased due to pandemic emergency supplies for the corps and technology-related supplies needed for Carvajal distance learning support.

8: Please provide an updated detailed projected budget with expenses for the received grant. Also include the totals for the budgeted and actual amount. Explain any discrepancies between the budgeted and the actual expenses for the project.

Line Item Description	Total Project Funds Allocation	Najim Requested Funds	Project Funds Actual	Najim Funds Allocation
Staff Salaries	\$89,782	\$26,043	\$85,229	\$18,285
Staff Benefits	\$18,625	\$5,403	\$18,746	\$4,022

AmeriCorps Member Stipends	\$116,892	\$33,907	\$116,892	\$25,077
AmeriCorps Member Benefits	\$17,069	\$4,952	\$19,986	\$4,288
Consulting & Professional Services	\$1,806	\$524	\$2,710	\$581
Transportation & Travel	\$7,205	\$2,090	\$3,568	\$765
Conferences & Training Seminars	\$639	\$185	\$241	\$52
Advertising & Recruiting	\$988	\$287	\$2,970	\$637
Promotional/Appreciation	\$3,468	\$1,006	\$3,653	\$784
Program & Office Supplies	\$6,756	\$1,960	\$11,078	\$2,376
Information Technology	\$2,026	\$588	\$1,658	\$356
Telecom Expense	\$1,232	\$357	\$1,926	\$413
Dues & Fees	\$2,891	\$0	\$2,886	\$0
Insurance	\$583	\$0	\$1,267	\$0
Occupancy	\$6,966	\$2,021	\$5,979	\$1,283
Event Venue Expense	\$2,543	\$737	\$1,926	\$413
Depreciation and Amortization	\$934	\$0	\$796	\$0
Centralized Costs (costs incurred at the national level for centralized services such as Evaluation, Program Design, and AmeriCorps and District billing, etc. to maximize local resources for program delivery impact)	\$68,742	\$19,940	\$73,032	\$15,668
TOTAL:	\$349,147	\$100,000	\$354,543	\$75,000
Signature				
Kelly Hughes Burton				