

REPORT 2019 July 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 July Cycle	Report Date: 06/26/2020 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: 30,000	Date: 06/26/2020
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2: Were the objectives cited in your original proposal met? Please address each started objective and how it was met.

Our primary objective was to pilot a variety of means for schools to develop students' ability to self-regulate their emotions in order to help students be able to focus on their learning. With the support of the Najim Family Foundation and SAISD's Social Emotional Learning (SEL) Director, we selected varied projects at 17 campuses and also supported for SEL programs that reached all schools with students in primary grades (more than 25,000 students). The district SEL projects were around increasing self awareness and included posters on emotional and hand held mirrors etc. Teacher-led projects included new designated calming rooms, sensory paths in hallways, interactive technology, indoor swings and additional equipment and supplies. As you will see from this report, our objective of students learning self-regulation skills and piloting safe, dedicated spaces and tools to utilize those skills and be able to re-engage in learning was met. We look forward to continuing to expand this work by encouraging teachers collaborate with these teachers on bringing tools to their school and applying for teacher grants from the SAISD Foundation to do so. Knowing the challenges ahead for this fall, we are also hoping to work with the SEL Director to support small classroom based kits of sensory supplies.

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

With the amount awarded by the Najim Family Foundation, we reduced the project scope. We were pleased though to still be able to reach 17 schools with significant teacher-led projects and all 65 elementary, early childhood and academies in SAISD were touched through items like the feelings posters and sensory kits for students to use in the classroom and check out to take home. Additionally, with the onset of the pandemic and distance learning in place, the programs implemented were not able to be observed for as long as we would have liked before reporting and some outcomes were not able to be measured.

4: What needs were addressed?

Although the projects were different in each school, the heart of the work - teaching students self-regulating behaviors and allowing them a space (a path, a calm room, a swing etc.) to self-regulate, calm down, and be able to return to class ready to learn - happened! For example, in schools where your investment allowed for the creation of a dedicated calming room, school reported fewer students were sent home or given out-of-school suspension. Calming rooms are designated areas within the school where a student may receive or exclude sensory input and work on self-regulating behavior. These schools reported that students were able to refocus and calm in this space before returning to class to participate with a healthier mindset. As the Principal of MLK Academy shared, "This space was one of Jayceon's (Kinder) favorite places to go. The calming room was apart of his behavior plan and he loved being able to spend time with the sensory items. After 10 minutes in the calming room (self-regulated with a sand time), Jayceon would be return to his classroom with a better attitude and calmer body. Once Jayceon noticed a 5th grade student being redirected in the halls and Jayceon asked if he could show him the calming room. Together, they interacted with the sensory objects and both were able to return to class after regrouping."

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

In our application, we stated that project will be measured by classroom data to include quantitative evaluations as well as qualitative evaluations. We anticipated that the project would improve classroom behaviors; increase student self-regulation abilities; advance student cognition; and increase student classroom engagement and participation.

With the move to distance learning in the wake of the pandemic and the cancelling of formal testing/evaluation, we are not able to report on these data points at this time, but the statements from our teachers speak to impact. Here is an example of Ms. Olgin speaking to the use of the sensory paths at Gonzales Early Childhood Center. "For our Pre-Kinder students, it is imperative that they are given the opportunity to learn through whole body experiences. When students got overstimulated in the classroom they were given the opportunity to use the Student Sensory Path as a release without having instruction interrupted in the classroom. In using the Sensory Path, we reinforced cognitive skills such as number recognition, colors, shapes, letters, gross motor skills and social emotional skills. Our students benefited greatly using the Student Sensory Path, it helped them refocus and be ready to learn in the classroom. It helped teachers as a reinforcement tool outside of the classroom as well. In student's words, "Mrs. Guerrero, yo puedo ser la del arbol!" - Zumiko Pre-K "Hold on teacher, I always have to do this because it's so fun!"

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

Yes. These projects bring life to campuses and classrooms and to students. Now more that ever, as we resume school in some format in the fall, social emotional learning and spaces for our students to regain composure and take a healthy mental break will be critical. As expected, SAISD mental health professionals and front line teachers have have seen increases in student anxiety, students in unhealthy home situations with no outlet, and overall mental health concerns. This project allowed us to pilot some key products that we can now recommend to teachers and school leaders to request as a part of our innovative grants process and expand to other schools.

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

The mood posters that were distributed and the hand held mirrors, were given to all Early Childhood (5), Elementary (33) and Academy (27) campuses. The other elements of the grant supported more substantive projects on 17 elementary, academy and early childhood campuses in San Antonio ISD.

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
Sensory Path Sticker Sets (4 sets/schools)	\$17,200	\$17,200	\$7,801	\$7,801
Interactive Technology (Easels & Floor Projectors)	\$16,300	\$16,300	\$7,705	\$7,140
Decompression Indoor Swings & Frames (6 sets/schools)	\$7,200	\$7,200	\$1,159	\$1,159
Equipment & Supplies	\$9,300	\$9,300	\$10,553	\$10,553
Moods & Emotions Posters (2,000 posters District-wide)	\$14,000	\$7,000	\$7,000	\$0
Portable Sensory Tools (Classroom & Take Home)	\$3,000	\$3,000	\$2,850	\$3,347
TOTAL:	\$67,000	\$60,000	\$37,068	\$30,000
Signature				
Judy Geelhoed				