

FY2024 Buncombe County Isaac Coleman Grant Report

Organization Name:	OpenDoors Asheville	
Project Name:	To & Through College Access and Completion Initiative	
Reporting Quarter: (Check one)	<input type="checkbox"/>	Quarter 1 (July 1, 2023 - September 30, 2023)
	<input type="checkbox"/>	Quarter 2 (October 1, 2023 - December 31, 2023)
	<input checked="" type="checkbox"/>	Quarter 3 (January 1, 2024 - March 31, 2024)
	<input type="checkbox"/>	Quarter 4 (April 1, 2024 - June 30, 2024)

Narrative summary of grant related activities

Please provide a brief summary (no more than 1500 characters). You may attach supplemental documents if needed.

Quarter 1	<p>Tutoring continued over the summer. Since the school year began, 41 tutor matches have been made; 31 of those pairs met in September on a weekly basis. Some students work with more than one tutor to address different learning needs or scheduling challenges.</p> <p>OpenDoors revised its forms to gather more information about tutoring sessions and to provide more feedback to families.</p> <p>OpenDoors hosted two Kick-Off meetings with tutors to review revised forms and build community. New volunteer tutors were onboarded.</p> <p>In July, OpenDoors purchased AimsWeb, a literacy and math assessment tool to better evaluate the impact of OpenDoors' programming.</p> <p>A Q1 survey of students showed the following data points: --90% ranked satisfaction with tutoring session as a five, on a scale of one to five; 10% ranked satisfaction as a four --90% reported an increased confidence in their ability to do their school work --100% felt positively supported by their tutor</p> <p>See attached narrative for more detail.</p>
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Quarter 2

Staff assessed literacy and math skills with AimsWeb plus to provide a baseline for growth and to guide individualized programming. Results reinforced what we already knew: we do not have enough tutors to meet the needs of students. We have 40 students that need to be matched with tutors; providing transportation and finding more tutors are the barriers to this crucial academic support.

Tutoring ramped up in Q2, bringing the total of tutoring hours delivered since September 1 to over 300 and the number of tutoring pairs to 40.

A Q2 survey of tutored students showed the following data points:
 --81% ranked their satisfaction with their tutoring session as a five, on a scale of one to five; 16% ranked their satisfaction as a four;
 --100% reported an increased confidence in their ability to do their school work; and
 --100% felt positively supported by their tutor.

STEAM enrichments were a huge success this fall, with 37 students enrolled in RiverLink, our internal Math Club, AMOS 3D Printing and Introduction to Coding classes, and pottery.

The Ed Team, along with three of our most engaged tutors, participated in a five-hour training on developing executive function skills. Ann Harris, OpenDoors tutor and trainer, facilitated an interactive session that created greater understanding around working memory, ADHD, and mindfulness.

See attached narrative for more detail.

In the third quarter, OpenDoors provided tutoring to 56 students at least once a week, bringing the year's total tutoring hours to 815. Tutoring matches stayed consistent, strengthening trust and understanding. OpenDoors continued to recruit more tutors.

A Q3 survey of tutored students showed the following outcomes for students:
 --85% ranked their satisfaction with their tutoring session as a five, on a scale of one to five; 10% ranked their satisfaction as a four;
 --95% reported an increased understanding of their school work;
 --95% reported an increased participation in class;
 --95% reported an increased confidence in their ability to do their school work; and
 --100% felt positively supported by their tutor.

Alongside tutoring, STEAM clubs have also expanded this spring, with 55 students enrolled so far. In addition to hosting Math Clubs, OpenDoors created classes with Asheville Creative Arts, AMOS, LEAF, Muddy Sneakers, RiverLink, and local artists Kenn Kotara and Kisha Blount. OpenDoors ensures curriculum alignment with North Carolina Standard Courses of Study.

Quarter 3

See attached narrative for more detail.

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Progress toward annual goals

Measure	Annual Goal	Actual Results (Enter Data)				Progress
		Quarter 1	Quarter 2	Quarter 3	Quarter 4	
# of students participating in one-on-one tutoring sessions	50	27	13	16		56
# of students participating in afterschool STEAM clubs	24	0*	37	71		108
% of students receiving transportation who need this service	100%	84%**	90%	90%		90%
% of students reporting an increase in academic confidence, understanding of classwork, and participation in class	80%	90%^	100%	95%		90%^
% of students who show improvement in literacy, math, and science	85%	^^	^^	^^		^^

Comments:

*Afterschool STEAM clubs will launch in Q2. OpenDoors held a Back-to-School Math Camp for eight elementary through high school students in August 2023. Seven volunteers plus staff delivered individualized instruction.

**Of the 90 students in PK-12 on the To & Through Roster, 16% struggled to participate in OpenDoors' afterschool tutoring programming due to transportation barriers. OpenDoors will hire an additional Transportation Associate in Q2 to address these needs. OpenDoors' existing Transportation Associate and other staffers were able to meet 84% of the need in Q1 because most afterschool enrichments do not begin until Q2.

^In a Q1 survey, 90% of tutored students reported that their tutoring led to an increased confidence in their ability to do their schoolwork. The survey will be revised to also collect data on student understanding of classwork and participation in class in Q2.

^^In Q1, OpenDoors purchased a new assessment tool, AimsWeb, to test the literacy and math skills of students. Staff completed AimsWeb training in Q1; AimsWeb testing began in Q2. AimsWeb post-assessments will be given in Q4.

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Report of use of funds to date and any budget considerations

Spending Category	Starting	Total Spending (Enter Data)				Amount
		Quarter 1	Quarter 2	Quarter 3	Quarter 4	
Transportation (Staff)	\$ 21,531	\$4,378.44	\$ 7,580	\$ 6,024		\$ 3,549
Professional Tutors	\$ 23,469	\$3,866.25	\$ 6,275	\$ 13,606		\$ (278)
Multi-Sensory Tutor (Staff)	\$ 55,000	\$9,558.22	\$ 7,775	\$ 14,026		\$ 23,641
Total	\$ 100,000	\$ 17,803	\$ 21,630	\$ 33,655	\$ -	\$ 26,911

Comments:

<p>Q1: (1) At this time, transportation is being provided by current staff members as the new position has not been filled. OpenDoors is seeking to fill this position ASAP. (2) During the reporting period, four Professional Tutors were paid at discounted rates to work with OpenDoors students; other tutoring efforts were supported through volunteers. Tutoring restarted for many students in Septebmer and will continue to increase as tutor/student matches are being made weekly. (3) The Orton Gillingham Staff Tutor and Tutor Coordinator is currently working 50% on tutoring with the other 50% tutoring with another program (AVL Rise). Once the position is filled for the other program, this staff position will be Full-Time.</p>
<p>Q2: (1) The new Part-Time transportation position was filled in September. (2) During the reporting period, eight Professional Tutors were paid at discounted rates to work with OpenDoors students; other tutoring efforts were supported through volunteers. Tutoring pairs continue to increase as tutor/student matches are being made weekly. (3) The Orton Gillingham Staff Tutor and Tutor Coordinator is currently working 50% on tutoring with the other 50% tutoring with another program (AVL Rise). The AVL Rise position was filled, starting in January the Tutor/Tutor Coordinator will be working 100% on OpenDoors tutoring.</p>
<p>Q3: (1) The new Part-Time transportation position was filled in September with other staff members providing transportation for tutoring. (2) During the reporting period, 11 Professional Tutors were paid at discounted rates to work with OpenDoors students; other tutoring efforts were supported through volunteers. Tutoring pairs continue to increase as tutor/student matches are being made weekly. (3) The Orton Gillingham Staff Tutor and Tutor Coordinator is now working 100% on tutoring.</p>



Isaac Coleman Narrative Report, Q3 FY2024

In the third quarter, OpenDoors provided tutoring to 56 students at least once a week, bringing the year's total tutoring hours to 815. Tutoring matches stayed consistent, strengthening trust and understanding.

To recruit more tutors, Tutoring Coordinator Lauren Kanner attended a training with Hands on Asheville to add tutoring opportunities on the website. OpenDoors also hosted an afternoon of arts and crafts with volunteers organized by Asheville Community Yoga so that the potential volunteers could get to know OpenDoors and its students. Several volunteers expressed interests and two have already been matched with students. Lauren also contacted Carrie Erb, Key Learning Center Executive Director, to promote OpenDoors as a practicum resource for OG trainees.

A Q3 survey of tutored students showed the following outcomes for students:

- 85% ranked their satisfaction with their tutoring session as a five, on a scale of one to five; 10% ranked their satisfaction as a four;
- 95% reported an increased understanding of their school work;
- 95% reported an increased participation in class;
- 95% reported an increased confidence in their ability to do their school work; and
- 100% felt positively supported by their tutor.

In the survey, one mom commented, "I have loved hearing about O.'s growth from her tutor and seeing her feel more comfortable."

A few success stories stand out. One high school senior, B., with ADHD, executive functioning deficits, dyslexia and a specific learning disability in math has been balancing a rigorous schedule with OpenDoors support. To help B. prepare for a post-high school career as an electrician, OpenDoors provides tutoring up to five times a week with a math tutor and an electrician tutor, enrolled him in an introductory class in electricity at AB Tech, and paired him with an apprenticeship at a local electric company to learn more about whether this career could be a good fit for his interests and skills. B., who has been an OpenDoors student for ten years, has made huge strides and is showing readiness for his next chapter by taking the initiative to manage his own busy schedule, showing up to all tutoring sessions (even after a long day at work), completing all assignments on time, improving his AB Tech grade by 24 points, and attending tutoring sessions on the weekends.

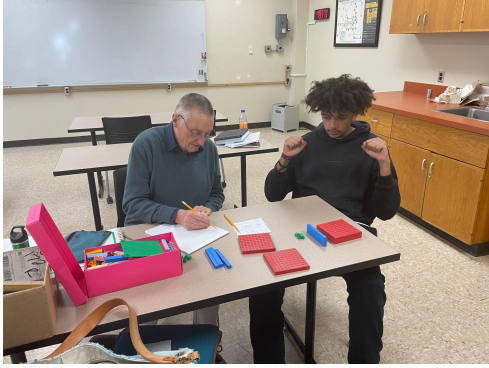
Seventh-grader E., who has been an OpenDoors student for four years, is also showing enormous growth because of his successful match with a near-peer tutor. Lauren explains, “E. absolutely HATED math last year...enter high school tutor S. Like E., S. also has ADHD and feels like she understands him. E. is showing up to tutoring sessions weekly and sometimes multiple sessions a week. Despite the slump of middle school and not always liking school, he is chugging away to get his work done. His ability to do all of his math work and his desire to complete all of his math work is such a change from last year.

Likewise, tenth-grader S. is also showing huge improvements since he first enrolled with OpenDoors for five years. When Lauren met with his IEP team recently, all of his teachers voiced how much he has improved this year. A quiet, kind and courteous young man, S. is learning to come out of his shell and advocate for himself. Lauren reports, “S. is making excellent choices right now, moving his seat away from students who distract him and asking for help from teachers during free periods and lunch. He currently has an A in math. The difference between last semester to this semester is huge.” S. attends multiple tutoring sessions each week for chemistry, language arts and civics, and math. All tutors are working on his ability to organize and implement his plans so that he can demonstrate his academic potential.

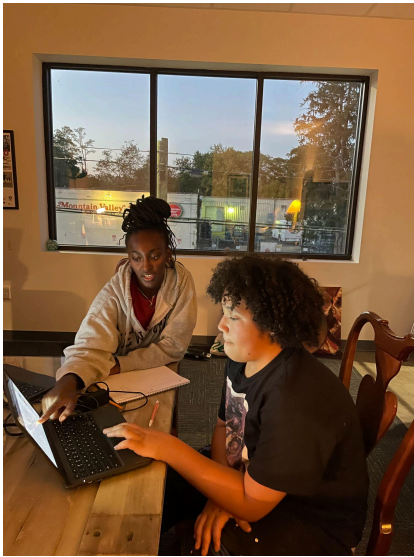
K., a junior, is thinking about college. K. has been an OpenDoors student for six years and has a 315.00 (F81.0) Specific Learning Disability with impairment in reading and a 315.1 (F81.2) Specific Learning Disability with impairment in math. He has worked with math tutors and executive functioning coaches for multiple years through OpenDoors, and his commitment is paying off. K. was able to complete the vast majority of his schoolwork last semester with less support, despite taking difficult classes, and has an A in math. Lauren reports, “K. has grown so much in knowing how to complete his homework and looking at when it is due. He didn’t even want to miss school when he wasn’t feeling well and had his mom pick him up after math class so that he didn’t miss it, which would have been unheard of two years ago.”

Finally, L., a second-grader, receives Orton Gillingham tutoring each week. Because of this specialized instruction, L’s literacy is skyrocketing, as is her confidence. Her teacher shared with OpenDoors that L. now wants to read aloud and raises her hand to answer all of the questions in class. L.’s mom reports, “OpenDoors has been a blessing to my daughter and I.... She has become a more confident reader. She participates 10 times more in class. Since my daughter has been working with Miss Debra, every reading test has showed great improvement each time!” In February, L received a Reading Achievement Award for having improved her reading score by more than 100 points.

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B. working with his electronics tutor.



E. working with his tutor, S.



Elementary students building boats with natural objects. They then determined how fast the water was flowing in the river by timing how long it took the boats to travel 10 feet.