FY2024 Buncombe County Isaac Coleman Grant Report

Organization Name: OpenDoors of Asheville
Project Name: To & Through College Access and Completion Initiative

Reporting Quarter: (Check one)
- Quarter 1 (July 1, 2023 - September 30, 2023)
- Quarter 2 (October 1, 2023 - December 31, 2023)
- Quarter 3 (January 1, 2024 - March 31, 2024)
- 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

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.

OpenDoors revised its forms to gather more information about tutoring sessions and to provide more feedback to families.

OpenDoors hosted two Kick-Off meetings with tutors to review revised forms and build community. New volunteer tutors were onboarded.

In July, OpenDoors purchased AimsWeb, a literacy and math assessment tool to better evaluate the impact of OpenDoors' programming.

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

See attached narrative for more detail.
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### Progress toward annual goals

<table>
<thead>
<tr>
<th>Measure</th>
<th>Annual Goal</th>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
<th>Quarter 4</th>
<th>Progress toward Annual Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td># of students participating in one-on-one tutoring sessions</td>
<td>50</td>
<td>27</td>
<td></td>
<td></td>
<td>27</td>
<td></td>
</tr>
<tr>
<td># of students participating in afterschool STEAM clubs</td>
<td>24</td>
<td>0*</td>
<td></td>
<td></td>
<td>0*</td>
<td></td>
</tr>
<tr>
<td>% of students receiving transportation who need this service</td>
<td>100%</td>
<td>84%**</td>
<td></td>
<td></td>
<td>84%**</td>
<td></td>
</tr>
<tr>
<td>% of students reporting an increase in academic confidence, understanding of classwork, and participation in class</td>
<td>80%</td>
<td>90%^</td>
<td></td>
<td></td>
<td>90%^</td>
<td></td>
</tr>
<tr>
<td>% of students who show improvement in literacy, math, and science</td>
<td>85%</td>
<td>^^^</td>
<td></td>
<td></td>
<td>^^^</td>
<td></td>
</tr>
</tbody>
</table>

### Comments:

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*Note: Please only include new data for the specific quarter.*
**Results**

*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

<table>
<thead>
<tr>
<th>Spending Category</th>
<th>Starting Budget</th>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
<th>Quarter 4</th>
<th>Amount Remaining</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transportation (Staff)</td>
<td>$ 21,531</td>
<td>$4,378.44</td>
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<td>$ 17,153</td>
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<tr>
<td>Professional Tutors</td>
<td>$ 23,469</td>
<td>$3,866.25</td>
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<td>$ 19,603</td>
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<tr>
<td>Multi-Sensory Tutor (Staff)</td>
<td>$ 55,000</td>
<td>$9,558.22</td>
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<td></td>
<td></td>
<td>$ 45,442</td>
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<td>Total</td>
<td>$ 100,000</td>
<td>$ 17,803</td>
<td></td>
<td></td>
<td></td>
<td>$ 82,197</td>
</tr>
</tbody>
</table>

**Comments:**

(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 September 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.
Isaac Coleman Narrative Report, Q1 FY2024

In Quarter 1, OpenDoors Orton Gillingham Staff Tutor and Tutor Coordinator, Lauren Kanner, coordinated OpenDoors’ tutor matches and tutoring sessions. Creating tutoring matches involves assessing learning needs, tutoring skills, and personalities, and can be an art as much as a science. Lauren explains, “Finding the right match is a huge part of the process. It’s about getting to know the tutors, what they bring to the table, their assets, areas of growth, and also getting to know the students and what they bring to the table, their energy, the way they work best in order to get the most work done and be most successful, and understanding the nature and style of both the tutor and the student in order to find the right match. I often suggest meeting with the tutor and parent and student beforehand just to make sure it is the right match.” Since the 2023-2024 school year began, 41 tutor matches have been made for elementary through high school students; 31 of those pairs began meeting in September on a weekly basis. Some students meet with more than one tutor to address different learning needs or scheduling challenges.

Scheduling tutoring sessions means coordinating student and tutor schedules and problem solving transportation needs. It can also mean finding alternative meeting spaces like other after school programs or community centers, if the tutoring session cannot occur at OpenDoors’ offices due to scheduling or transportation challenges.

Lauren provided multisensory tutoring to eight students. In August, she also organized a Back-to-School Math Camp for eight elementary through high school students, with seven volunteers plus staff delivering individualized instruction. Lauren brings a deep background in education and mindfulness to this work. She is a speech language pathologist, CCC-SLP (Certified Clinical Competence in Speech Language Pathology) with an M.S. in Communications Disorders. She has also taken Advanced Orton-Gillingham training through the Key Learning Center and is a Certified Academic Language Practitioner through the Academic Language Therapy Association. She is most proud to have completed 300-plus hours of training with Mindful Schools, a non-profit on the forefront of diversity, inclusion, equity and mindfulness; she is a graduate of their Mindful Teacher Certification Program as a Certified Mindfulness Instructor.

Lauren strengthened OpenDoors’ tutoring program by revising data collection forms to gather more information about the content, purpose, and outcomes of tutoring sessions and to provide more feedback to families. She coordinated two Kick-Off meetings with tutors to review these revised forms and the new monthly progress log, as well as to build community and excitement around the new school year. Lauren is onboarding the new volunteer tutors and doing much of the legwork to launch the new pairs. To improve session attendance, texts and/or emails are sent prior to every single session. Lauren is managing the tutoring calendar to track all tutoring sessions. A check-in meeting with tutors will be held mid-fall to see how the updated systems and practices are going.
Lauren also ensures that tutors fill out tutoring forms and monthly logs and that tutors confirm their sessions with students and families the day before the session. Ensuring that tutoring sessions occur as scheduled can be challenging. This text from a tutor is a good example of the hurdles tutors navigate to support students: “I sent him the link in an email yesterday, then in a text today. Didn’t hear back from him for either, so at 7 I texted his mom with the link. He couldn’t get it to open so we jumped on FaceTime around 7:20 but he was in the car. So I am waiting for him to get home and then try to get on Zoom from his computer. If that doesn’t work we will FaceTime again.” (Normally, tutoring sessions occur in person, but when family logistics and student schedules interfere, Zoom meetings can be scheduled.) This exchange also demonstrates the dedication, flexibility, and tenacity of tutors when it comes to supporting students.

In July, OpenDoors purchased AimsWeb, a literacy and math assessment tool to better evaluate the impact of OpenDoors’ programming. Although OpenDoors has MOUS with Asheville City Schools, Buncombe County Schools, and the United Way to access student course grades via Learning Circle, this data does not provide a nuanced assessment of a student’s academic goals and progress. AimsWeb fills in this picture by testing students on oral reading fluency, silent reading fluency, reading comprehension, and several numeracy measures, including concepts and applications, computation fluency, number fluency, and quantity fluency. This assessment provides a baseline to measure improvement and to guide instruction. After testing, AimsWeb recommends individualized literacy and math curricula, which can be shared with tutors and teachers to complement existing lesson plans and objectives. Another benefit of AimsWeb is that it includes a learning difference assessment tool to identify students who may need further evaluation and classroom and tutoring accommodations. Testing of students began in Q2.

A Q1 survey of tutored students showed the following data points:

● 90% ranked their satisfaction with their tutoring session as a five, on a scale of one to five; 10% ranked their satisfaction as a four;

● 90% 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 that she liked that the tutor “communicated about ways to support [my daughter’s] learning at home. [My daughter] feels good when she's working with her tutor.”