

Annual Evaluation Report
of the
San Antonio Youth
21st Century Community Learning Centers:
Grant Year 2019- 2020

July 2020

Report Prepared for:



San Antonio Youth
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Table of Contents

1.	Introduction	1
1.1.	Grant Information	1
1.2.	Program Goals and Activities	1
1.3.	TEA Center Level Report Format	2
2.	Program Overview	2
2.1.	Implementation	2
2.2.	Impact of COVID-19 on Implementation	3
3.	Process Evaluation Plan and Results.....	4
3.1.	Process Evaluation Plan	4
3.2.	Reaction to COVID-19	6
3.3.	Process Evaluation Results.....	6
4.	Outcome Evaluation Plan and Results	9
4.1.	Outcome Evaluation Plan.....	9
4.2.	Outcome Evaluation Results	9
5.	Summary of Strengths, Recommendations and Next Steps.....	11
5.1.	Strengths	11
5.2.	Next Steps and Recommendations.....	12
	Appendix A: Center Fact Sheets.....	1
	Appendix B: Center Executive Summaries.....	1

Preface

This evaluation report presents the findings of observations of the San Antonio Youth (SAY) 21st Century Community Learning Center (CCLC) grant funded by the Texas Education Agency (TEA) Afterschool Centers on Education (ACE) program during the 2019 - 2020 school year. There are 10 SAY ACE centers funded under this grant.

This qualitative evaluation report covers the Fall 2019 - Summer 2020 grant year. The overall goal of this evaluation was to provide an external, independent evaluation of progress of the grant activities on the grant.

The external evaluator appreciates the support provided by Kristen Pugh, Allyce Ramon, Melissa Zarb-Cousin, the center Site Coordinators, and their Youth Workers/instructors. This report would not have been possible without their support and feedback throughout the evaluation.

Any opinions, findings, or recommendations expressed in this report are those of the evaluation team and do not necessarily represent the official views, opinions, or policy of San Antonio Youth or the Texas Education Agency (TEA).

The evaluation tasks were conducted and the report prepared under an Independent Contractor Agreement with San Antonio Youth.

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1. Introduction

1.1. Grant Information

The San Antonio Youth (SA Youth) is a non-profit serving at-risk children and young adults to improve their educational status and quality of life in the San Antonio area. SA Youth operates the Texas Education Agency (TEA) Afterschool Centers on Education (ACE) program Cycle 10 funded by Federal 21st Century Community Learning Centers (CCLC) grants as part of its Out-of-School Time (OST) program. SA Youth operates 10 grant-based centers under the CCLC funding. Of the 10 centers, SA Youth serves nine schools in the South San Antonio Independent School District (South San ISD) and three schools in San Antonio ISD (SAISD). The Poplar Center serves three nearby SAISD elementary schools. The centers and schools are:

- Armstrong Elementary
- Benavidez Elementary
- Carrillo Elementary
- Five Palms Elementary
- Hutchins Elementary
- Kindred Elementary
- Madla Elementary
- Palo Alto Elementary
- Price Elementary
- SA Youth at Poplar (SAISD Crockett, Cotton, and Margil elementary schools)

1.2. Program Goals and Activities

SA Youth's OST program anticipated outcomes under the 21st CCLC funding are:

- Improved academic achievement
- Improved STAAR and EOC scores
- Increased student awareness of community issues
- Improved promotion rates
- Less behavior referrals
- Increased parent and family involvement in student learning
- Increased self-esteem

To achieve those goals, SA Youth OST proposed to provide significant activities over the school year:

- Academics and Enrichment
- Community Service Projects

- Arts Programming
- Physical Activity and Nutrition

1.3.TEA Center Level Report Format

TEA has provided guidance for creating a center-level annual report. While this evaluation report follows that guidance overall, there are a few deviations. First, the one-page fact sheets and center-level executive summaries can be found in Appendix A and B, respectively. Secondly, a summary of strengths, recommendations, and next steps can be found in Section 5. Please note that the grant-level executive summary submitted to TEA in July 2020 followed the outline recommended by TEA.

2. Program Overview

2.1.Implementation

All twelve of the schools SA Youth serves are in low-income neighborhoods and have been identified by the TEA as economically disadvantaged and ‘at-risk’ schools. SA Youth’s Poplar Center is located in 78207, the poorest zip code in the city, with the poverty rate at 42%. One in four adults do not have a high school diploma.

The majority of the parents are working parents. Based on center staff conversations with parents and on observing how they are dressed for work, the jobs range from restaurant workers, skilled laborers (electricians, plumbers), office assistants (medical, banking) and managerial positions (local businesses). Many students live in single parent families with parents having two jobs. In many cases, grandparents are significant caretakers.

Academics and Enrichment. All the centers provided time each day for the students to complete their homework. The youth leaders were often observed working with students in small groups and individually. A variety of enrichment activities were offered, including Technology, STEM, SA Fit, Character Development and an Asset lesson.

Community Service Projects. S&A LLC cannot report on this SAY program component during the pre-pandemic part of the year, because it was not included in the 2019-2020 observation protocol. However, once the pandemic caused remote learning, SA Youth put “care packages” together for families in need.

Arts Programming. SA Youth ACE students were exposed to a variety of arts programs throughout the school year. SA Youth partnered with third-party vendors to deliver some instruction including ballet, hip hop dance, music class, and Que Pasa performing arts. Another example is Bricks 4 Kidz, who provided students with a creative outlet for artistic expression while being exposed to engineering and architecture concepts. SA Youth has also incorporated arts programming into their curricula. In one example, arts programming was interwoven with academic elements in SA Youth’s Art & Mystery summer camp, where students practiced their

reading comprehension skills while learning about art appreciation alongside guided, hands-on art activities.

Physical Activity and Nutrition. Recreation was provided in a variety of ways. Some are provided by outside organizations (e.g., The Basketball Embassy), and some recreational sessions included periods of free play (e.g., playing on playground equipment). Nutrition programming was delivered through cooking classes held throughout the year, as well as parent nutrition classes offered by SSAISD. After-school meals are provided by the district to students in the after-school program.

2.2. Impact of COVID-19 on Implementation

The COVID-19 pandemic significantly affected SA Youth and the ACE program sites beginning in the middle of the spring semester of the 2019-2020 school year and extending throughout the Summer of 2020. The changes implemented in reaction to COVID-19 affected the 1) academic institution faculty within SAISD and SSAISD, 2) SA Youth ACE grant staff and activities, and 3) the evaluation activities (see Section 3.2 for impact on evaluation activities).

Education Institutions

In March 2020, the two school districts closed their schools and provided remote instruction for the students. The SA Youth ACE program was affected by a mandatory transition for all students to online classes due to the COVID-19 pandemic.

Faculty and Students. Institutional decisions by SAISD and SSAISD in response to the pandemic included the following:

- The districts extended spring break, which was in mid-March, by one week for all students.
- All classes were moved to distance/remote delivery methods with limited/no access to on-campus resources.
- All on-campus events and activities were cancelled and/or closed, effective immediately.

Grant Staff & Activities

Transition to virtual programming. When schools closed, SA Youth moved quickly to adapt its programming to a virtual environment. After-school Zoom sessions were held twice a week throughout April and May, with a majority of activities consisting of science and art. SA Youth eventually transitioned classes to the Google Meet platform, and while there was some student attrition noted in the transition from in-person to virtual programming, there was a core, stable group of participating students and families from each center. SA Youth also used social media platforms to post instructional materials and activities for students to engage with asynchronously outside of scheduled Google Meet sessions.

Communication with parents. SA Youth immediately understood that simply placing phone calls to parents would not be enough to engage students and parents in the wake of COVID-19. Site Coordinators and their staff quickly adapted to new communication platforms to maximize their

outreach to students and parents. This included using a variety of social media platforms to post updates and instructional materials for students, as well as contacting parents via the Remind app, texts, emails, and even home visits.

Meeting the needs of students and families. While food distribution (e.g., school lunches) was handled by SAISD and SSAISD, SA Youth anticipated that the families they served would have additional immediate needs due to the economic impacts of COVID-19. SA Youth contacted parents by phone to inquire about their needs. Care packages were assembled and delivered to students' homes along with any materials that were needed for that weeks' virtual activities. Care packages were personalized for families and included everything from personal hygiene products, to snacks, toys, craft supplies, diapers, and in one case a window air conditioning unit. SA Youth also delivered iPads to some students who otherwise would not have had a way to complete school coursework or participate in after-school programming. Families facing challenges outside the scope of SA Youth's services were provided with referrals to community resources and public assistance programs.

Loss of supplemental funding. Prior to COVID-19, SA Youth had been awarded funding from the City of San Antonio to hire additional youth leaders to serve students at several SSAISD campuses that had recently reopened. Facing unprecedented budget shortfalls as a result of the pandemic, the City of San Antonio reallocated unspent funds, resulting in a reduction in the number of youth leaders across several SA Youth ACE centers. SA Youth responded to this change in staffing level in the summer by strategically assigning youth leaders based on summer camp content area instead of by campus.

3. Process Evaluation Plan and Results

In general, Steuck & Associates LLC (S&A) evaluates educational programs applying a framework which includes 1) the fidelity of implementation (adherence to plans, dosage, and quality) and 2) impact on the students. While achieving impact is the ultimate goal of education programs, the fidelity assessment is needed to interpret impact findings. Recommendations for process improvement, while not a formal part of the evaluation framework, are natural outcomes of the assessments of the fidelity and impact.

3.1. Process Evaluation Plan

Logic Models

Logic models created by the center staff and reviewed by SA Youth staff were used to guide the evaluation of the SA Youth program. The logic models followed TEA guidance to include Local Needs, Center Goals, Inputs, Activities, Outputs and Outcomes. These were reviewed by the SA Youth staff and edited for quality and consistency across the 10 ACE centers. The logic models helped guide the evaluation at each center.

Design

The evaluation for the SA Youth ACE OST program was completed using two pre-experimental designs: one-shot case study and a static group comparison design. The case study approach was used in collecting the observation data and the static group design for the district and campus scores. Neither a randomized control trial or quasi-experimental design with comparison groups were implemented. Any comparisons to larger groups such as the overall campus and district presented in this report are meant to be descriptive in nature.

Procedure and Instruments

A multi-method approach was used the external evaluator and SA Youth ACE OST staff. Observations of the students participating in the after-school activities were conducted at each school once during the fall semester year. Follow-up site visits were planned for Spring 2020; however, these were cancelled after COVID-19 prompted school closures. Interviews of the Site Coordinators, selected Youth Workers, and SA Youth staff and leadership were conducted as part of the observations. Limited district data were provided to SA Youth ACE OST. The external evaluator reviewed SA Youth ACE OST documents provided by the Site Coordinators and SA Youth OST staff and leadership. These documents included program and center calendars, updated logic models, and project presentations.

Observations and Interviews. The external evaluator and team members visited each SA Youth ACE center between November 2019 and February 2020. The evaluator interviewed each center’s Site Coordinator and talked briefly with the Youth Workers. The evaluator recorded independent observations during the visit using an observation form specific to this grant. The evaluation team spent two to three hours at each of the 10 SA Youth ACE centers. **Error! Reference source not found.**1 presents the 2019 - 2020 observation schedule.

Table 1. Center Observation Schedule

Center Name	Site Visit 1	Site Visit 2
Armstrong Elementary	19-Dec-19	Cancelled – COVID-19
Benavidez Elementary	25-Feb-20	Cancelled – COVID-19
Carrillo Elementary	21-Nov-19	Cancelled – COVID-19
Five Palms Elementary	11-Dec-19	Cancelled – COVID-19
Hutchins Elementary	2-Dec-19	Cancelled – COVID-19
Kindred Elementary	16-Dec-19	Cancelled – COVID-19
Madla Elementary	3-Dec-19	Cancelled – COVID-19
Palo Alto Elementary	5-Dec-19	Cancelled – COVID-19
Price	11-Dec-19	Cancelled – COVID-19
SA Youth at Poplar	13-Dec-19	Cancelled – COVID-19
Virtual Summer Camp 2020	Site Visit 1	
Google Meet: Basketball with The Basketball Embassy	8-Jul-20	
Google Meet: Art & Mystery	9-Jul-20	
Google Meet: Music with San Antonio Sound Garden	10-Jul-20	

Fact Sheets and Executive Summaries. As part of the recommended evaluation process, SA Youth ACE Site Coordinators and SA Youth staff created a two-page fact sheet and three-page executive summaries. The goal of each fact sheet was to convey a description of each center's goals and activities to parents and other interested audiences who needed a short, simple overview of the center. Each center's executive summary went into more detail of the center's activities and goals. It was intended for a more engaged audience which needed to know about the program in greater depth (e.g., school principals).

3.2.Reaction to COVID-19

In order to adjust its evaluations to the changing conditions in education systems due to the pandemic, S&A LLC monitored education decisions and activities in multiple cities and states. S&A LLC listened to webinars by several local superintendents and monitored TEA presentations and guidance. In addition, S&A LLC talked informally with teachers, after school program staff, and counselors about the changes in their workload. Finally, S&A LLC discussed changes with project staff of its 20+ evaluation projects. Based on this input, S&A LLC modified its evaluation methods and timelines adapting to each education project evaluation individually.

Evaluation Activities

The overall impact of the COVID-19 pandemic on evaluation activities was significant for the last half of the Spring 2020 semester. As a result of monitoring, S&A LLC decided to:

- Modify data collection timelines to be responsive to SA Youth's changing grant activities
- Cancel all in-person site visits and transition to remote observations of online summer activities
- Reduce the interaction with grant staff beyond occasional check-ins, to reduce evaluation burden and increase time for SA Youth's COVID-19 response

The evaluators were able to complete evaluation activities through early March, then modified evaluation activities when schools closed as to not distract SA Youth from their care package and technology distribution efforts, as well as their transition to virtual programming. Observations of virtual summer camp activities were conducted in July 2020 via Google Meet.

3.3.Process Evaluation Results

As mentioned above, the evaluator evaluates the SA Youth ACE centers on the fidelity of implementation including:

1. Adherence to the plans. The long-term and annual plans for each center are driven by the original grant proposal to TEA and the annually updated logic models.
2. Dosage of instruction. This assesses the number of days and amount of instruction provided by the SA Youth ACE to the students.
3. Quality of the implementation. While the quality of instruction is difficult to assess, the level of engagement by the students is an indirect measure of the quality.

Adherence

In accordance with the center logic model, each center provided time for homework, enrichment activities, and recreation. Examples include: Technology, Art, STEM, SA Fit, Character Development and an Asset lesson. The clubs in which students were able to participate this year through third-party vendors included Ballet, ONSITE Youth (Hip Hop Dance), Bricks 4 Kidz (engineering and architecture), Little Medical, and Bits, Bytes, and Bots (Coding/STEM).

Each center provided a calendar of the activities for each group of students at the center. The Site Coordinators and Youth Workers followed this schedule but adapted to changes as necessary.

Dosage

In terms of number of students served, most of the centers were at capacity when the school year began. This highlights the need for the SA Youth program in these areas of San Antonio.

Three issues with dosage of program activities delivered were observed by the evaluation team.

1. The long meal/snack and homework times, as much as 1 ½ hours before enrichment activities, reduced some of the student's capability to focus on the enrichment activities. In addition, behavioral issues arose as the long mealtime and then homework time progressed. In some cases, the Youth Workers were able to quiet the students, but in others, the students continued to be disruptive.
2. As was noted last year, some parents continue to pick their students up early. Evaluator observed a near constant stream of parents picking their students up early at some centers. This results in lower engaged time and opportunity to learn.
3. One impact of the early pick-up is that the Site Coordinator or a Youth Worker has to staff the doors (some are locked) and notify the other staff which children should be dismissed. This means that one staff person is not focused on delivering program activities.
4. One observation is that the Character activities are scheduled to be at the end of the day. Given the early pickup of some students, they miss that activity. Although there is some switching of the schedule, Character is often near the end of the day.
5. Some centers appear to lack structure and clear transitions between activities, making it difficult to determine how much learning time the students are getting with certain topics.

COVID-19's impact on the NISD LT program dosage was twofold: daily attendance and student engagement. There is some anecdotal evidence of student attrition which occurred as school districts transitioned to distance learning. It was also difficult to assess dosage in the virtual summer camp sessions, as evaluator noted during observations that some students were logged into the Google Meets sessions, but had their microphones muted, cameras off, and failed to respond to Site Coordinators when called by name. In these instances, it was not possible to determine if students were engaged in the activities but simply choosing not to participate, or rather that they were logged in but possibly in another room. The Site Coordinators prompted students to turn on their cameras at the beginning of each lesson with gentle reminders throughout.

Quality

SA Youth has worked to improve classroom management skills of Site Coordinators and Youth Workers over the last year. While SA Youth has incorporated more classroom management training into their professional development repertoire, the evaluation team noted continued challenges with SA Youth staff getting the students' attention at some centers.

SA Youth launched a curriculum development effort in 2019-2020. For example, one Site Coordinator created an activity where students were to locate geometric shapes (e.g., parallel lines, ovals, intersecting lines) outdoors in the playground, athletic field, and school building. The students worked in teams to identify, photograph with an iPad, and then discuss their findings of geometric patterns in the real-world.

The following includes anecdotal evidence of how SA Youth is meeting local needs of their students and families.

- Many of the SA Youth families face food insecurity. With the partnership with the San Antonio Food Bank, SA Youth students at Popular receive a hot meal and an afternoon snack. Families also receive fresh produce and resources to different services such as WIC, and food pantries near them. Many of the families can benefit from ESL and job placement courses.
- In order to bring more financial literacy and awareness to the SA Youth families, River City Federal Credit Union sponsored our family engagement nights. Parents were able to open up savings accounts for their children, with all fees waived, a lower APR and with the first \$5 being deposited by River City FCU themselves.
- SA Youth staff are adaptive, genuinely care about the students they serve, and do a good job building relationships with parents and families.
- Family engagements were held twice a month (prior to COVID-19).
- SA Youth parents appreciate SA Youth because SA Youth does not charge them and helps with their children's homework.
- Many of the afterschool students ask their parents to come back for them later in the day because they wanted to stay longer.
- After the onset of COVID-19, SA Youth delivered care packages and went above and beyond to help students and families navigate the transition to distance learning.

As for process improvement, noise and disruptive behaviors in the cafeteria hinder the quality of some activities, such as the social emotional learning activities, where discussion and reflection are involved. In some cases, the levels of engagement dropped as the disruptions increased. Students who were in alternative rooms tended to be more engaged in the activities. Other activities, such as art, are not as impacted by the other students in the cafeteria.

4. Outcome Evaluation Plan and Results

4.1. Outcome Evaluation Plan

According to SA Youth ACE program documentation, SA Youth expects the following outcomes/impacts:

- Improved academic achievement
- Improved STAAR and EOC scores
- Increased student awareness of community issues
- Improved promotion rates
- Less behavior referrals
- Increased parent and family involvement in student learning
- Increased self-esteem

4.2. Outcome Evaluation Results

One of the disadvantages of SA Youth being an external entity to both South San Antonio ISD and San Antonio ISD is that SA Youth is dependent on the time and services of the districts to provide aggregate data at the school level for evaluating the impact of the grant on the students. The data to be collected by the district and reported to SA Youth include attendance rate, discipline referrals, STAAR and EOC scores, and promotion rate.

While SA Youth was able to provide some data from reports generated through TX21st for students participating in the ACE program, data from a comparison group (either by campus or district as a whole) were not available. There are many factors that may impact outcomes related to attendance, discipline referrals, STAAR and EOC scores, and promotion rates. The data presented below are intended to provide context; however, in the absence of data from a comparison group and the fact that many external factors are at play, the outcomes achieved cannot be attributed to the students' participation in the ACE program.

COVID-19 had several impacts on data collection in the 2019-2020 school year.

- First, the transition to distance learning occurred in the middle of the Spring 2020 semester and, per the SA Youth ACE Program Director, TEA did not require elementary schools to enter grades for Spring. Therefore, only grades through Fall 2019 are reported below.
- Second, student attendance was not consistently recorded after the transition to distance learning. There was also some student attrition in Spring 2020. Attendance rates are reported for Spring 2020 in Table 3 (2019-2020 - Percent of Students with 81% Attendance Rate or Higher) below with the caveat that the data may be skewed.
- Lastly, in response to COVID-19, STAAR testing requirements for the 2019-2020 school year were waived. STAAR assessments were not administered by TEA in Spring 2020; therefore, these data are not available. Due to COVID-19, one hundred percent of students were promoted to the next grade level state-wide.

Grades

Although grades were not considered in the initial proposal to TEA, they are a potential comparison metric. Table 2 presents the current year data (2019-2020) through Fall 2019.

Table 2. Fall 2019 - Percent of Students who Increased Grades

Campus/Site	Reading	Math
Armstrong	19.8%	24.4%
Benavidez	14.4%	17.1%
Carrillo	39.5%	51.2%
Five Palms	5.1%	1.0%
Hutchins	24.8%	30.3%
Kindred	39.1%	39.1%
Madla	22.2%	23.3%
Palo Alto	7.5%	8.6%
SA Youth at Poplar	43.5%	32.6%
Price	0.0%	0.0%

Attendance

Table 3 current year data (2019-2020) for those students participating in the SA Youth ACE program. The reader should note that these are not direct attendance rates, but rather the percent of SA Youth students attending at least 81% of the time.

Table 3. 2019-2020 - Percent of Students with 81% Attendance Rate or Higher

Campus/Site	Fall 2019	Spring 2020
Armstrong	92.1%	84.2%
Benavides	84.1%	79.8%
Carrillo	77.6%	82.4%
Five Palms	67.6%	71.8%
Hutchins	79.8%	82.5%
Kindred	61.7%	69.8%
Madla	78.8%	64.4%
Palo Alto	65.0%	51.0%
SA Youth at Poplar	87.8%	75.6%
Price	84.3%	85.9%
Total - All Sites	77.8%	78.8%

Other Outcomes

Informal, anecdotal evidence suggests that the SA Youth ACE program is making a difference in the students' lives. Comments by parents and SA Youth center staff show that students are building friendships with others even though they are not in the same classroom. Their social skills develop over the school year. The families appreciate the after-school homework, enrichment, personal development, and recreation opportunities.

During the upcoming school year (2020-2021) SA Youth should work to strengthen data sharing agreements with South San ISD and SAISD to obtain district data on attendance, discipline referrals, STAAR and EOC scores, and promotion rates as described in the documentation of the program goals. Without data from a comparison group, it is difficult to draw meaningful conclusions from the data.

5. Summary of Strengths, Recommendations and Next Steps

5.1. Strengths

Pre-COVID Strengths

SA Youth continues to provide highly needed services to their low-income, at-risk populations. SA Youth provides a safe, after-school environment in which students complete academic (e.g., homework), enrichment, and recreational activities.

Enrollment. SA Youth centers often are at capacity and could serve additional students if resources were available. This is a very consistent observation across all of the centers.

Academic Instruction. SA Youth centers provide after-school time for students to complete their homework or to participate in academically focused alternative activities when the students do not have homework. The Youth Workers are often observed helping students with their homework.

Enrichment Activities. SA Youth centers provide enrichment activities daily. As a sample, the activities Character development, Art, Que Pasa, Technology, SA Fit, cooking, sign language, STEM, Ballet, Onsite (hip hop).

Parent Engagement. SA Youth centers hold one to two family engagement events per month. One is focused on interactions with the parents (e.g., feedback about child and center) while the second includes presentations (e.g., Internet safety, bullying) and activities which engage the parents and students together. Parent engagement activities were also integrated with academic activities at some centers. For example, one center held weekly family math engagements where, as they arrived to pick up their children, parents sat and worked four to five STAAR math problems with their kids. The activity took twenty minutes or less and provided parents the opportunity to engage with SA Youth while also providing academic encouragement to their children. Weekly math engagements were popular with parents and students, with an average of fifteen families participating each week.

Partnerships. SA Youth's partnership with the SA Food Bank provided parents with fresh produce through distributions from the Food Bank. Families were also given boxes of food during the holidays to help ease the worry over the holiday break from school.

Relationships with Teachers and Administrators. SA Youth continues to build relationships with teachers and administrators. The OST programs' reputation has grown to the extent that more

administrators and teachers enrolled their own children into the program over the last year. SA Youth was also invited to join school staff in training and professional development sessions at several campuses, and SA Youth staff at Benavidez ES were included in the school's socially distanced Cinco de Mayo car parade to raise students' spirits in the spring.

Response to COVID-19

SA Youth went above and beyond to meet the needs of students and their families during this unprecedented time. When schools closed in mid-March, SA Youth worked quickly to move their programming to a virtual environment. The novel coronavirus continues to shine a light on the pervasive food insecurity and widening digital divide impacting many in our wider San Antonio community, and SA Youth staff were well positioned to swiftly adapt program operations to meet the needs of NISD students and families. SA Youth carried out a coordinated effort to deliver care packages and necessary supplies to students' homes. Once the students' immediate needs were addressed, SA Youth staff were able to readjust efforts toward cultivating engaging virtual academic and enrichment activities for their online summer camps.

5.2. Next Steps and Recommendations

S&A LLC has a few recommendations based on the site visits and discussions.

School Facilities. SA Youth should continue to work with school administrators to ensure use of multiple rooms within the school including a gym, computer lab(s), classrooms, outside recreation facilities, and cafeteria. Evaluator noted space for offices, storage, and classrooms is continues to be limited at some sites. By separating the students into smaller groups and moving them to a different physical location, the disruption to the other students may be reduced. Some centers use rooms allocated to reading, ESL, etc. specialists. In addition, using the school's computer labs would help the student's abilities with technology.

Daily Schedule. SA Youth should review the day-to-day and weekly schedule so that all students remain engaged in academic, enrichment, and recreational activities. The mealtime is longer than needed at most centers. As a result, the students become disruptive. In addition, some parents begin picking up their students this early. SA Youth could rotate the schedule so that the various activities follow the meal and homework time equally. A six-week rotation would give students more access to all of the activities over the school year.

Dosage of Activities. Some parents continue to pick their students up earlier than recommended. The early pick-up lessens the student's time to do homework, participate in enrichment activities, and learn socialization skills with other students. SA Youth should work with parents to reduce the number of early pick-ups. In addition, SA Youth should consider asking the districts to provide transportation for the students for later dismissal.

Curriculum Support. SA Youth should coordinate and/or develop standardized curriculum. While Site Coordinators had the support of a curriculum specialist to design curricula for the summer camp programs, the evaluation team noted some Site Coordinators were tasked with developing

their own curriculum for the OST program throughout the school year. In some instances, it appeared students were sent for unstructured play time when curriculum had not been prepared in advance. While Site Coordinators should have the flexibility to adapt curricula to meet the needs of their students, having a repository of prepared lessons or activities to pull from would help free-up Site Coordinators to focus on other oversight and administrative duties.

Academic Rigor. SA Youth should improve the quality of the alternative activities to homework. Students who do not have homework become disruptive. The current alternative activities are engaging for a short time and early in the year, but then the students become disruptive. SA Youth could ask teachers and librarians for relevant activities.

Classroom Management Skills. There continues to be variation in classroom management skills among the Youth Workers. SA Youth could provide more training to Youth Workers and hire teachers to mentor Youth Workers. One recommendation to help alleviate classroom management issues is to recruit and train parent volunteers. Parent volunteers allowed the Youth Workers to focus on the students rather than cleaning the cafeteria, getting supplies, etc. This works effectively at sites with parent volunteers. SA Youth is serving a student population with varied needs and challenges; therefore, classroom management training should include different approaches for managing diverse classrooms. Incorporating additional time for relationship building between SA Youth staff and students might also be beneficial.

Appendix A: Center Fact Sheets

The center fact sheets for the following centers are presented in this appendix.

- Armstrong Elementary
- Benavidez Elementary
- Carrillo Elementary
- Five Palms Elementary
- Hutchins Elementary
- Kindred Elementary
- Madla Elementary
- Palo Alto Elementary
- Price Elementary
- SA Youth at Poplar



Armstrong Elementary

WELCOME TO SA YOUTH!

SA Youth's Out-of-School Time (OST) Program provides year-round positive youth development programs during non-school hours. We offer an array of OST programs that focus on the academic achievement, character development, and healthy lifestyles of San Antonio's youth. Our site locations exist to keep children off the streets, out of trouble, and engaged in educational activities.



Our hip-hop dancers showing off their moves!

We Help With:

- Homework Help
- Social Emotional Learning
- Skill Building
- Character Development
- Social Skills

DID YOU KNOW?

Our site locations operate four to five hours during the school year and up to ten hours over the summer and select school holidays. SA Youth provides a safe place, caring adults, and positive youth development programs during the out-of-school time hours when juvenile delinquency and other risky behaviors can occur.

QUICK FACTS

- Program is held on campus
- Healthy meal provided daily
- Program runs until 6:30pm
- Center serves 100 students
- Partnerships with Basketball Embassy, Onsite Youth Training and San Antonio Ballet School to provide lessons at no cost to parents



Celebrating the holidays with Santa!

CONNECT WITH US!



@SA_Youth



@sayouth



@sa.youth



Armstrong Elementary

SITE COORDINATOR CORNER

Lisa has been working in the education field her entire life. She has been an Admissions Director and Job Placement Director for different colleges. She has volunteered for several different nonprofit organizations, such as Haven for Hope and Meals on Wheels. When she is not at work, Lisa loves spending time with her husband of 30 years and her family. She also loves to dance!



Elizabeth Hutchinson, Site Coordinator

Curriculum Highlight

Tech time is an important part of our curriculum. Students learn coding and robotics through fun and interactive computer games.



Featured Partner

Partnering with organizations like Bits, Bytes & Bots provides our students the opportunity to learn coding through computer-based activities.



FAMILY ENGAGEMENT PARTNERS



Family Engagement

We are so thankful to River City Federal Credit Union for sponsoring our Family Engagement Nights. RCFCU opened savings accounts for our students at no cost to parents.



Benavidez Elementary

WELCOME TO SA YOUTH!

SA Youth's Out-of-School Time (OST) Program provides year-round positive youth development programs during non-school hours. We offer an array of OST programs that focus on the academic achievement, character development, and healthy lifestyles of San Antonio's youth. Our site locations exist to keep children off the streets, out of trouble, and engaged in educational activities.



Performing for parents at the holiday party!

We Help With:

- Homework Help
- Social Emotional Learning
- Skill Building
- Character Development
- Social Skills

DID YOU KNOW?

Our site locations operate four to five hours during the school year and up to ten hours over the summer and select school holidays. SA Youth provides a safe place, caring adults, and positive youth development programs during the out-of-school time hours when juvenile delinquency and other risky behaviors can occur.

QUICK FACTS

- Program is held on campus
- Healthy meal provided daily
- Program runs until 6:30pm
- Center serves 100 students
- Partnerships with Basketball Embassy, Onsite Youth Training and San Antonio Ballet School to provide lessons at no cost to parents
- Family Engagement nights every month



Dinosaurs come alive during arts and crafts!

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Benavidez Elementary

DIRECTOR'S CORNER

Born and raised in San Antonio, Allyce is a proud graduate of UTSA, where she earned a B.A in History with a concentration in Social Studies. Most recently, she completed the UIW Supervisory and Management Certification Program. As the first in her family to graduate from college, she strongly believes in education and preparing students for a successful future. Allyce loves giving back to her community and helping others in any way she can. SA Youth has given her the opportunity to serve the community and share her passion for education.



Allyce Ramon, OST Director

Curriculum Highlight

Our OST students are using candy hearts for their STEM activity. They had to build a wall that could withstand wind from a straw!



FEATURED VENDOR

We love to see how creative our students can be and thanks to our awesome partners, Spare Parts, they are able to create whatever comes to mind!



FAMILY ENGAGEMENT PARTNERS



FAMILY ENGAGEMENT

We are so thankful to River City Federal Credit Union for sponsoring our Family Engagement Nights. RCFCU opened savings accounts for our students at no cost to parents.



Carrillo Elementary

WELCOME TO SA YOUTH!

SA Youth's Out-of-School Time (OST) Program provides year-round positive youth development programs during non-school hours. We offer an array of OST programs that focus on the academic achievement, character development, and healthy lifestyles of San Antonio's youth. Our site locations exist to keep children off the streets, out of trouble, and engaged in educational activities.



Our kids love to show off their cool dance moves!

We Help With:

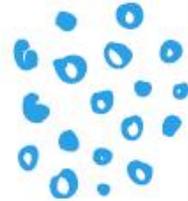
- Homework Help
- Social Emotional Learning
- Skill Building
- Character Development
- Social Skills

DID YOU KNOW?

Our site locations operate four to five hours during the school year and up to ten hours over the summer and select school holidays. SA Youth provides a safe place, caring adults, and positive youth development programs during the out-of-school time hours when juvenile delinquency and other risky behaviors can occur.

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- Family Engagement nights every month



Family Engagement Nights are the best!

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Carrillo Elementary

SITE COORDINATOR CORNER

Irma is an avid reader and has her own home library that she is very proud of. When Irma is not at work, she enjoys camping and traveling to new places.

Recently, Irma became a new grandmother and is very excited to be spending time with her grandchild. "I enjoy working with children, being able to see life again through a child's eyes gives me inspiration. Helping them learn new things gives me joy."



Irma Guerrero, Site Coordinator

Curriculum Highlight

Working together to solve problems is a skill our students practice daily. Here, we have a competition going for the toughest maze constructed in the fastest time.



Featured Partner

Partnering with organizations like Onsite Youth Training provides our students the opportunity to learn hip-hop and dance classes at no cost to parents.



Family Engagement

Family Engagement extends beyond our monthly meetings.

We support our students and their families in any way we can. Here, our OST staff bags fresh produce for our families.



Five Palms Elementary

WELCOME TO SA YOUTH!

SA Youth's Out-of-School Time (OST) Program provides year-round positive youth development programs during non-school hours. We offer an array of OST programs that focus on the academic achievement, character development, and healthy lifestyles of San Antonio's youth. Our site locations exist to keep children off the streets, out of trouble, and engaged in educational activities.



Youth Worker, David, leading an Art activity.

We Help With:

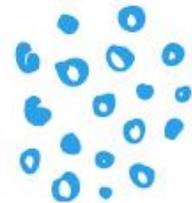
- Homework Help
- Social Emotional Learning
- Skill Building
- Character Development
- Social Skills

DID YOU KNOW?

Our site locations operate four to five hours during the school year and up to ten hours over the summer and select school holidays. SA Youth provides a safe place, caring adults, and positive youth development programs during the out-of-school time hours when juvenile delinquency and other risky behaviors can occur.

QUICK FACTS

- Program is held on campus
- Healthy meal provided daily
- Program runs until 6:30pm
- Center serves 120 students
- Partnerships with Basketball Embassy, Onsite Youth Training and San Antonio Ballet School to provide lessons at no cost to parents
- Family Engagement nights every month



"If they build it, they'll have fun!"

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Five Palms Elementary

DIRECTOR'S CORNER

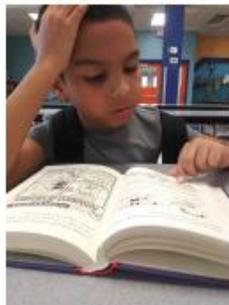
Maricruz has been impacting youth with SA Youth for the past 7 years. She began her tenure as a youth worker at multiple SA Youth sites through her first 4 years. In 2017, Maricruz was promoted to the role of site coordinator at Kindred elementary. During her time at Kindred, she strengthened the skills of all her staff, developed a bonding relationship with all of her students and built a great rapport with all of her parents. In 2020, Maricruz transferred to Five Palms elementary, providing her experiences aimed to help rejuvenate the current culture at this site. In her downtime, Maricruz enjoys spending time with her family and watching movies while pursuing a degree in Bilingual Education at Texas A&M University - San Antonio



Maricruz Solis-Cazares, Site Coordinator

Curriculum Highlight

Reading is an essential part of our program. We integrate reading into all of our lessons to make sure our students are getting all the guided practice they can while in our program.



Featured Partner

We value our partnership with the San Antonio Food Bank because they provide food and nutritional education classes to our students and a variety of services to help our parents.



Family Engagement

Family Engagement extends beyond our monthly meetings. During this special night, our families got to enjoy a free Spurs game and our students were awarded brand new bikes and helmets from Academy Sports & Outdoors and the Silver and Black Give Back!





Hutchins Elementary

WELCOME TO SA YOUTH!

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We love showcasing our students' talents!

We Help With:

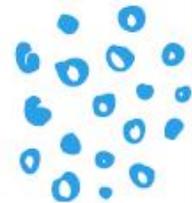
- Homework Help
- Social Emotional Learning
- Skill Building
- Character Development
- Social Skills

DID YOU KNOW?

Our site locations operate four to five hours during the school year and up to ten hours over the summer and select school holidays. SA Youth provides a safe place, caring adults, and positive youth development programs during the out-of-school time hours when juvenile delinquency and other risky behaviors can occur.

QUICK FACTS

- Program is held on campus
- Healthy meal provided daily
- Program runs until 6:30pm
- Center serves 100 students
- Partnerships with Basketball Embassy, Onsite Youth Training and San Antonio Ballet School to provide lessons at no cost to parents
- Family Engagement nights every month



Music Man, Adam Tutor, leading a lesson with our mini musicians.

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Hutchins Elementary

SITE COORDINATOR CORNER

Darrel is a former middle school science teacher, involved with prison ministry. He has a 1-year-old grandson and a new lab puppy that is almost 1 year old. Darrel is a strong supporter of the Visual Arts and has established "Art Friday" at his site every week.



Darrel Tarver, Site Coordinator

Curriculum Highlight

Art is a big subject at our Hutchins site! From abstract painting to studying Banksy, our students learn a wide variety of art forms.



Featured Partner

Partnering with organizations like the San Antonio Ballet School provides our students the opportunity to learn ballet from professional teachers, at no cost to parents.



Family Engagement

Family Engagement extends beyond our monthly meetings. We support our students and their families in all the important milestones in their lives. Check out these Fifth graders who are moving on to Middle School! Way to go!





Kindred Elementary

WELCOME TO SA YOUTH!

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Jumping our way through an obstacle course!

We Help With:

- Homework Help
- Social Emotional Learning
- Skill Building
- Character Development
- Social Skills

DID YOU KNOW?

Our site locations operate four to five hours during the school year and up to ten hours over the summer and select school holidays. SA Youth provides a safe place, caring adults, and positive youth development programs during the out-of-school time hours when juvenile delinquency and other risky behaviors can occur.

QUICK FACTS

- Program is held on campus
- Healthy meal provided daily
- Program runs until 6:30pm
- Center serves 110 students
- Partnerships with Bits, Bytes, Bots, Basketball Embassy, Onsite Youth Training and San Antonio Ballet School to provide lessons at no cost to parents
- Family Engagement nights every month



Building Bridges!

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Kindred Elementary

SITE COORDINATOR CORNER

Mycaela loves to hang out with her family and friends, watch movies, and play with her animals. She has been with SA Youth for 6 months. "I love to work with the children and all the people at SA Youth! There is always something fun and new to learn and do!"



Mycaela Simmang, Site Coordinator

Curriculum Highlight

STEM plus art make for an awesome time! The kids get to make awesome creations and learn about angles and shapes.



Featured Partner

Partnering with organizations like Bits, Bytes & Bots provides our students the opportunity to learn coding through computer-based activities.



Family Engagement

Family Engagement is an important part of our Out-of-School Time program. These are some of our families during our bingo night!





Madla Elementary

WELCOME TO SA YOUTH!

SA Youth's Out-of-School Time (OST) Program provides year-round positive youth development programs during non-school hours. We offer an array of OST programs that focus on the academic achievement, character development, and healthy lifestyles of San Antonio's youth. Our site locations exist to keep children off the streets, out of trouble, and engaged in educational activities.



Staff sending encouragement during distance learning

We Help With:

- Homework Help
- Social Emotional Learning
- Skill Building
- Character Development
- Social Skills

DID YOU KNOW?

Our site locations operate four to five hours during the school year and up to ten hours over the summer and select school holidays. SA Youth provides a safe place, caring adults, and positive youth development programs during the out-of-school time hours when juvenile delinquency and other risky behaviors can occur.

QUICK FACTS

- Program is held on campus
- Healthy meal provided daily
- Program runs until 6:30pm
- Center serves 100 students
- Partnerships with Basketball Embassy, Onsite Youth Training and San Antonio Ballet School to provide lessons at no cost to parents
- Family Engagement nights every month



Showing off how we stay safe!

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Madla Elementary

SITE COORDINATOR CORNER

Misty is a proud wife of 24 years and a mother of three children and has two grandsons. Hernandez graduated from EISD's Memorial High School and has been a parent volunteer for EISD for over 15 years. Hernandez is a former Parent Teacher Association (PTA) President, Parent Advisory Committee (PAC) President and Parent Family Advisory Committee (PFAC) President in EISD. Mrs. Hernandez's love for nonprofits has brought her to SA Youth where she started off as a Youth Worker and is now a Site Coordinator.



Misty Hernandez, Site Coordinator

Curriculum Highlight

These Madla students are showing off the creative harmonicas they made out of craft sticks, straws and rubber bands.



Featured Partner

Partnering with organizations like the San Antonio Ballet School provides our students the opportunity to learn ballet from professional teachers, at no cost to parents.



Family Engagement

Be Kind Bingo Night: Every child could only win one prize if they or their parents won again, then they had to Be Kind and give the prize to another child of their choosing with no prize.



Palo Alto Elementary

WELCOME TO SA YOUTH!

SA Youth's Out-of-School Time (OST) Program provides year-round positive youth development programs during non-school hours. We offer an array of OST programs that focus on the academic achievement, character development, and healthy lifestyles of San Antonio's youth. Our site locations exist to keep children off the streets, out of trouble, and engaged in educational activities.



"Alone we can do so little; together we can do so much"- Helen Keller

We Help With:

- Homework Help
- Social Emotional Learning
- Skill Building
- Character Development
- Social Skills

DID YOU KNOW?

Our site locations operate four to five hours during the school year and up to ten hours over the summer and select school holidays. SA Youth provides a safe place, caring adults, and positive youth development programs during the out-of-school time hours when juvenile delinquency and other risky behaviors can occur.

QUICK FACTS

- Program is held on campus
- Healthy meal provided daily
- Program runs until 6:30pm
- Center serves 105 students
- Partnerships with Basketball Embassy, Onsite Youth Training and San Antonio Ballet School to provide lessons at no cost to parents
- Family Engagement nights every month



"Palo Alto children building bridges during engineering fun activity"

CONNECT WITH US!



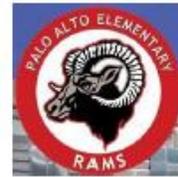
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Palo Alto Elementary

SITE COORDINATOR CORNER

Ruth loves spending quality life with her family and friends. She loves nature and her hobbies are camping and fishing. She has been working with children for more than twenty years and she is devoted to her work to help children grow and learn. "I enjoy being part of the SA Youth family. Making a difference in the life of a child is my greatest reward!"



Ruth Gurrola, Site Coordinator

Curriculum Highlight

During Tech Time, students use iPads and computers to complete activities from our TEKS-aligned lesson plans. Students also access educational games through downloaded apps.



Featured Partner

We value our partnership with the San Antonio Food Bank because they provide food and nutritional education classes to our students and a variety of services to help our parents.



Family Engagement

Family engagement nights are important for our Out-of School Program. Check some of our families during the "Live to Inspire" family engagement night.





SA Youth at Poplar

WELCOME TO SA YOUTH!

SA Youth's Out-of-School Time (OST) Program provides year-round positive youth development programs during non-school hours. We offer an array of OST programs that focus on the academic achievement, character development, and healthy lifestyles of San Antonio's youth. Our site locations exist to keep children off the streets, out of trouble, and engaged in educational activities.



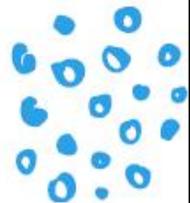
Handmade thank you cards. How sweet are those smiles!

We Help With:

- Homework
- Social Emotional Learning
- Academic Enrichment
- Character Development
- Social Skills

QUICK FACTS

- Program is held on campus
- Healthy meal provided daily
- Program runs until 6:30pm
- Center serves 100 students
- Partnerships with Basketball Embassy, Onsite Youth Training, CREA Community + Counseling, and The Ballet Conservatory of South Texas to provide lessons at no cost to parents
- Family Engagement nights every month



DID YOU KNOW?

Our site locations operate four to five hours during the school year and up to ten hours over the summer and select school holidays. SA Youth provides a safe place, caring adults, and positive youth development programs during the out-of-school time hours when juvenile delinquency and other risky behaviors can occur.



Look at our future rodeo star!

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SA Youth at Poplar

SITE COORDINATOR CORNER

Antonio currently serves as our Site Coordinator for our Poplar Center. He has held multiple roles at SA Youth within the growing OST department. Prior to his arrival to SA Youth, Antonio worked as an Account Manager and Payroll Specialist for an IT company and as a public school educator for 6 years. He holds a bachelor's degree in music education and is completing his Masters of Public Administration. He has held positions of leadership and on the board of directors for various non-profits in the United States. When he is not working, Antonio spends much of his time rehearsing and performing at the Woodlawn Theatre and with the Christ Episcopal Church parish choir.



Antonio Flores, Site Coordinator

Curriculum Highlight

"Using Common Threads curriculum, students learned to make healthy snacks."



Featured Partner

Partnering with organizations like The Ballet Conservatory of South Texas provides our students the opportunity to learn ballet from professional teachers, at no cost to parents.



Family Engagement

Family Engagement events are opportunities for SA Youth to provide parents with resources, fun activities and connections to other local organizations





Price Elementary

WELCOME TO SA YOUTH!

SA Youth's Out-of-School Time (OST) Program provides year-round positive youth development programs during non-school hours. We offer an array of OST programs that focus on the academic achievement, character development, and healthy lifestyles of San Antonio's youth. Our site locations exist to keep children off the streets, out of trouble, and engaged in educational activities.



Art lessons spark creativity and imagination in students!

We Help With:

- Homework Help
- Social Emotional Learning
- Skill Building
- Character Development
- Social Skills

DID YOU KNOW?

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- Family Engagement nights every month



Showing off the model they built with Bricks 4 Kids

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Price Elementary

DIRECTOR'S CORNER

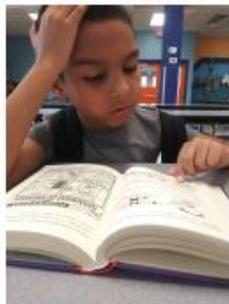
Ashley is a graduate of Career Point College obtained certification as a medical assistant. Then she started pursuing her career path in education, she took her first job in afterschool programming for the YMCA. Ashley continued her passion of working with children in California for their after school kindergarten program on Camp Pendleton base. She is born and raised in San Antonio, she is very happy to be serving her own local community.



Ashley Zarate, Price Site Coordinator

Curriculum Highlight

"The more that you read, the more things you will know. The more that you learn, the more places you'll go."- Dr. Seuss



Featured Partner

We value our partnership with the San Antonio Food Bank because they provide food and nutritional education classes to our students and a variety of services to help our parents.



Family Engagement

Monthly Family Engagements are the perfect time for our families to come together. Here, our families are having a SPOOKtacular time at our Halloween party.



Appendix B: Center Executive Summaries

The 10 center-level executive summaries follow.

- Armstrong Elementary
- Benavidez Elementary
- Carrillo Elementary
- Five Palms Elementary
- Hutchins Elementary
- Kindred Elementary
- Madla Elementary
- Palo Alto Elementary
- Price Elementary
- SA Youth at Poplar

Armstrong Elementary School
Executive Summary
of the
21st Century Community Learning Centers:
Grant Year 2019 - 2020

July 2020

Report Prepared for:



San Antonio Youth
1215 W. Poplar St.
San Antonio, TX 78201

In Collaboration with



Steuck & Associates LLC

II. Armstrong Elementary School (ES) Executive Summary

This report is the executive summary for Armstrong Elementary School (ES) of the San Antonio Youth (SAY) 21st Century Community Learning Center (CCLC) grant funded by the Texas Education Agency (TEA) Afterschool Centers on Education (ACE) program during the 2019 - 2020 school year.

A. Overall Strengths and Next Steps

Strengths

- SAY provides a safe, after-school environment in which students complete academic (e.g., homework), enrichment, and recreational activities.
- Armstrong ES serves families from very low-income areas of San Antonio. Many students live in single parent families with parents having two jobs.
- Armstrong ES parents appreciate SAY because we do not charge them and help with their children's homework.
- Armstrong has multiple clubs after school every Tuesday. This includes cooking, sign language, STEM, and art. They also have parent nutrition classes every Friday.
- Armstrong has kept high attendance due to rewards at the end of the week from the school. The Administration also announces perfect attendance over the intercom on Fridays.
- SA Youth is employed with 5 Youth Workers of which 3 of them are in college going for their Educational Degree. One of the other 2 is a TA and is a plus because she knows all the parents and helps SA Youth keep in contact with the Teachers.
- SA Youth also receives support from all Administration, Teachers, Custodial staff, and Cafeteria staff throughout the year. As we work together to make SA Youth successful.

Recommended Next Steps

- Ensure use of multiple rooms within the school including a gym, computer lab(s), classrooms, outside recreation facilities, and cafeteria.
- Begin awareness program of benefits of participation in all after-school activities for parents of students interested in the after-school program.
- Revise the day-to-day and weekly schedule so that all students remain engaged in academic, enrichment, and recreational activities.
- Increase student engagement in and academic rigor of activities during homework time. One solution is to coordinate with teachers to provide instructional activities and materials relevant to the in-class instruction.

SA Youth's primary accomplishment at Armstrong for the 2019 - 2020 school year was increasing student attendance, as well as increasing participation in parent engagement nights. The increase in student attendance was achieved by playing a game to determine whose attendance was higher: girls or boys. Whichever group achieved higher attendance would get prizes like a free day or snacks. Increased attendance at parent engagement nights was achieved by providing light snacks and asking parents' input to improve after school care. The intent was for parents to feel a part of SA Youth and to make sure they know their opinion matters.

The main goal this coming year is to attend all staff meetings at the school so SA Youth staff can get more involved with the teachers and stay informed of future events. SA Youth will also become more involved with helping in school functions.

Site Coordinator would also like to meet with the principal to find out how we can help our students for the STAAR testing and other areas they are having difficulties in.

The strongest areas in 2019-2020 are that we hire college students that gain experience in the education field. Also hiring school staff provides SA Youth more class space. Now we can use the computer lab, gym, and 2 other classrooms.

After the onset of COVID-19, we became a virtual program. We registered more than 100 students from all of our schools including SSISD and SAISD. To make sure attendance was close to 100%, we would keep in touch with all the parents either by email, phone, remind or even going to their home.

SA Youth's commitment to keeping parents informed about upcoming virtual classes and learning objectives was a strength that emerged during the global pandemic. Keeping in touch with parents on a daily basis helped SA Youth maintain student attendance through the transition to virtual programming. SA Youth also provided iPads for students who did not have technology so they would be able to join in our Summer Virtual Programming.

SA Youth started with Zoom classes with Armstrong students on Tuesdays and Thursdays. There were approximately 8-17 students in the classes which started in April. SA Youth also delivered supplies for the students each week, which included everything students would need to participate in the activities planned for the week ahead. We also provided care packages for families, including hygiene products, school and art supplies, healthy snacks, and coloring books, which were delivered to their homes as well. SA Youth was also invited to an end-of-year parade drive-through. We drove by the neighborhoods and saw lots of students and parents holding up signs in celebration of the end of the school year. The signs also let us know that students and parents missed Armstrong staff and SA Youth.

B. Brief Center Overview

Armstrong Elementary School is located in the South San Antonio Independent School District (South San ISD) and serves mostly low-income families. The businesses that surround Armstrong are a Fire Station behind the school and Five Palms Elementary that is less than a mile away. Most of the parents work fulltime and part-time in the medical field, automotive technicians, food service, and temp jobs. From the conversations Site Coordinator has had with families, it is apparent many parents are struggling to make ends meet; they really are very nice people that rarely have time to be involved with their kids because they work fulltime and two jobs to make ends meet. Lots of parents travel by bus and sometimes walk to work and back. There are several single parents that have 2-5 children and walk to pick them up from school.

SA Youth's program begins in the cafeteria between 2:45-3:00pm when students get out of school. SA Youth has all students sit in their assigned seats by grades and as soon as they are all in the cafeteria and accounted for, students are lined up by grade. They wash their hands first then get in line for dinner snacks.

Between 3:30-4:00pm students start dividing into grades and classrooms to do their homework with the help of our SA Youth staff. SA Youth spend as much time as needed during homework time tutoring students in subjects which they need to improve.

Between 4:00-4:30pm, students begin a rotation, which includes Character, STEM, Art, Que Pasa, Tech, and SA Fit. SA Youth has vendors and community partners coming in every week which includes Ballet, ONSITE Youth (hip hop), Art, and Bits Bites and Bots (STEM). These clubs take place in the gym and sometimes a classroom.

C. Implementation

Adherence: In accordance with the center logic model, Armstrong ES provided the following activities: Tech Kids, learning games, SA Fit, STEM/STEAM, character development, Que Pasa/performing arts and dance classes such as hip hop and ballet.

Dosage: Armstrong ES served 103 students and 55 parents during the fall and spring semesters. The parent engagement varies dramatically depending on the nature of the activity. In the beginning of the school year we had 103 students enrolled. When the first semester ended, we only had 102 students enrolled. There were around 5 students that transferred to other schools, which enabled Site Coordinator to enroll more students.

Quality. The perceived quality varies from activity to activity. Noise and disruptive behaviors in the cafeteria hinder the quality of some activities, such as the social emotional learning activities, where discussion and reflection are involved. Other activities, such as art, are not as impacted by the other students in the cafeteria. This observation leads to one of the next steps listed above.

All the afterschool students loved the SA Youth program and parents were surprised because the kids would ask the parents to come back for them because they wanted to stay longer. Family engagements are twice a month and typically have great turn out. Site Coordinator loves that the parents are down to earth and talk to me as if we had known each other for a long period of time. The best and largest turn outs were during the holidays, when their kids would perform, typically ballet and hip hop.

D. Local Needs and Outcomes

Armstrong ES tracks student outcomes such as school attendance, daily SA Youth attendance, and behavior referrals to see how students are progressing towards intended outcomes. These outcomes are compared to students who do not participate in an SA Youth program. Intended outcomes of attending Armstrong ES SA Youth program include increasing school and SA Youth attendance, and decreasing behavior referrals.

South San offers ESL classes, nutrition classes, and other community resources. The district website contains all of the information needed for parents to contact school sources. A district calendar is also provided with updated information for parents. Adult continuing education classes are also available at Palo Alto college on the southside.

Throughout the school year, fliers are passed out to students and posted on the school door with notice of ESL, nutrition and parent classes as they are scheduled by the district. The district does provide ample opportunity for parents to improve their situation.

Classes are also provided by Parks and Recreation at the Miller’s Pond Recreation Center in the South San area.

SA Youth provides after school tutoring daily. Financial help was offered in the form of a credit union night to open savings or checking accounts. Whenever we have functions or events, flyers are distributed.

E. State Outcomes

Grades

Table 4. Fall 2019 - Percent of Students who Increased Grades by Subject

Site/Campus	Reading	Math
Armstrong	19.8%	24.4%

Attendance

Table 5. 2019-2020 – Percent of Students with 81% Attendance or Higher

Site/Campus	Fall 2019	Spring 2020
Armstrong	92.1%	84.2%

Benavidez Elementary School
Executive Summary
of the
21st Century Community Learning Centers:
Grant Year 2019 - 2020

July 2020

Report Prepared for:



San Antonio Youth
1215 W. Poplar St.
San Antonio, TX 78201

In Collaboration with



Steuck & Associates LLC

II. Benavidez Elementary School (ES) Executive Summary

This report is the executive summary for Benavidez Elementary School (ES) of the San Antonio Youth (SAY) 21st Century Community Learning Center (CCLC) grant funded by the Texas Education Agency (TEA) Afterschool Centers on Education (ACE) program during the 2019-2020 school year.

A. Overall Strengths and Next Steps

Strengths

- SAY provides a safe, after-school environment in which students complete academic (e.g., homework), enrichment, and recreational activities.
- Benavidez ES serves families from very low-income areas of San Antonio. Many students live in single parent families with parents having two jobs.
- The Benavidez ES site has multiple school club days with various clubs such as hip-hop dancing, cheer, basketball and Robotics.
- Family engagement at the Benavidez ES site includes many activities to encourage parent participation, including the Annual Fall Festival and Christmas event.

Recommend Next Steps

- Ensure use of multiple rooms within the school including a gym, computer lab(s), classrooms, outside recreation facilities, and cafeteria.
- Begin awareness program of benefits of participation in all after-school activities for parents of students interested in the after-school program.
- Revise the day-to-day and weekly schedule so that all students remain engaged in academic, enrichment, and recreational activities. This will be done by modifying lesson plans as well as adjust to different circumstances that arise.
- Increase student engagement and academic rigor of activities during homework time. One solution is to coordinate with teachers to provide instructional activities and materials relevant to the in-class instruction.

SA Youth at Benavidez is the site with the highest enrollment. Thankfully, it's also one of the sites that has access to the most space provided by the school; the principal and the administration are incredibly supportive of SA Youth and allow us to use multiple locations throughout Benavidez Elementary during programming. The Principal welcomes SA Youth to attend its various school events as an extension of the school. Her three children also attend the SA Youth Out-of-School Time Program at Benavidez.

At Benavidez, there is a very strong desire for Fine Arts and Enrichment activities. SA Youth brings in vendors like The Basketball Embassy, San Antonio Ballet, and Onsite Youth Training to provide instructional classes, at no extra cost to parents. Benavidez has an incredibly strong group of Youth Workers that have great rapport with the students, parents, office personnel, and administration. The Youth Workers implement many inclusive ideas for students in the groups, as well as provide an abundance of knowledge for classroom management. During the times

when a Site Coordinator was transitioning into or out of the position, the Youth Workers took the lead with no hesitation. To preserve the relationship between the program and school administration, the Youth Workers adapted to these unforeseen circumstances by dividing the responsibilities with one another. The Youth Workers continued in this manner for a period of time as the Site Coordinator Manager checked-in on the Youth Workers to input the attendance and administration work to aid in maintaining the relationship with the school.

This year at Benavidez there was a good level of communication between the school and the SA Youth program. The upcoming year will involve continued rapport with the school administration, demonstrating the benefits the SA Youth program continues to offer. Continuing connections with teachers and staff will provide SA Youth with leverage when requesting for more programming space, resources, and support. Last year's goal was accomplished due to the Youth Workers' motivation and dedication to the SA Youth mission. With such a high population of students at Benavidez, teaching the lesson plans takes a considerable amount of attention to meet the needs of the students. However, the Youth Workers met the expectations and went beyond the circumstance to succeed.

With such accomplishments also require adjustments in certain areas. An objective for this year would be to practice overall hygiene in all aspects and areas of the program. For example: proper handwashing for Youth Workers and students, proper usage of sharp objects like scissors and pencils, ensuring all utilized areas are properly maintained like picking up after oneself when using school areas (cafeteria, storage, computer room), sweeping, and mopping.

COVID-19 Impact and Closure

Communication. On the onset of COVID-19 there was a pause in communication with parents. However, with the transition of the Site Coordinator, the Site Coordinator manager stepped in to assist the Youth Workers in this transition from in-person to virtual services. Email, phone calls, and text were some of the ways to help communicate with the parents. Further outreach was needed using Facebook and other social media pages to encourage the parents of Benavidez, to continue participating in the program.

Google Meet and Zoom. These virtual programs were used as virtual classrooms to aid in tutoring and keeping the students engaged during the end of spring semester and into the summer. The lessons during the Spring semester consisted of art activities to continue building upon the students' motor skills and creativity. During the summer, the lessons are professionally developed to consist of the main subjects such as math, reading, and science, as well as electives such as basketball, cooking, drama, and magic.

Facebook. Facebook, a social media site, was utilized during the crisis as an aid in communication with parents, updating the community of events the school is setting up, and providing information about services throughout San Antonio (Food services, commodities, general hygiene products, etc.). SA Youth also started a page titled "OST-Out of School Program" as a source of information and outreach to the parents of SA Youth. The page also consisted of encouragement and services we, as staff of SA youth, were accomplishing during the crisis.

Participation and Accomplishment. Benavidez Elementary had a car parade for Cinco de Mayo around the neighborhood. The SA Youth staff participated by decorating their cars and riding in the back of a truck shouting, “SA Youth misses you!” It was a great display of support for the students and families of Benavidez.

Care Packages. Care packages were prepared with the help of the Site Coordinator manager. Each Youth Worker called a set of families to set up a day and time to deliver the care package to the students. The care packages included healthy snacks, art materials, and general hygiene products.

Learning Online. Virtual learning continued after school closures with the Benavidez students. Classes were held every Tuesday and Thursday at 6pm. The Benavidez team along with the site coordinator manager would meet in the Hutchins school parking lot in the morning to divide up the supplies in large, clean Ziploc bags. The team would practice safety measures such as wearing gloves, masks, and maintaining a 6 ft distance.

The Benavidez SA Youth team also held a bilingual class on Fridays. The same lessons taught on Tuesday and Thursday were taught on Friday but with a bilingual assistant leading the lessons.

Funding Changes. During the school year, there was an overage of students that required additional Youth Workers which was funded by a grant from the City of San Antonio. After the on-set of COVID-19, the City had to realign their finances and pause revenue to SA Youth, which led to the reduction of the number of Youth Workers assigned to Benavidez.

Areas of Strength and Improvement. Strengths include safety protocol, maintaining relationships with school administration and parents during transitional periods of Site Coordinators, and family engagement nights. Areas of needed improvement are upgraded iPads and permanent Site Coordinator.

B. Brief Center Overview

Benavidez Elementary School is located in the South San Antonio Independent School District (South San ISD). The majority of the students are Hispanic and come from lower to middle class working homes. Although most of the families are below the poverty-threshold, Benavidez has one of the higher median family incomes for South San Antonio ISD.

The SA Youth ACE Program at Benavidez Elementary takes place inside the cafeteria building during the after-school hours. There are six part-time Youth Workers, as well as the Site Coordinator, that oversee the day-to-day functions of the program and supervise all the children in attendance. At dismissal, one Youth Worker is sent to a specific grade level where they collect and sign in all the children present that day. Following this are four blocks of time: snack, homework/tutoring, rotation one and rotation two. The rotations that the students break into are: Art, STEM, SAFit, Character Development and an Asset lesson. The clubs students were able to participate in this year through our vendors were: Ballet, OnSite (Hip Hop Dance), and Bits,

Bytes and Bots (Coding/STEM). The program has access to the gym, cafeteria, playground and two computer labs. For certain clubs (such as ballet) we are allowed to use the music classroom, if it's available.

COVID-19 Impact. There were local needs with the Benavidez family due to the crisis that resulted from loss of jobs and in some cases the separation of families to prevent contagion. There is no clear data on the exact needs for the families or their circumstances. SA Youth could not provide meals but met other needs by providing care packages and iPads for technology assistance. Meals were provided by the school district through a weekly drive-by and pick-up approach.

C. Implementation

Adherence: In accordance with the center logic model, Benavidez ES provided the following activities: Asset Activity, Tech Kids, Learning Games, Que Pasa/Performing Arts, SA Fit, STEM/STEAM, Character Development, Dinner, Homework, Outside Time and dance classes such as hip hop.

Dosage: Benavidez ES served 136 students and 98 parents during the Fall and Spring semesters. The parent engagement varies dramatically depending on the nature of the activity.

Quality: The perceived quality varies from activity to activity. Noise and disruptive behaviors in the cafeteria hinder the quality of some activities, such as the social emotional learning activities where discussion and reflection are involved. Other activities, such as art, are not as impacted by the other students in the cafeteria.

D. Local Needs and Outcomes

Since Spring Break, SA Youth ACE Programs have maintained virtual programming and distance learning with the students in our program. During the COVID-19 closure, the SA Youth staff at Benavidez remained committed to providing any items needed by SA Youth students and their families. Staff passed out enrichment activities, school supplies, cleaning/disinfecting supplies, art supplies, books and toys. The Benavidez staff continues to remain in contact with SA Youth families and address any concerns or needs parents may have.

During this distance learning phase, SA Youth at Benavidez lost their Site Coordinator. Our Site Coordinator Manager and the other Site Coordinators stepped in to assist the remaining Youth Workers however they could. The Benavidez Youth Workers are great leaders and have been able to successfully help our students. The Youth Workers have also adapted and exhibited their strengths and flexibility with the different responsibilities they upheld without a Site Coordinator.

E. State Outcomes

Grades

Table 6. Fall 2019 - Percent of Students who Increased Grades by Subject

Site/Campus	Reading	Math
Benavidez	14.4%	17.1%

Attendance

Table 7. 2019-2020 – Percent of Students with 81% Attendance or Higher

Site/Campus	Fall 2019	Spring 2020
Benavidez	84.1%	79.8%

Carrillo Elementary School
Executive Summary
of the
21st Century Community Learning Centers:
Grant Year 2019 - 2020

July 2020

Report Prepared for:



San Antonio Youth
1215 W. Poplar St.
San Antonio, TX 78201

In Collaboration with



Steuck & Associates LLC

II. Carrillo Elementary School (ES) Executive Summary

This report is the executive summary for Carrillo Elementary School (ES) of the San Antonio Youth (SAY) 21st Century Community Learning Center (CCLC) grant funded by the Texas Education Agency (TEA) Afterschool Centers on Education (ACE) program during the 2019-2020 school year.

A. Overall Strengths and Next Steps

Strengths

- SAY provides a safe, after-school environment in which students complete academic (e.g., homework), enrichment, and recreational activities.
- Carrillo ES serves families from very low-income areas of San Antonio. Many students live in single parent families with parents having two jobs.
- Carrillo's has had two Youth Workers on staff who have worked in the afterschool program for 3 years bringing continuity to the program.
- The Vice Principal's son has been in the program for two years and this year the Music teacher added her daughter.
- Carrillo ES provides a number of family engagement activities that include interactive holiday parties that engage both the parents and students.
- During the Christmas Party the students in the Hip-Hop class gave a performance. It was well received, and everyone enjoyed it.
- Athens ES re-opened and students were bused to Carrillo ES to take advantage of the afterschool program.

Recommended Next Steps

- Ensure use of multiple rooms within the school including a gym, computer lab(s), classrooms, outside recreation facilities, and cafeteria.
- Begin awareness program of benefits of participation in all after-school activities for parents of students interested in the after-school program.
- Revise the day-to-day and weekly schedule so that all students remain engaged in academic, enrichment, and recreational activities.
- Increase student engagement in and academic rigor of activities during homework time. One solution is to coordinate with teachers to provide instructional activities and materials relevant to the in-class instruction.
- Goal for Fall of 2020 is to add Athens ES to Cycle 11 for their own site.

B. Brief Center Overview

Carrillo Elementary School is located in the South San Antonio Independent School District (South San ISD) and serves a high number of Hispanic and low-income families. Most of the current staff of Youth Workers previously worked at the school under a different program. They are well liked and know most of the students. The Site Coordinator has a close working relationship with the current Principal.

The Site Coordinator developed a positive working relationship with the school administration. For example, meetings were set with the school counselor on how best to support students on an individual basis. The Principal entrusted the Site Coordinator with keys to the school and met regularly to discuss upcoming events, observations, and opportunities for further collaboration. The Site Coordinator met with student teachers regarding homework and supplemental activities to extend what they are learning during the school day.

Leading into the second year at Carrillo ES, Site Coordinator continues to build better relationships with the teachers, PTO, the CIS coordinator, along with the new Principal. Strengthening those relationships will ultimately benefit the students in the program.

This academic year, South San ISD re-opened Athens ES which was previously closed 2 years ago. Athens ES is 0.7 miles down the street from Carrillo ES. The parents and school administration requested after school care. Carrillo ES was at capacity so it limited the number of students from Athens we were able to assist. 42 students from Athens ES were registered and bused over to Carrillo by the school district. SAY worked with the city of San Antonio and were able to get additional funding for more staff.

The Site Coordinator attends many campus events, creating alignment with the school and its administration. PTO meetings, the 5th grade graduation event, and assisting with preparing snacks for the school dance were among those events.

Many of the Youth Workers at Carrillo worked at the afterschool program that was in place before SA Youth and are currently teachers at the school. These individuals have a history and relationship with the students and their parents. If eligible and available for rehire, the Youth Workers will be recommended to return for the 20-21 school year, so that the relationships with the students, parents, and school administration can continue to grow. There can be additional outreach to teachers to individualize the student experience based on needs. There is also a tremendous opportunity with a new Principal.

The majority of the students served are Spanish-speaking and come from single family households with working parents. Without the afterschool program, many of the older students would walk home unattended. We have older students who would probably walk home without our program.

Space for the program is limited to the cafeteria, gym, and science lab.

Vendors for the afterschool program include Ballet San Antonio, Onsite Youth Training (hip hop classes), Listen Up and Get Down (music appreciation), Bricks for kids (teaching building using Legos), and Bits, Bytes, and Bots (computer programming). Students particularly enjoy the hip-hop, bricks for kids, and ballet classes, reflected by high attendance on those days.

SA Youth at Carrillo has recently had a change in staff, one of the Youth Workers was promoted. Due to COVID-19, the City of San Antonio made adjustments and they paused funding for

afterschool programs which made it difficult to keep employed the extra staff hired for the additional students from Athens ES. Subsequently, 2 of the Youth Workers were released.

COVID-19 began impacting schools close to the end of the school year. The schools were closed during Spring Break. We were able to use Remind, email, phone calls and texts to keep in contact with the parents of our students. SAY created a curriculum for virtual learning, the Principal was able to send it out to the students electronically. Permission was given for all students to use, not just those in the SAY program. We had weekly Zoom meetings with the students to keep them engaged.

SAY's summer program consisted of virtual classes to continue reinforcing core subjects along with vendor specialty programs such as cooking, music, and basketball.

SAY created care packages for our families to help alleviate the stress of finding hygiene products, soap, school and craft supplies. The care packages also contained healthy snacks, toys and coloring books.

At the end of the school year car parades were held to celebrate the graduation of students. The Site Coordinator and Youth Workers attended the car parades. The Site Coordinator was invited to all, but specifically the 5th grade graduation.

C. Implementation

Adherence: In accordance with the center logic model, Carrillo ES provided the following activities: Tech Kids, learning games, SA Fit, STEM/STEAM, character development, Que Pasa/performing arts and dance classes such as hip hop and ballet.

Dosage: Carrillo ES served 69 students, and had 42 from Athens ES serving 66 families during the fall semesters. At the beginning of Spring break the dosage was 56 students from Carrillo ES and 31 from Athens ES, serving 60 families. The parent engagement varies dramatically depending on the nature of the activity.

Quality: The perceived quality varies from activity to activity. Noise and disruptive behaviors in the cafeteria hinder the quality of some activities, such as the social emotional learning activities, where discussion and reflection are involved. Other activities, such as art, are not as impacted by the other students in the cafeteria. This observation leads to one of the next steps listed above.

Successful events include the Halloween and Holiday parties, attended by an average of 25 parents. Family engagement nights are most successful when the students are performing, such as at the end-of-year-party or holiday celebrations. This year a new idea for the Family engagement night was Bingo, and it was met with greater success than other activities.

D. Local Needs and Outcomes

Carrillo ES tracks student outcomes such as school attendance, daily SAY attendance, and behavior referrals to see how students are progressing towards intended outcomes. These outcomes are compared to students who do not participate in a SAY program. Intended outcomes of attending Carrillo ES SAY program include increasing school and SAY attendance and decreasing behavior referrals.

In response to the cycle of poverty that many of the families face at Carrillo, River City Credit Union presents financial literacy workshops at Family Engagement Nights for parents, provides financial literacy activities for the students, and offers savings accounts for the children and members of their families.

E. State Outcomes

Grades

Table 8. Fall 2019 - Percent of Students who Increased Grades by Subject

Site/Campus	Reading	Math
Carrillo	39.5%	51.2%

Attendance

Table 9. 2019-2020 – Percent of Students with 81% Attendance or Higher

Site/Campus	Fall 2019	Spring 2020
Carrillo	77.6%	82.4%

Five Palms Elementary School
Executive Summary
of the
21st Century Community Learning Centers:
Grant Year 2019 - 2020

July 2020

Report Prepared for:



San Antonio Youth
1215 W. Poplar St.
San Antonio, TX 78201

In Collaboration with



Steuck & Associates LLC

II. Five Palms Elementary School (ES) Executive Summary

This report is the executive summary for Five Palms Elementary School (ES) of the San Antonio Youth (SAY) 21st Century Community Learning Center (CCLC) grant funded by the Texas Education Agency (TEA) Afterschool Centers on Education (ACE) program during the 2019-2020 school year.

A. Overall Strengths and Next Steps

Strengths

- SA Youth provides a safe, after-school environment in which students complete academic (e.g., homework), enrichment, and recreational activities.
- Five Palms ES serves families from very low-income areas of San Antonio.
- Five Palms SA Youth program continuously encourages parent engagement throughout the year. This includes hosting family engagement nights with interactive activities.
- SA Youth staff at Five Palms develop open communications with their students and students actively participate in lessons

Recommended Next Steps

- Ensure use of multiple rooms within the school including a gym on certain days, computer lab(s), classrooms, library usage for family engagements and outside recreation facilities.
- Increase student engagement and academic rigor of activities during homework time.
- Coordinate with teachers to provide instructional activities and materials relevant to the in-class instruction.

Accomplishments. This past year, the site had an increase in parental involvement during our Family Engagement nights. The way information is communicated to parents has greatly improved. Site Coordinator utilized methods of emails, phone calls, Remind app, and our social media page to remind parents of upcoming events and important information. Student discipline occurrences were happening less frequently and for the few that did happen, students responded well to positive reinforcement. This can be contributed to the improvement of communication between Site coordinator, staff, and the families.

The Principal communicated frequently and openly to the Site Coordinator about any issues or questions they need answered. The district provided each Site Coordinator with access to Skyward so we can gather information for our grant reports. If students needed more focus or attention in a certain subject area, the Site Coordinator would communicate with teachers to help the students improve while they were in our program. We implemented a new safety procedure to further protect each student by creating a school dismissal meeting location to aid staff in tracking student attendance and students will be escorted by a staff member for parent pick up.

At the beginning of the school year we were fortunate to have an opportunity to join the school staff in a professional development training. Our hope for next year is to attend more training with the school staff and administration. The Five Palms SA Youth program should be an

extension of the school, partnering together to work in the best interest of the students; as such, one of our Youth Workers is also a teacher's aide at the school furthering the importance of unity between SA Youth ACE and Five Palms elementary. We have also added bilingual staff to assist our families as a majority come from Spanish speaking households. As a result, this will also improve communication between the parents, the community, the District and SA Youth.

Opportunities for Improvement. Organization and record-keeping at the site was occasionally in disarray and items were not easily located. Storage space at the school is an issue, but with better organization the site was able to arrange their files and materials in a more accessible way.

B. Brief Center Overview

Five Palms Elementary School is located in the South San Antonio Independent School District (South San ISD) and serves grades kinder through fifth grade. Much of the population we serve is Hispanic (94%) and are of low-income households or receiving assistance (94%). Many parents work more than one job in order to provide for their families. Our enrollment capacity per grant is 60, although due to the increased need of our community this year, we had to double our enrollment capacity.

In February 2020, Five Palms Elementary received a Site Coordinator who was transferred from a successful SA Youth location with over a couple of years of experience to assist in revitalizing the current program and build a cohesive relationship with the school's administration.

Our program is housed in the Five Palms Elementary cafeteria, providing a central location to our families. Here, our students receive their daily snack/light dinner from the nutrition department after being signed in either by the Site Coordinator or one of our six part-time Youth Workers. After the students' daily snack, they transition into a reading or homework time to complete any assignments given to them allowing more quality time at home, which is crucial to the students and their families. While we primarily use the cafeteria for our programming time, our staff is able to utilize the outdoor covered play area, gymnasium, and playground to break our students into their rotational activities or one of the several diverse clubs that is offered to them. SA Youth offers plenty of core activities which include Art, STEM, SAFit, Character Development, Tech Kids and Math/ELA development. Through SA Youth's partnered vendors our students were provided the opportunity to join various clubs which includes SA Ballet, OnSite (Hip Hop Dance), The Basketball Embassy, Little Medical School, Bricks for Kidz and Bits, Bytes, and Bots (Coding/STEM).

The OST Program at Five Palms Elementary serves grades Kindergarten through Fifth grade. Of the population served, 94% are Hispanic and 94% are low-income households receiving some type of government assistance. This past school year, Five Palms Elementary had 120 students enrolled in the after-school program, with 40% female and 60% male.

Students at Five Palms Elementary enjoyed a variety of family activities during the program, according to the staff and the students their favorite was the Christmas party. During the Christmas party, the families were able to enjoy family pictures with Santa at no cost. Our

students were able to receive a gift and spend quality time with their families and interact with other students and their families. The purpose of this activity is to promote family unity despite their economic circumstances.

As SAY prepared to finish off the school year after a successful spring break, the COVID-19 virus caused the loss of our supplemental funding (City of San Antonio), resulting in the unfortunate release of most of our staff. Physical in-person programming became infeasible, causing us to shift our focus to virtual programming. During this time, we remained diligent in communicating and interacting with our families using online applications such as Remind App, Zoom, Google Hangouts along with daily phone calls and text messaging.

Collectively, we found new and creative ways to engage our students, providing technology to further their schoolwork and enable their participation in our programming. We had a lot of family responses through the Remind App and phone calls, which were done by our Site Coordinators and Youth Workers to see what, if any, resources families and students needed. Some of the resources provided by our donors were various household products and educational materials, to include but not limited to, diapers, cleaning wipes, books, and writing utensils. In addition to the continued schoolwork and our virtual programming, our partnered vendors shared virtual lessons with our students conducted through Facebook posts, Zoom, or Google Hangouts. Through the swift action of our staff, we were successful in the transition from in-person to virtual programming with limited time for preparation.

C. Implementation

Adherence: In accordance with the center logic model, Five Palms ES provided the following activities during the Fall and Spring programming: Art, STEM, SAFit, Character Development, Tech Kids and Math/ELA development. SA Ballet, OnSite (Hip Hop Dance), The Basketball Embassy, Little Medical School, Bricks for Kidz, and Bits, Bytes, and Bots (Coding/STEM). Due to the COVID-19 pandemic, our partners The Basketball Embassy and OnSite easily transitioned to virtual programming for our students to continue their participation through spring and summer.

Dosage. Five Palms ES served 120 students and 79 families during the fall and spring semesters. The parent engagement varies dramatically depending on the nature of the activity. In our transition to virtual programming, families communicated with our staff via the Remind App and our Facebook page, receiving images from all the activities each student participated in.

Quality. The perceived quality varies from activity to activity. Noise and disruptive behaviors in the cafeteria hinder the quality of some activities, such as the social emotional learning activities, where discussion and reflection are involved. Other activities, such as art, are not as impacted by the other students in the cafeteria. We continue to work on getting more space for programming, although the school has no space due to the influx of Spanish-speaking students enrolling at Five Palms Elementary, compared to the other South San Antonio schools in the area, to participate in their bilingual program.

Students arrive at the after-school program after having spent much of their day sitting down. Many of the students respond well to any activity where they can be up and moving around while they are learning. For this reason, our students really enjoyed three of our partnered vendors: Onsite Youth Training, Bricks 4 Kidz, and The Basketball Embassy.

The family engagements that had the biggest turnout were our holiday Parties and our Kindness Bingo Night. Our families enjoy being able to participate with their children and be able to bring the rest of the family.

D. Local Needs and Outcomes

Five Palms ES tracks student outcomes such as school attendance, daily SAY attendance, academic achievement and behavior referrals to see how students are progressing towards intended outcomes. These outcomes are compared to students who do not participate in a SA Youth ACE program. Intended outcomes of attending Five Palms Elementary School SA Youth ACE program include increasing school and SA Youth attendance, increasing self-esteem, community awareness, and decreasing behavior referrals. Post COVID-19, we were able to loan families iPads to assist in their need for technology to participate in our virtual program and further each student's studies. Our students were able to continue receiving their two meals per day from the school via daily pick up at Five Palms. While this helped tremendously, we also provided resources to secure food during any period of shortages the families may face in the community due to the pandemic.

E. State Outcomes

Grades

Table 10. Fall 2019 - Percent of Students who Increased Grades by Subject

Site/Campus	Reading	Math
Five Palms	5.1%	1.0%

Attendance

Table 11. 2019-2020 – Percent of Students with 81% Attendance or Higher

Site/Campus	Fall 2019	Spring 2020
Five Palms	67.6%	71.8%

Hutchins Elementary School
Executive Summary
of the
21st Century Community Learning Centers:
Grant Year 2019 - 2020

July 2020

Report Prepared for:



San Antonio Youth
1215 W. Poplar St.
San Antonio, TX 78201

In Collaboration with



Steuck & Associates LLC

II. Hutchins Elementary School (ES) Executive Summary

This report is the executive summary for Hutchins Elementary School (ES) of the San Antonio Youth (SAY) 21st Century Community Learning Center (CCLC) grant funded by the Texas Education Agency (TEA) Afterschool Centers on Education (ACE) program during the 2019-2020 school year.

A. Overall Strengths and Next Steps

Strengths

- SAY provides a safe, after-school environment in which students complete academic (e.g., homework), enrichment, and recreational activities.
- Hutchins ES serves families from low income areas of San Antonio. Many students live in single parent family homes, multi-generational homes, parents working two jobs, or parents without employment. Besides single-dwelling homes, Hutchins' families reside in large apartment complexes and large trailer home parks. The relationship with the students' parents has evolved into a positive and nurturing climate.
- Hutchins Elementary has multiple school club days with various clubs such as cooking, chess, fitness, dance (cheer), Robotics, and Parent Nutrition classes.
- Hutchins ES has kept 90% plus attendance with most days being 92% (exceptions would be on special school activities such as dances and on some Fridays. There was a team effort on making the OST program a happy and safe place to be.
- Hutchins SA Youth team of 6 youth leaders has been a cohesive, goal-oriented team. With 3 of the team finishing or working on teaching degrees, 2 of the workers also working on campus during the day, and the 6th person living in the area, the team has exhibited different leadership styles. Each member contributes and works efficiently with the other team members. None of the members are a negative participant. This is a very good and responsible team.
- School relationships have grown this year to the point 4 faculty members have enrolled their own children in the program. This is the first time that teachers have felt comfortable/safe having their children in the program. The teachers are usually on the campus past 5:00.
- Communication with office staff, classroom teachers, custodial staff, and cafeteria staff have all improved to levels of confidence where it is easier to feel part of the school community. It is a shared community relationship.

Recommended Next Steps

- Ensure use of multiple rooms within the school including the gym, computer lab(s), classrooms, outside recreation facilities, and cafeteria.
- Securing more space for daily use is necessary. Loss of the computer labs in the spring and the frequent use of the school gym for school functions has caused a decrease of viable space for the program.
- More efficient recruitment program. Create an awareness of the benefits of participation in after-school activities for the parents of students in the OST program. Develop an

awareness and appreciation that the SA Youth program is an extension and viable option for the school and community.

- Work closely with the OST admin to revise the day-to-day and weekly schedule so that all students remain engaged in academic, enrichment, and recreational activities.
- Increase student engagement in and academic rigor of activities during homework time. One solution is to coordinate with teachers to provide instructional activities and materials relevant to the in-class instruction. Another possibility is to create family engagement activities that reflect homework assignment skills and measurable testing skills.

Major Accomplishments During the Fall 2019

1. Attendance was regularly in the 90-92% range.
2. Friday art for all students in lieu of regular schedule. Students used various media such as tempera paints, oil pastels, colored pencils etc.
3. Blending in the vendor programs (giving them support and coverage) without disturbing the regular SA Youth schedule.
4. Adding 4 of the school staff's children to the program. Relationships with individual teachers was the best it has been at Hutchins and was vital in creating an atmosphere of trust and community.
5. Viable Team Meetings: There was a tremendous effort in being "part of the solution" and "not part of the problem" in our relationship with the school community, school faculty and support personnel. This was a big change from previous years and was initiated in team meetings. Solving problems was met with "what can we do to help". There was a noticeable and calmer approach this year. *Team meetings were used to find solutions, not create problems.*
6. Increased enrollment in the program to 133 as opposed to the initial set level of 100 students.

Major Accomplishments during the Spring

1. Continued the after-school vendor programs successfully.
 - a. *STEM (computer-based program) grades 3-5*
 - b. *Ballet South San ballet classes for k-1*
 - c. *Onsite (hip-hop)*
 - d. *Basketball Embassy*
2. Maintained after school program attendance above 90%, closer to 93% on a daily count.
3. NEW Family Engagement Activity: Weekly Family Math Engagements. On a rotating schedule, K-1, 2-3, 4-5 parents and students engaged in math STAAR lessons. Parents sat with their students and worked 4-5 STAAR math problems appropriate for their grade. Each week had an average of 15 families participating. This was very successful as it gave parents a chance to interact with their students. The time required was 15-20 minutes, but the visual results and physical participation made it a priority for the fall of 2020.

COVID Impact and School Closure

Communication Tools. Communicating with parents during the COVID-19 shutdown required learning various social media applications. The use of cell phones was standard, but new ways had to be found to encourage participation in our program. There was an urgency in not losing contact with the Hutchins families.

Remind was updated with the newest families being added. Messages of support, fun activities (such as virtual field trips), and links to family support websites, educational opportunities, food sources, etc. were attached to Remind messages.

Google Meets and Zoom were used as virtual classrooms during the spring and into the summer. Professionally developed lessons were used during the summer to lessen the loss of learning.

Facebook was an effective tool in spreading the success of the virtual programming, contacting families, celebrating events, broadcasting support sources for families (Food Bank, diapers, family social services, etc.). SA Youth's use of Facebook also provided parents a source to reach out to our program. Hutchins, as well as all sites, were active participants. Posting also became more personal as posts were made of home visits when distributing supplies and care packages. Posting of students participating in the virtual classes became a norm on Facebook. Hutchins 5th grade and kinder graduations were also posted on the SA Youth Facebook page.

Virtual Programming. SA Youth developed an online avenue of learning for the students in the program during the COVID crisis. After school closure, Zoom classes were held with Hutchins' students on Tuesdays and Thursdays. There were approximately 8-17 students in the classes which were held in April and May. The classes were art or science-based activities designed by the Hutchins' youth team. The team would meet on Tuesday and Thursday morning in the school parking lot to divide up the supplies for the activity and deliver them to the student's homes in large, clean zip lock bags (with a treat also added to each bag).

The success of the Zoom classes helped develop a stable group of participating families. Family contact was maintained through phone calls, home visits, text messages, emails and frequent Remind messages.

Care Packages. Care packages were prepared and delivered to families. Personal calls were made by youth leaders to each family inquiring if they had any special requests. Packages contained hygiene, school, and craft supplies. Also included were some healthy snacks, toys, and coloring pamphlets. Care package delivery carried on through the summer. A window air conditioning unit was also delivered to one of the Hutchins' families after several conversations with the family concerning their current situation. The Hutchins team was also part of a school car parade that drove throughout the neighborhood to celebrate the students and their families.

Virtual Summer Camp. Online programs continued in the summer with a more formal approach organized by the SA Youth administration. Students were represented in classes reinforcing

science and math skills, journaling skills and vendor program specialties (cooking, music, basketball classes).

Funding changes. Loss of supplemental funding eventually led to the reduction of the number of youth leaders available. The initial reduction led to the loss of 2 out of 6 youth leaders. Once the summer program started, youth leaders were reassigned based on camps instead of campuses. Camps were designated based on the type of virtual learning class.

Strengths and Areas of Improvement

Areas of strength are overall attendance, parent communication, school staff communication, youth leader development, team meetings with a purpose, and weekly family math engagements.

Areas of needed improvement are technology (new iPads), space (rooms), youth leader attendance (YLS who work on campus do not arrive until 3:30 or later), and having a bilingual youth leader.

B. Brief Center Overview

Hutchins Elementary is approximately 65 years old and its location is in the deep south side of San Antonio. Hutchins is not exceptionally different from the other South San schools. There is an attractive new charter school (IDEA) campus adjacent to the Hutchins campus. Hutchins has lost attendance (quantity) and possibly quality due to this attractive new school. Parents in the neighborhood are making personal choices that do affect Hutchins.

There is income diversity among the population. There is low-income to low-middle income housing in the accompanying neighborhood. Across the street is a large low-income housing apartment complex. Next to the school is a nursing home. There is also a very large trailer park complex that serves the Hutchins community. It is also an open campus whereby students may enroll from anywhere in the district.

Most of the parents are working parents. Based on uniforms and conversations with parents, the jobs range from restaurant workers, skilled laborers (electricians, plumbers), office assistants (medical, banking) and managerial positions (local businesses). A small number of the working parents commute from the far northside and downtown areas of San Antonio.

COVID Impact. It must be noted that the effect of lost jobs or layoffs for the Hutchins community (and South San ISD as a whole) would have been tremendous. While exact unemployment data for the immediate Hutchins neighborhood is not available, through contact with parents while delivering supplies for our virtual programs and care packages made it apparent that many had been separated from their jobs (many food service employees). Some were able to work from home, but some were separated from their jobs. An example would be one father who was not able to work as a food services manager of the cafeteria at UTSA when the campus shut down.

Teachers. Hutchins Elementary School employs 36 teachers, who have been with the school an average of 8 years. The teachers average 10 years of experience in teaching. The school currently

has 546 students with a student to teacher ratio of 15.30 S/T. The special education division has 4 teachers assisting it. Hutchins Elementary School also employs 11 education aids.

Table 12. Student Statistics

Racial/Ethnic Group	Number	Percent
African American	4	0.73 %
Hispanic	537	98.35 %
White	4	0.73 %
Total Students	546	100.00%
Economically Disadvantaged	483	88.46 %
Limited English Proficiency	138	25.27 %

Students arrive at 3:00pm and are served a healthy snack provided by the school district. Homework time is 3:30pm-4:00pm (time was modified after Christmas). SA youth classes are scheduled from 4:15pm-5:00pm and 5:15pm-6:00pm. Parents are expected to have their children picked up by 6:30pm. Rarely is there an issue beyond the 6:30pm time.

Vendors: Ballet, Hip Hop, Basketball Embassy, Little Medical School, Bits and Bots (STEM)

Locations available: cafeteria, small classroom, and sometimes the gym.

Most of the students were 4th and 5th with a total of 55 out of 133 students. This does seem typical of most sites. Hutchins is showing an increase in bilingual students; having a youth leader who speaks Spanish would be a priority.

C. Implementation

Adherence: In accordance with the center logic model, Hutchins ES provided the following activities: Tech Kids, learning games, SA Fit, STEM/STEAM, character development, Que Pasa/performing arts and dance classes such as hip hop and ballet.

Dosage: Hutchins ES served 133 students and 95 families during the fall and spring semesters. Student numbers engaged varies dramatically depending on scheduled after school activities. Days with multiple activities such as math club, running club, cooking club, cheer, etc. all affect the attendance and participatory nature of the activity. Days with SA Youth vendor programs also affect class numbers and participation. Classes are held as normal unless it benefits combining classes for a day and rescheduling activities. Free time is not encouraged.

Quality: The perceived quality varies from activity to activity. Noise and disruptive behaviors in the cafeteria hinder the quality of some activities, such as the social emotional learning activities, where discussion and reflection are involved. Other activities, such as art, are not as impacted by the other students in the cafeteria.

Students interest was highest with most art activities. Student participation was also visibly increased based on the preparation youth leaders put into the lesson plans and materials.

Student interest was also high in the vendor programs at the beginning and numbers would decrease in small amounts as their interest waned. Ballet and STEM vendors seemed to maintain a confident level in their numbers.

The family events with the highest participation: the initial parent meeting in September, October (Day of the Dead art lesson), the Christmas party and the end of the year showcase.

There was a noticeable measure of success with a weekly family math engagement during February and part of March before the COVID event. One day a week a different grade level group, such as 4th-5th, would have a math event. Participation was based on parents sitting with their children and working 3-5 STAAR related math problems. There was not a set time and parents who participated would sign in as they arrived to pick up their children. It was incentive-based with treats for the children who were able to coerce their parents into sitting with them to work problems. Each weekly event had 10-15 families participate.

D. Local Needs and Outcomes

Hutchins Elementary School tracks student outcomes such as school attendance and behavior referrals to see how students are progressing towards intended outcomes. Intended outcomes of attending Hutchins ES SAY program include increasing school and SAY attendance as well as increasing communication between SAY and school staff, and decreasing behavior referrals.

The Hutchins SA Youth team sponsors a school attendance “March Madness” competition with classes competing against each other by percentage. SA Youth tracks the total on a large bulletin board in the hallway where it is visible to all students and staff. The winning class at the end is awarded with a root beer float. This year’s competition was halted because of COVID-19.

In years’ past, South San has offered ESL classes, nutrition classes, and other community resources. The district website contains all of the information needed for parents to contact school sources. A district calendar is also provided with updated information for parents. Adult continuing education classes are also available at Palo Alto college on the southside. However, due to COVID-19 these activities were suspended. The school homepage currently provides data about online learning assignments, meal pickups, Chromebook distributions, and other necessary information for families to cope with the current times.

E. State Outcomes

Grades

Table 13. Fall 2019 - Percent of Students who Increased Grades by Subject

Site/Campus	Reading	Math
Hutchins	24.8%	30.3%

Attendance

Table 14. 2019-2020 – Percent of Students with 81% Attendance or Higher

Site/Campus	Fall 2019	Spring 2020
Hutchins	79.8%	82.5%

Kindred Elementary School
Executive Summary
of the
21st Century Community Learning Centers:
Grant Year 2019 - 2020

July 2020

Report Prepared for:



San Antonio Youth
1215 W. Poplar St.
San Antonio, TX 78201

In Collaboration with



Steuck & Associates LLC

II. Kindred Elementary School (ES) Executive Summary

This report is the executive summary for Kindred Elementary School (ES) of the San Antonio Youth (SAY) 21st Century Community Learning Center (CCLC) grant funded by the Texas Education Agency (TEA) Afterschool Centers on Education (ACE) program during the 2019-2020 school year.

A. Overall Strengths and Next Steps

Strengths

- SAY provides a safe, after-school environment in which students complete academic enrichment (e.g., homework, developed curriculum) and recreational activities.
- Kindred ES serves families from very low-income areas of San Antonio. Many students live in single parent homes with parents having multiple jobs.
- We provide hip hop and ballet classes where they learn new disciplines and moves for their dance routine and the students work towards a finished product.
- Kindred had at least two family engagement nights every month, before the COVID-19 pandemic. These family engagement nights include varied activities like, game nights, and informing parents about upcoming events and important updates.

Recommended Next Steps

- Ensure continued use of multiple rooms within the school including a gym, classrooms, outside recreation facilities, and cafeteria.
- Begin awareness program of benefits of participation in all after-school activities for parents of students interested in the after-school program.
- Revise the day-to-day and weekly schedule so that all students remain engaged in academic, enrichment, and recreational activities.
- Increase student engagement in academic rigor of activities during homework time. One solution is to coordinate with teachers to provide instructional activities and materials relevant to the in-class instruction.

B. Brief Center Overview

Kindred Elementary School is located in the South San Antonio Independent School District (South San ISD) and serves a high number of Hispanic and low-income students. The SA Youth Ace program at Kindred Elementary serves 103 students from kindergarten to fifth grade. 51% (female) and 49%(male). The population we serve is 98% Hispanic and are receiving some kind of public assistance. The largest grade groups are 1st and 3rd grades. Kindred school staff is very supportive of the program and of the enrichment activities.

Many of the students have parents that work late, well past 5 pm. If it wasn't for the program, many students would have to walk home unsupervised and let themselves into an empty house. Many of the students live close by; only 5% of the students in the program live outside of the school area but within the district.

C. Implementation

Adherence: In accordance with the center logic model, Kindred ES provided the following activities: Tech Kids, learning games, SA Fit, STEM/STEAM, character development, Que

Pasa/performing arts, dance classes such as hip hop and ballet, a basketball class provided by Basketball Embassy and a STEM course provided by Bits, Bytes, & Bots.

Dosage: Kindred ES served 103 students and about 65 parents during the fall and spring semesters. The parent engagement varies dramatically depending on the nature of the activity.

Quality: The perceived quality varies from activity to activity. Noise and disruptive behaviors in the cafeteria hinder the quality of some activities, such as homework and tutoring time, and the social emotional learning activities, where discussion and reflection are involved. Other activities, such as art, are not as impacted by the other students in the cafeteria. This observation leads to one of the next steps listed above.

Students averaged 75%-85% attendance in the OST program throughout the school year.

Activities include ballet, STEM, Basketball Embassy and Onsite Hip Hop. The students excelled in these classes and they were very popular. Some of the students wished some of the activities could have a longer session since they learned so much and wanted to learn more.

There are at least two family engagement nights every month (before the COVID-19 shutdown), excluding November and December. These family engagement nights included various activities and serve as a way to inform parents about upcoming events and important program updates. It was also a critical time for a parent or guardian to spend quality time with their child while they worked on an activity and to show their final project that they did in their activities. There was a total of nine parent engagement nights in the fall semester.

The Fall Festival was one of the first big engagements of the school year. Many parents spoke to our students and SA Youth ACE staff about their community and how SA Youth ACE helps them by providing a safe place for their child/children while they were at work. This was an excellent opportunity for parents to get to know the staff. This was also partnered with Kindred Elementary, so it was a great way for the OST program and the school to show a united front.

Also popular was the Holiday Party where SA Youth had the Hip Hop class perform and Whataburger sponsored. We had our Basketball Embassy partners and our principal come and help pass out gifts and food.

During February 2020, the site leadership changed. Ms. Solis transitioned to another site and Mycaela Simmang moved from Youth Worker at the Poplar site to Site Lead at Kindred Elementary. During the transition, there was a steep learning curve, having come from leading the students to supervising the Youth Worker team, as well as learning how to input attendance and properly document everything.

The COVID-19 epidemic caused schools and SA Youth to physically close after spring break. During the time SA Youth was closed, our program moved to virtual programming. We provided homework help and tutoring via multiple video meeting sites including Zoom and Google Meets, resources for food distributions, extra learning help via different websites, and anything else SA

Youth could do to help. SA Youth had to reduce the Youth Worker staffing levels due to lost funding from other sources (supplemental funding from City of San Antonio), and the remaining Youth Workers have adapted along with us and, allowing us to reach all our families during the week. We have provided technology, cleaning supplies, and educational enrichment packets to the children in our program. SA Youth has also distributed care packages to multiple families throughout our program. These packages have included food, hygiene products (ex. toothpastes, toothbrushes, and soaps), and some fun things for the children to do while they are not physically in school or our program.

D. Local Needs and Outcomes

Kindred ES tracks student outcomes such as school attendance, daily SAY attendance, and behavior referrals to see how students are progressing towards intended outcomes. These outcomes are compared to students who do not participate in a SAY program. Intended outcomes of attending Kindred ES SAY program include increasing school and SAY attendance as well as increasing communication between SAY and school staff, and decreasing behavior referrals.

Many of SA Youth’s families have needs that extend beyond the after-school program. Parents needs include continuing education, assistance meeting basic needs, food sustainability, and financial literacy. We try to find a lot of ways to help them with their needs other than providing after school care, primarily through connecting them to the different community partners and assistance programs available.

E. State Outcomes

Grades

Table 15. Fall 2019 - Percent of Students who Increased Grades by Subject

Site/Campus	Reading	Math
Kindred	39.1%	39.1%

Attendance

Table 16. 2019-2020 – Percent of Students with 81% Attendance or Higher

Site/Campus	Fall 2019	Spring 2020
Kindred	61.7%	69.8%

Madla Elementary School
Executive Summary
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July 2020

Report Prepared for:



San Antonio Youth
1215 W. Poplar St.
San Antonio, TX 78201

In Collaboration with



Steuck & Associates LLC

II. Madla Elementary School (ES) Executive Summary

This report is the executive summary for Madla Elementary School (ES) of the San Antonio Youth (SAY) 21st Century Community Learning Center (CCLC) grant funded by the Texas Education Agency (TEA) Afterschool Centers on Education (ACE) program during the 2019-2020 school year.

A. Overall Strengths and Next Steps

Strengths

Before COVID-19

- SAY provides a safe, after-school environment in which students complete academic (e.g., homework), enrichment, and recreational activities.
- Madla ES serves families from a variety of areas of San Antonio. There is lower income to low middle-income housing in the area. It is an open campus whereby students may come from anywhere in the district.
- The SAY program at Madla takes great pride in Family Engagement Nights. Always having a different theme and set-up makes parents feel appreciated and excited to participate during Family Activity Time.
- The Site Coordinator and staff at Madla have developed a strong relationship with the parents and students and Madla teachers and administrators which truly makes the program a success.

After COVID-19

- SAY provides a safe Virtual place to express your feelings or fears of COVID-19 and all the effects it has on students and their families.
- Because of the strong relationship between SAY Team Madla and the School, we were included in the Cinco De Mayo Parade and the Kinder and 5th Grade drive by ceremony.

Recommended Next Steps

Before COVID-19

- Ensure use of multiple rooms within the school including a gym, computer lab(s), classrooms, outside recreation facilities, and cafeteria.
- Begin awareness program of benefits of participation in all after-school activities for parents of students interested in the after-school program.
- Revise the day-to-day and weekly schedule so that all students remain engaged in academic, enrichment, and recreational activities.
- Increase student engagement in and academic rigor of activities during homework time. One solution is to coordinate with teachers to provide instructional activities and materials relevant to the in-class instruction.

After COVID-19

- Revise the day-to-day and weekly schedule so that all students remain engaged in virtual academic, virtual enrichment, and virtual recreational activities.
- Increase student engagement in and academic rigor of activities during Virtual time. One solution is to coordinate with teachers to provide instructional activities and materials relevant to the in-class instruction.

- Ensure use of multiple rooms within the school including a gym, computer lab(s), classrooms, outside recreation facilities, and cafeteria if we return to school campus.
- Begin awareness of the safety precautions that will take place by SAY in all after-school activities for parents of students interested in the after-school program if we return to school campus.

Accomplishments

Before COVID-19

SA Youth's biggest accomplishment prior to COVID-19 was getting to know the students and their families. Parental involvement is very important to me and their children. The collaborative relationship with the principal, teachers, counselors, and Communities in Schools has increased this year. I plan to continue working on getting to know more teachers this coming school year. My center's strongest area is the space that is available to us and my great SA Youth Madla Team. This year we blocked off the area to the playground to keep cars from driving when kids are passing. Our goal is to always continue improving our communication with the administration, teachers, parents, counselors, and students to ensure we all work together in the best interest of all students.

After COVID-19

SA Youth's biggest accomplishment after the onset of COVID-19 was continuing to get to know students and their families by the immediate transformation of going virtual:

- By staying connected to our Madla families providing iPads to students in need of technology.
- By providing care packages to all our families and even a few gift cards to a local restaurant.
- By making happy birthday videos from Team Madla to remind our students that they are still very special even in this time of COVID-19.
- By just simply reaching out to them every week to insure them that we are still here for them.

B. Brief Center Overview

Before COVID-19

Madla Elementary School is not any different from the other South San Schools. There is income diversity among the population. There is lower income to low middle-income housing in the area. It is an open campus whereby students may come from anywhere in the district. A large majority of Frank Madla parents are working parents traveling from all sides of San Antonio.

At SA Youth Madla the Youth Workers arrive, set up the sign in and information area and get their boxes which have what they will need for the day. Two Youth Workers go and pick up kinder and first grade the others will be ready for all students to check in for dinner. Then the last two Youth Workers arrive; they all split up into their classes of 20 students and follow the rotation schedule. There are always two lessons a day and free time for our students, in addition we also have clubs like... Onsite, Bricks for Kidz, Little Medical, and The Basketball Embassy.

We are very lucky that we have the capability to use three computer labs, one classroom, one science lab, the gym, two basketball courts, a play area, the library, the stage and the cafeteria. Our biggest grade level is our fourth grade and we have 69 families. I would say about 95% are working parents. I would also say 25% of my parents are probably single. All of my parents have indicated the importance of the SA Youth after-school program to me, that they are so grateful that their children have a safe place to be with a meal given to them and help with their homework.

After COVID-19

Team Madla started off every day with a Zoom meeting to check in and share any needs of parents or students and to hear the goals of the day. The team is responsible for making calls, texts, emails, Remind messages, and sometimes Facebook posts, to give parents updates and resource information. Team Madla posted story time, handwriting, and arts/crafts videos to help keep SA Youth students engaged. Moving forward, one to one virtual tutoring sessions were offered to help with schoolwork. Then we started virtual fun teaching to add a little fun to our students' school day.

C. Implementation

Before COVID-19

Adherence: In accordance with the center logic model, Madla ES provided the following activities: Asset Activity, Tech Kids, Learning Games, Que Pasa/performing arts, SA Fit, STEM/STEAM, Character Development, Hip Hop (Onsite), Bricks for Kidz, Little Medical, and The Embassy (basketball)

Dosage: SAY Madla ES served 99 students and 69 parents during the fall and spring semesters. The parent engagement varies dramatically depending on the nature of the activity.

Quality: The perceived quality varies from activity to activity. Noise and disruptive behaviors in the cafeteria hinder the quality of some activities, such as the social emotional learning activities, where discussion and reflection are involved.

Our first semester at Madla we had about a hundred students enrolled anywhere from 107 to 90 students would come a day. Second semester we had about 99 students enrolled with anywhere from 88 to 92 students coming a day.

I truly feel that your attendance is great because our students enjoyed the activities and the clubs that we have. And our parents we're happy because of the learning that it provided for their children. Although our Christmas event is probably the biggest, This year our BINGO Family night was the best. It was remarkable, parents and students have asked me to do this again.

After COVID-19

One on one tutoring was offered, and we did story time and taught handwriting skills. We had fun with arts and crafts. In everything we did, we gave a positive message to guide our students in this difficult time.

SAY Madla served 89 students and 63 families after COVID-19 and we were unable to keep in contact with 6 families (10 students).

D. Local Needs and Outcomes

Madla ES tracks student outcomes such as school attendance, daily SAY attendance, and behavior referrals to see how students are progressing towards intended outcomes. These outcomes are compared to students who do not participate in a SAY program. Intended outcomes of attending Madla ES SAY program include increasing school and SAY attendance, and decreasing behavior referrals.

E. State Outcomes

Grades

Table 17. Fall 2019 - Percent of Students who Increased Grades by Subject

Site/Campus	Reading	Math
Madla	22.2%	23.3%

Attendance

Table 18. 2019-2020 – Percent of Students with 81% Attendance or Higher

Site/Campus	Fall 2019	Spring 2020
Madla	78.8%	64.4%

Palo Alto Elementary School
Executive Summary
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21st Century Community Learning Centers:
Grant Year 2019 – 2020

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Report Prepared for:



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1215 W. Poplar St.
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In Collaboration with



Steuck & Associates LLC

II. Palo Alto Elementary School (ES) Executive Summary

This report is the executive summary for Palo Alto Elementary School (ES) of the San Antonio Youth (SAY) 21st Century Community Learning Center (CCLC) grant funded by the Texas Education Agency (TEA) Afterschool Centers on Education (ACE) program during the 2019-2020 school year.

A. Overall Strengths and Next Steps

Strengths

- SA Youth provides a safe, after-school environment in which students complete academic (e.g., homework), enrichment, and recreational activities.
- We have had little turnover in Youth Worker Staff: Four of our five current Youth Workers were on staff at the beginning of the school year. The 5th one already had experience as a SAY Youth Worker.
- A few students will express that they are not ready to go home when their parents come to pick them up. They enjoy the programming.
- We have built rapport with the site's school leadership. We are now able to use the gymnasium; as we have demonstrated our ability to take care of facilities. We often use the computer room in our programming.
- During Spring, we still have students and parents requesting registration packets. The program is popular and has a good reputation among the students.
- We are flexible in our scheduling. We often leverage the use of outside activities to motivate students to complete their homework.
- During the school year, we had various family engagement nights that ranged from simple arts and crafts and math activities to intense bingo games. The arts and crafts nights successfully brought the families together while the math activities helped children to improve their math skills. Bingo nights were perfect to nurture children's social skills and relationships with their families.

Recommended Next Steps

- Ensure use of multiple rooms within the school including a gym, computer lab(s), classrooms, outside recreation facilities, and cafeteria.
- Begin awareness for the SA Youth programming as an extension for the school program and the benefits of participation in all after-school activities for parents of students interested in the out of school program.
- Revise the day-to-day and weekly schedule so that all students remain engaged in academic, enrichment, and recreational activities.
- Increase student engagement in and academic rigor of activities during homework time. One solution is to coordinate with teachers to provide instructional activities and materials relevant to the in-class instruction.

Recommended Improvements

- Areas that can be improved are having more classrooms that we can use to be able to accommodate children by grades.

- The strongest area is the effective communication that we have with the children's families. We have been partnering with families to support their children's learning. Families always give great feedback to our program.
- The goal for next year is to get more classrooms if it is possible to accommodate the children. Also, we will continue improving the programming by engaging children in learning and fun activities.

B. Brief Center Overview

Palo Alto Elementary School is located in the South San Antonio Independent School District (South San ISD) and serves low economic families. Our center consists of students ranging from kinder to 5th grade. Our center is largely composed of Hispanic children. We have roughly 51% female to 49% male students. Our children are what is unique about the center. They are real characters and are what make us want to show up to work every day to see what they do next.

The program starts off in the cafeteria between 2:45pm-3:00pm when the students get out of school. All the students are separated by grade and have assigned seats, once all the kids are in the cafeteria, they are all lined up, so hands can be washed for snack time.

Between 3:30pm-4:00pm staff starts to separate the kids into their groups, so they can start their homework with the help of the SA Youth staff. The Youth workers assist the children with their homework, and they spend as much time they need to help children to improve their learning in the specific subject they are working on.

Between 4:00pm-4:30pm we start rotating the activities, which includes Stem/Steam, Art, Character, Tech, SA Fit, learning games, Friday clubs and outside time. Also, we have different vendors that come to the site on different days. We have hip hop, basketball, Bits, Bytes & Bots and ballet clubs that take place in the computer room and in the gym.

The neighborhood is lower/middle class which most of the children are in single working parent homes. Most of the fathers work in mechanics or work in construction and for the mothers, they mostly work at a doctor's office or in a fast food restaurant. Some parents hold two jobs because of that some parents aren't as involved due to working a fulltime job or working two jobs at a time just to make their ends meet.

C. Implementation

Adherence: In accordance with the center logic model, Palo Alto ES provided the following activities: Tech Kids, learning games, SA Fit, STEM/STEAM, character development, Math/ELA, Art and dance classes such as hip hop and ballet, basketball and Bit, Bites, Bot lessons.

Dosage. Palo Alto ES served 111 students and 72 parents during the fall and spring semesters. The parent engagement varies dramatically depending on the nature of the activity. In the beginning of the school year we had 111 students enrolled. When the first semester ended, we only had 107 students enrolled. There were around 2 students that transferred to other schools and 2 that stopped attending SA Youth's afterschool program due to family inconvenience.

Quality. The perceived quality varies from activity to activity. Noise and disruptive behaviors in the cafeteria hinder the quality of some activities, such as the social emotional learning activities, where discussion and reflection are involved. Other activities, such as art, are not as impacted by the other students in the cafeteria. This observation leads to one of the next steps listed above.

Family engagements were twice a month. It was always a great turn out every time. The SA Youth team enjoyed interacting with families and children. Families actively participated in the activities such as arts and crafts, grade level math games and reading and bingo.

During activities, we separate our learning groups (K-1, 2-3, 4-5) to the greatest extent possible. We separated groups within the cafeteria and utilized the classroom gym, computer lab, and outside campus in our planning.

The new Palo Alto SA Youth Site Coordinator was first hired as a Youth Worker at Poplar Site. After a few months, the Site Coordinator was sent to lead at Palo Alto Elementary Site. Palo Alto SC stated that working at SA Youth as a Youth Worker was a great opportunity to get familiar with the mission of the organization. Also, it was an honor for the Site Coordinator to serve families and children at risk and help them to make a difference in their lives.

When the Site Coordinator started leading at Palo Alto ES, the site already had a well-established Youth Worker team. A good relationship was initiated between the Site Coordinator and the staff. In order to get to know all families that are served at Palo Alto ES, the Site Coordinator greeted parents at the sign in/out table every day in order to build trust and communication with all parents.

COVID-19 Impact

After the onset of COVID-19, the Palo Alto team's primary objective was communication with parents. The Palo Alto team used different communication methods to call every family registered with SA Youth. For the Palo Alto team to continue working with children and families, staff were required to learn new technology apps such as Zoom video call, Google meet, and Remind 101.

The Palo Alto team worked from home by getting in touch with all our families. Youth workers and Site Coordinator created a call plan to record the calls and make sure every family was reached.

Care packages with essentials and fun items were prepared and delivered to Palo Alto families during the COVID 19 closure. Some of the items included hand soap, toothpaste, toothbrushes, mouth wash, snacks and school supplies.

The Palo Alto team was part of the school parade that drove around the neighborhood to celebrate San Antonio Fiesta and families.

To continue the out of school program, we moved to a Virtual OST program. The Palo Alto team held video calls with children using Zoom and google meet. We had from 3 to 8 children sign in in each session.

Virtual sessions with children were at 5:30pm on Tuesdays and Thursdays. Basketball zoom calls were held by vendors every Wednesday at 5:30pm. A virtual schedule was created, which included activities that children did during the live Zoom video calls as well as asynchronous activities that children could do on their own. Activities such as drawing, art and crafts, scavenger math games, science, and reading activities were part of the virtual program.

Due to COVID-19, the program lost supplemental funding, resulting in the reduction of youth leads from 6 to 3. During the Summer, youth leaders were assigned to different summer camp classes by content area instead of assigned by site.

Accomplishments

During the COVID-19 closure, there were some accomplishments that surged from this situation.

- Effective communication was established with families through communication apps such as Remind 101, Facebook, emails, text messages and phone calls.
- The Palo Alto team was able to keep parents informed on all our services and resources to help them cope with this unexpected situation through any communication app.
- Also, the OST Facebook page was an excellent tool to post inspirational phrases to children and their families, to post learning activities, art activities, read along activities, games and any virtual source that children can enjoy from their homes.

Online programs will continue during the Summer with a formal curriculum created by the SA Youth curriculum specialist.

D. Local Needs and Outcomes

Palo Alto ES tracks student outcomes such as school attendance, daily SAY attendance, and behavior referrals to see how students are progressing towards intended outcomes. These outcomes are compared to students who do not participate in a SAY program. Intended outcomes of attending Palo Alto ES SAY program include increasing school and SAY attendance, and decreasing behavior referrals.

South San offers ESL classes, nutrition classes, and other community resources. The district website contains all of the information needed for parents to contact school sources. A district calendar is also provided with updated information for parents. Adult continuing education classes are also available at Palo Alto college on the southside. Throughout the school year fliers are passed out to students and posted on the school door with notice of ESL, nutrition and parent classes as they are scheduled by the district. The district does provide ample opportunity for parents to improve their situation. Classes are also provided by Parks and Recreation at the Miller's Pond Recreation Center in the South San area.

Attendance was between 90 and 95% during the Fall. Most of the children that are enrolled in the program have improved their grades and behavior. When students are absent for several

days, we contact their parents to check on them. At the end of the fall semester, we reviewed student reports cards (online) and developed ways to support students in the subjects they were doing poorly in. We coordinate with teachers and parents of students whose behavior is challenging. After the COVID-19 closure, we moved to a virtual classroom which impacted attendance. We kept in communication with parents and children but due to technology issues, we were not able to reach all students and families.

E. State Outcomes

Grades

Table 19. Fall 2019 - Percent of Students who Increased Grades by Subject

Site/Campus	Reading	Math
Palo Alto	7.5%	8.6%

Attendance

Table 20. 2019-2020 – Percent of Students with 81% Attendance or Higher

Site/Campus	Fall 2019	Spring 2020
Palo Alto	65.0%	51.0%

Poplar Center
Executive Summary
of the
21st Century Community Learning Centers:
Grant Year 2019 - 2020

July 2020

Report Prepared for:



San Antonio Youth
1215 W. Poplar St.
San Antonio, TX 78201

In Collaboration with



Steuck & Associates LLC

II. Poplar Center (ES) Executive Summary

This report is the executive summary for The Poplar Center of the San Antonio Youth (SAY) 21st Century Community Learning Center (CCLC) grant funded by the Texas Education Agency (TEA) Afterschool Centers on Education (ACE) program during the 2019-2020 school year.

A. Overall Strengths and Next Steps

Strengths

- SA Youth provides safe and educational programming for students at three nearby schools in the San Antonio ISD district: Margil Academy, Crockett Academy and Cotton Academy
- The Poplar Center increased its attendance average from 40-50 students participating in the program to having average attendance numbers from 75-90 for this past school year. This in part was accomplished by more intentional recruiting efforts and relationship-building with families during the registration process.
- This year also saw a substantial increase in “buy-in” from the Youth Workers at the Poplar Center. Two of them are college students pursuing the field of education, which really elevated the work-ethic of the staff. A third Youth Worker joined this year and did such an exceptional job that she was promoted to a full-time position as a Site Coordinator at another school within SA Youth.
- Through our partnerships with the San Antonio Food Bank, parents have access to fresh produce through distributions from the Food Bank.
- Families were also given boxes of food during the holidays to help ease the worry of where the next meal will come from over the holiday break from school.
- Our family engagement meetings have changed from solely being program informative to more specialized learning for parents. We have had parents speak up in our Family Engagement meetings about how important the topics being discussed are for the well-being of their families.
- Our Site Coordinator as well as our OST Administrative team have worked with the administration at each school to make our relationships more collaborative. The process of gathering data for reporting purposes has been expedited by each campus’ PEIMS clerk.

Areas of Achievement During Fall Semester

- Continuation of Programming During Family Engagement Nights/Parent Meetings – In the year prior, Poplar had not done a consistent job of continuing full programming during family engagement nights or parent meetings. Often, due to the low number of students still in the center during these events, all students would be in the cafeteria area even if their families were not present for the meeting. A plan was devised that would keep children out of the main area where the parents were congregating so that they could give full attention to the speakers without having to be distracted by their and/or other children.
- Birthday celebration/Stars of the Month – In the fall semester, new activities and incentives to recognize students were initiated in order to give students a stronger sense

of community and belonging at the Poplar Center. Students who had birthdays every month were placed on a bulletin board and recognized at the end of every month. The Youth Workers also each picked one student with exceptional behavior and engagement for the past month.

Areas of Achievement during Spring Semester

- Fully Staffed Center. In the Spring we were able to secure a full staff that was also able to be at work every day, which had been a struggle the previous semester due to schedules. This had multiple benefits which will be discussed in more detail below.
- Single Trip Load Ups. Due to having enough staff and drivers, we were able to do single trips to each of the schools without having to send 3rd or 4th vans back to pick up students which allowed everyone to arrive to the center quicker to begin programming.
- Split Students into small groups. Because of the full staff that we were able to acquire at the Poplar Center, we were able to create a 4th class in order to separate our older students. Because the Poplar Center serves up to 7th grade, there was an overly populated group of students in the 4th-7th grade group. We kept our K-1 class, 2-3 class, but then created a 4th grade class to be by themselves and then put 5th and 6th grade together. It did include 7th, but we only would have one 7th grader come, so it felt comfortable to place him with this group. This helped lower the class sizes and the Youth Workers were able to handle behavior much easier.
- Daily Team Meetings. In the spring, we began having daily team meetings at 2 PM in order to go over all the curriculum and details for the day and giving all the Youth Workers ample time to set up any supplies or materials out before leaving for pick up at 3 PM.

Recommended Next Steps

- Areas the site can improve on are increasing the amount of time the students are in the program and improving the partnerships between our students' teachers at each school. Because Poplar staff transports students from three campuses, the amount of time the students are in the program is less than at the other OST sites. Although the bus driver has helped us collect multiple students quicker, the lack of ample drivers of age on staff still caused us some double pick-ups on days we were short staffed.
- The site continues to struggle with high participation during family engagement nights. Part of the problem is for the majority of our families, the center is not located in their neighborhood, and they are anxious and ready to get home from work. Innovation to engage the parents to stay and participate is going to be paramount in our success in this area.
- The hope for this next school year is that our relationship with the teachers at each campus will improve greatly by increasing communication, inserting ourselves into school meetings and campus level training.

COVID-19 Impact and School Closure

- Upon school closure, SA Youth moved into a "needs" mode where the goal of the Poplar center was to contact all families enrolled in our building and check on what if any basic needs were required including: internet, technology, groceries, diapers and toilet paper.

The first two weeks of the statewide shut down included this as well as communicating with parents about any updates that were coming from the school district.

- This caused an immediate change in the way we were communicating as well, since face-to-face communication was no longer an option. “Remind” became a staple in order to send out mass messages to all of our parents at once, but the cell phone calls were the most effective in making sure that we were getting accurate information from our parents and able to hear what they needed. The OST department also created a private Facebook group where we could post information for our families that would apply to anyone regardless of what site their child had been enrolled at.
- On week three of the state shutdown, began SA Youth’s movement to a 100% virtual programming platform. We began calling parents specifically in order to set up one-on-one or small group tutoring sessions with the students in order to assist them in any homework that their school was assigning to them.
- We also began a care package campaign. Over the course of two months, we delivered care packages to 33 of our families from the Poplar Center with gift cards, hygienic items, food, school/art supplies and fun activities for the children.

B. Brief Center Overview

The Poplar Center is located in the 78207 zip code, which has one of the lowest per capita income amounts in the state of Texas. The schools we serve are neighborhood schools, with the majority of the families being within close walking distance of their campus. This brings a very communal feeling to the relationship of the parents within each school. The majority of our parents are lower working class and find themselves in situations where our program is vital to their ability to keep a job to provide for their family.

Staff leaves the center at 2:45pm to get to the campuses as soon as the students are dismissed. Once the students arrive back at the center, the students are sent to wash their hands and get their meal, which is provided by the San Antonio Food Bank.

After dinner, students transition into homework time, which lasts 30 minutes. Students with homework are kept in the cafeteria area with the Site Coordinator and 2 Youth Workers. Students without homework are separated into the classrooms for silent reading or academic enrichment activities. After homework is done, students begin their rotations that are separated by grade level.

The students are broken up into four groups, Kinder-First, Second-Third, Fourth, and Fifth-Sixth graders. Each group does a 40-minute enrichment activity and rotates to a second 40-minute activity. Activities range from TEKS-aligned lesson plans to our clubs taught by outside professionals including hip-hop, ballet, STEM and Art.

Currently, due to our virtual programming because of COVID-19, our programming looks different. At this moment, we are using a plethora of methods in order to reach our Poplar Center students. Resources that would benefit the entire family are being sent out via Remind and text message and posted our new private SA Youth OST page we created for families. Student

activities are being shared on the page and being mailed out or picked up by parents at the Center. We have also done some home deliveries of needed supplies and food to families. We are starting a new schedule where we will be doing live or video lessons of various topics that our students can view, as well as scheduling small group and one-on-one video chat times to help students with school assignments and do some crafts or reading together.

C. Implementation

Adherence: In accordance with the center logic model, the Poplar Center provided the following activities: Tech Kids, Learning games, SA Fit, STEM/STEAM, character development, Que Pasa/Theatre Games. We also offered special choice classes from our vendors including ballet, hip hop dance, CREA, Bricks 4 Kids, Small Bites, and Bites, Bytes and Bots.

Dosage: Students get to experience each of their classes once a week. Because we are not on a waterfall schedule, students that are in a club will forever miss one of the core classes that are provided by SA Youth every week. For example, if 2nd grade Art is on Monday, but a 2nd grader has Ballet on Mondays, that student will never be able to participate in the Art class.

Quality: There is a large variance in the quality due to many factors, such as, which Youth Worker is leading the class, if there are vendors that day, where the class is being given and if it is a tutoring day or not. The main area of the center has very live acoustics and makes it very difficult to have any class in there. There is ample seating in the classrooms, however, on most days there is a vendor on site which causes loss of one of the classrooms. This means one of the groups must relocate to the main area, which makes it almost impossible to keep focus or understand what the teacher is saying.

Poplar enrollment was initially 103 with our Daily Average Attendance falling between 70-75 students. Our student participation increases when it is relatable to their everyday life or when the activities allow them to interact with tangible materials or other students. When lessons are conducted, the students respond well to open discussion and being allowed to speak up and share their ideas. Because our site also serves middle school aged students, we often struggle with the responsiveness of the older students not wanting to be around elementary aged students, unlike the other sites at SA Youth. By changing the groups from three to four and having the oldest group not have 4th grade, we have seen an increase in our 6th graders willingness to participate as well as a decrease in behavior issues.

D. Local Needs and Outcomes

Food insecurity is something many of our families face. With the partnership with the San Antonio Food Bank, our students receive a hot meal and an afternoon snack while they are in our program. Families also receive fresh produce and resources to different services such as WIC, and food pantries near them. Many of our families can benefit from ESL and job placement courses.

On order to bring more financial literacy and awareness to our families, River City Federal Credit Union sponsored our family engagement nights. Parents were able to open savings accounts for

their children, with all fees waived, a lower APR and with the first \$5 being deposited by River City FCU themselves.

E. State Outcomes

Grades

These data were not collected from SAISD in 2018 – 2019.

Table 21. Fall 2019 - Percent of Students who Increased Grades by Subject

Site/Campus	Reading	Math
SA Youth at Poplar	43.5%	32.6%

Attendance

Table 22. 2019-2020 – Percent of Students with 81% Attendance or Higher

Site/Campus	Fall 2019	Spring 2020
SA Youth at Poplar	87.8%	75.6%

Price Elementary School
Executive Summary
of the
21st Century Community Learning Centers:
Grant Year 2019 - 2020

July 2020

Report Prepared for:



San Antonio Youth
1215 W. Poplar St.
San Antonio, TX 78201

In Collaboration with



Steuck & Associates LLC

II. Price Elementary School (ES) Executive Summary

This report is the executive summary for Price Elementary School (ES) of the San Antonio Youth (SAY) 21st Century Community Learning Center (CCLC) grant funded by the Texas Education Agency (TEA) Afterschool Centers on Education (ACE) program during the 2019-2020 school year.

A. Overall Strengths and Next Steps

Strengths

- SAY provides a safe, after-school environment in which students complete academic (e.g., homework), enrichment, and recreational activities.
- Price ES serves families from very low-income areas of San Antonio. Many students live in single parent family homes with parents having two jobs. Also, parents who are having to work late.
- A highlight of parent engagement nights would be seeing how the children interact with their parents, having them bond and create a craft together.
- School relationships have grown from principal, front office, teachers, cafeteria staff and janitorial staff.
- Price SA Youth having steady leadership between Site Coordinator and Youth Workers.

Recommended Next Steps

- Begin awareness program of benefits of participation in all after-school activities for parents of students interested in the after-school program.
- Revise the day-to-day and weekly schedule so that all students remain engaged in academic, enrichment, and recreational activities.
- Increase student engagement in and academic rigor of activities during homework time. One solution is to coordinate with teachers to provide instructional activities and materials relevant to the in-class instruction.

One accomplishment that happened during Fall 2019 at SA Youth ACE program at Price is that we gained more classroom space for students so we can run a successful program. Prior to this, we had a meeting with principal and Site Coordinator to build the relationship and give Price ES a better understanding of what our mission is and how we can meet the needs of Price ES families. Having a steady Site Coordinator and staff kept attendance at 90% percent and helped build better relationships with Price ES admin and families.

During the Fall semester we did have change in Site Coordinator, but the new Site Coordinator was a Youth Worker at Price ES and the transition went very well with the principal and parents. Site coordinator maintained and built more relationships and teachers were becoming more open and comfortable with Site Coordinator to have open communication in regard to school activities, curriculum that students need more focus on, and also having their own children be a part of the Price SA Youth programming itself. Having gained the extra space, when vendors came to teach the students, we did not have the issue of figure out space.

Successes in Spring 2020 include the fact that Price ES admin, teachers, cafeteria staff, and janitors were becoming more familiar with Price SA Youth Site Coordinator and staff working as a whole team and not two individual teams. We also continued appropriate age group vendors for each grade level from Little Medical, Bricks 4 Kidz, Onsite Youth Training hip-hop and The Basketball Embassy. Our attendance rate also increased to a sustained average between 93% and 100% daily. Family engagement was increasing by holding bilingual family engagement nights, but also by reminding parents of upcoming events and providing a monthly schedule.

COVID-19 impacted parents, students, and schools. During that time, we made sure we were keeping in communication with families and Price ES admin and teachers. We reached out to families doing a wellness check in, asking what necessities they were needing from hygiene to food, and providing resources to families. Communication with parents was kept open by adding them on Facebook, Remind app, phone calls, emails, and text messages keeping them informed and updated with all possible resources they were needing from utility help, food drives, diaper drives, and keeping them posted on upcoming enrichment and academic activities.

Price ES provided students with chrome books, homework packets, and transitioned virtual learning. We assisted with delivering supplies and resources to families that had no transportation to make sure students had what they needed to complete virtual learning successfully. We offered one on one virtual tutoring sessions to the students.

SA Youth's transition to virtual programming included holding google meet session with Price students during the months of April and May. On average we had 5-10 students participate every Tuesday and Thursday. We delivered materials, electronics, and care packages to our families. The success of our google meet classes was consistent communication with families from phone calls, text messages, remind messages, and emails. Our classes every Tuesday and Thursday were based on math, memorization, science, and art crafts with our students.

B. Brief Center Overview

Price Elementary School is in the South San Antonio Independent School District (South San ISD) and serves low economic families. With it being a predominantly Hispanic population, many of our students are Hispanic. Price is in the South San district where most of the community residents are socially disadvantaged, which mirrors in the school. The gender ratio for Price is fairly equal of a great mixture of boys and girls in the after-school program.

Programming Schedule:

- Students arrival 3:00 pm
- Snack Time 3:00 pm – 3:30 pm healthy nutritious snack is provided from the school district
- Assembly 3:30 pm to 3:35 pm Site coordinator will go over programming rules and expectations.
- Homework time 3:45 pm to 4:15 pm time adjusted, or extra time given to students during STAAR tutoring.
- SA Youth Classes held from 4:25 pm – 5:15 pm and 5:20 pm – 6:15 pm.
- Student pick up 6:00 pm – 6:30 pm. Rarely would we stay later than 6:30 pm.

Vendors: Basketball embassy, hip hop, little medical, bites, bytes and bots, and bricks for kids.

Locations available: Gym, Science room, dyslexia room, and Cafeteria

C. Implementation

Adherence: In accordance with the center logic model, Price ES provided the following activities: Tech Kids, learning games, SA Fit, STEM/STEAM, character development, Que Pasa/performing arts, and dance classes such as hip hop.

Dosage: Price ES served 108 students during the fall and spring semesters. The parent engagement varies dramatically depending on the nature of the activity.

Quality: The perceived quality varies from activity to activity. Noise and disruptive behaviors in the cafeteria hinder the quality of some activities, such as the social emotional learning activities, where discussion and reflection are involved. Other activities, such as art, are not as impacted by the other students in the cafeteria. This observation lead to one of the next steps listed above.

Students were extremely interested in art and stem activities provided from SA Youth. Highest numbers and most interest students showed with vendor programming was bites, bytes and bots and basketball embassy for our older grade levels 4th – 5th grade, for smaller grade levels was hip-hop and bricks for kids.

Family engagement events at Price happen twice a month and always included activities that would allow the parents to have a glimpse into what kind of things the students are doing at SA Youth. One of the most highly attended events was our annually Christmas event, where the parents attend and see their child’s artwork displayed for them and see their child perform the onsite (hip hop) routine.

D. Local Needs and Outcomes

Price ES tracks student outcomes such as school attendance, daily SAY attendance, and behavior referrals to see how students are progressing towards intended outcomes. These outcomes are compared to students who do not participate in a SAY program. Intended outcomes of attending Price ES SAY program include increasing school and SAY attendance, increasing parent and family engagement, increasing student self-esteem, and decreasing behavior referrals.

COVID-19 had a major impact on many of our families. Needs ranged from essential products, electronics to do online academic learning, resources on where to get food, and essential jobs for them to provide for their families. The SA Youth team united and we became virtual for families, helping with everything from one on one tutoring sessions, preparing care packages with essential supplies, art and crafts materials, and toys. This met the needs of parents while

also providing things to keep students occupied while at home. We served our families with as much as possible during this time of the COVID-19. We also worked alongside our school district to make sure our families were taken care of.

SA Youth provided virtual programming and curriculum for our families and students to do at home. We also participated by creating our own artwork sharing. Our goal is stay connected to families during this hardship.

E. State Outcomes

Grades

Table 23. Fall 2019 - Percent of Students who Increased Grades by Subject

Site/Campus	Reading	Math
Price	0.0%	0.0%

Attendance

Table 24. 2019-2020 – Percent of Students with 81% Attendance or Higher

Site/Campus	Fall 2019	Spring 2020
Price	84.3%	85.9%