



## Mid-year, Year-end and Final Reporting Guidelines

### Early Childhood Mental Health and Child and Adolescent Mental Health Grant Programs Over \$10,000

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#### **RATIONALE**

In order to ensure the funding of effective and responsive services, IMH requires that grantees submit mid-year, year-end and final reports. IMH is interested in all learnings from the projects we fund, both what did succeed and what did not. In this spirit, IMH encourages grantees to use the reporting process as a reflective practice that is inclusive of all stakeholders in order to utilize the information gleaned from this process for program improvement.

#### **PROCESS**

Review your original proposal (including budget and *Accountability Framework*), award agreement letter and any addendum to the original agreement. Submit answers to the questions on the following page in narrative form.

Complete the original *Accountability Framework* that was submitted with your proposal for targets and measures.

Actual outputs should be reported in specific numbers (*12 girls registered for group, 10 group sessions held, average attendance of 8.5 girls per group*) at each interval. Measurement of indicators of success is not required. If you have anecdotal evidence please provide a summary.

In the case of grantees who have proposed an outcome-based evaluation in addition to the IMH requirements, outcomes should be reported as defined in your original plan. Please use the *Outcome Accountability Framework Report* template. You may obtain this template from the IMH office at 566-1852.

Please use the Budget Report Template to record proposed and actual expenditures.

#### **DUE DATES**

Due dates of reports are stated in the award letter agreement. Generally, mid-year reports are due thirty days after the halfway point of each funding year and year-end reports are due thirty days after the end of each funding year. Final project reports are due thirty days after the end of the funding period.

Adjustments to this schedule may be negotiated with the IMH Executive Director.

## QUESTIONS

*Please note that, as outlined in your award letter, any change in proposed activities, objective outcomes, or budget revisions exceeding 15% of any line item require prior IMH approval.*

### A. Report information

1. **Project start date:** May 1, 2019
2. **Type of report (mid-year, year-end or final):** Year-End Report
3. **Reporting period:** November 1, 2019 – April 30, 2020
4. **Report date:** July 17, 2020
5. **Submitted by:** Jillian Delos Reyes and Hamilton Simons-Jones

### B. What did you do?

1. **Compare your proposed target population with the population you actually served.**
  - a. **Give demographic and/or descriptive information of the population served.**
  - b. **Are the actual and proposed populations the same or different?**
  - c. **If different, provide a justification for the change.**
2. **Compare the type and amount of activities you proposed with those you implemented.**
  - a. **List and describe the activities you implemented.**
  - b. **How many times did you conduct your activities?**
  - c. **Are they the same or different from the type and amount you proposed?**
  - d. **If different, describe the changes made to the original plan.**
  - e. **If different, provide a justification for the change.**

The New Orleans Campaign for Grade-Level Reading (the Campaign) has expanded its engagement to reach more than 500 community leaders, families and stakeholders representing more than 120 different organizations via Steering Committee meetings, one-to-one outreach and relationship building calls and meetings, social media, and advocacy call to actions.

Under the leadership of the Campaign's full-time Campaign Manager, Jillian Delos Reyes, and the support of Hamilton Simons-Jones via ResourceFull Consulting, the Campaign has continued to make strides in raising the profile of the Campaign, advocating for expanded access to early care and education, improved school attendance and reduced summer learning loss. Since the Campaign's transition to the United Way of Southeast Louisiana, the Campaign has gained access to the United Way's resources for marketing and communications, fundraising, evaluation, grant writing and additional staffing to support the Campaign.

The Campaign has continued to build its social media presence with its additional support from the United Way, gaining over 200 social media followers; mapped out a new layout for its website; and continues to engage its 500+ supporters through periodic newsletters and action alerts. In the last six months of the grant period, the Campaign has focused on continuing to implement a long-term plan, called the Community Solutions Action Plan (CSAP), which includes ten-year goals, a five-year work plan, and a five-year budget for the New Orleans Campaign for Grade-Level Reading. Our ambitious ten-year plan seeks to increase by 50% the number of low income New Orleans children who are reading proficiently by the end of the third grade. The CSAP outlines twelve key strategies across four areas of work: building support and infrastructure for the campaign; improving school readiness; halving the number of elementary school children who are chronically absent; and reducing summer learning loss. In the first Steering Committee meeting of 2020 in January, we introduced a fifth priority area focused on advancing the science of reading and improving the effectiveness of literacy instruction in schools.

Specific goals and activities for 2019-2020 are as follow:

Goal	Key Activities (Key Partners)
1. Build community support to sustain and grow the Campaign.	<ul style="list-style-type: none"> <li>A. Engage a diverse committed cross-section of partners to advance Campaign goals</li> <li>B. Increase awareness of the Campaign’s goals and work</li> <li>C. Raise funds to support Campaign activities through 2022</li> <li>D. Strengthen the engagement of educators, parents and caregivers throughout our work.</li> </ul>
2. Grow funding available to support high-quality ECE for at-risk 0-3-year-olds in NOLA.	<ul style="list-style-type: none"> <li>A. Advocate for coordination of City, OPSB and State behind a plan to expand dedicated public funding for quality ECE. (LPIC, NOEEN, Providers, Urban League, UWSELA)</li> <li>B. Coordinate and support advocacy efforts in NOLA to increase local and state funding for quality ECE. (LPIC, NOEEN, Providers, Urban League, UWSELA)</li> </ul>
3. Increase knowledge, awareness, and focused action to address the community and systems-level factors that contribute to chronic absence.	<ul style="list-style-type: none"> <li>A. Raise awareness about the challenges, causes, impacts, and available interventions for early grade chronic absence among families, schools and partners. (NOLA Public Schools, CYPB)</li> <li>B. Advocate for clean attendance data across Orleans schools. (CYPB, UWSELA)</li> <li>C. Formulate chronic absence intervention strategies and engage key stakeholders in implementation. (Task Force)</li> </ul>
4. Expand the reach and impact of the Kay Fennelly Summer Literacy Institute.	<ul style="list-style-type: none"> <li>A. Continue to refine the Kay Fennelly Summer Literacy Institute model and support the integration of literacy promotion practices into summer camps. (KIDsmART, Summer Camp Partners)</li> <li>B. Pilot additional strategies to maximize the impact of the Institute in addressing summer slide and promoting literacy</li> <li>C. Build a stronger base of data about Institute activities and impacts on providers and children</li> <li>D. Develop and begin early implementation of a plan to sustain and scale the impact for the Institute over time</li> </ul>
5. Improve literacy instruction across settings for children, birth to age eight.	<ul style="list-style-type: none"> <li>A. Convene a working group of community partners to develop a plan for the Campaign’s engagement in efforts to increase the use of evidence-based literacy instruction in schools and community settings</li> <li>B. Begin early implementation of this plan, leveraging advocacy and partnerships for implementation</li> </ul>

Highlights of key activities of the past six months are included below.

**1. Build community support to sustain and grow the Campaign.**

The Campaign’s transition into an initiative of the United Way of Southeast Louisiana grew its access to donors and advocacy partners through the United Way’s direct designated fundraising campaigns and relationship building opportunities. In addition to leveraging continued funding through the United Way, Fennelly Family Foundation and GPOA Foundation, the Campaign has been invited to submit proposals totaling more than \$300,000 to Baptist Community Ministries, the W.K. Kellogg Foundation, and the Greater New Orleans Foundation’s advocacy grant program. In addition, the Campaign is being considered as a core part of BCM’s Education strategy under the leadership of Todd Battiste, one of the founding core team members for the Campaign. The Campaign also deepened its new funding relationship with First Book, a national-level nonprofit social enterprise that provides new books, learning materials, and other essentials to children in need by receiving emergency literacy resources at the start of the COVID-19 outbreak.

The Campaign submitted three stories to the National Campaign’s Pacesetter Honors, which highlights initiatives and strategies from across 400+ grade-level reading communities that effectively move the needle on the main drivers of grade-level reading readiness. These stories narrated our Campaign’s cross sector coordinated efforts to increase investment in early care and education for children birth – 3, highlighted the strides of the Kay Fennelly Summer Literacy Institute, and a micro-grant opportunity to create literacy centers within eligible early care centers via the Campaign’s new funding relationship with FirstBook in partnership with Agenda for Children. As of July 16<sup>th</sup>, we were notified by the National Campaign that we have been awarded two Pace Setter Awards for our work in ECE advocacy and summer literacy programming! The Campaign Pacesetter Honors are among the highest awards presented by the National Campaign for Grade-Level Reading. These awards recognize communities that are “leading by example” to solve one or more of the challenges that can undermine early literacy.

## **2. Grow funding available to support high-quality early care and education (ECE) for at-risk 0-3-year-olds in NOLA.**

### Local Funding

In 2018, the Mayor and City Council of New Orleans made an historic investment, allocating \$750,000 in the City budget to expand access to quality early care and education in New Orleans as a result of the advocacy efforts of the Campaign and its partners. This amount was doubled in the 2019 budget to \$1.5 million, creating new high-quality early care and education seats for 112 low-income children age three and under via the newly created City Seats Program. An independent evaluation of the program demonstrated the City’s investment increased publicly funded early care and education options for families with children under age three by 5% and that all participating children and child care centers demonstrated improvements in learning and quality. At the end of the mid-year reporting period, The Campaign was gearing up to request the City Council to increase the city’s investment from \$1.5 million to \$3.6 million in the 2020 City budget. At the time, this increase had the potential to be matched dollar-for-dollar by money from Louisiana’s Early Childhood Fund, totaling \$7.2 million in additional funding available for New Orleans.

The Campaign met with City Council members including the chair of the city’s budget committee, leadership within the Mayor’s office, business leaders who were eager to serve as champions of early care investment, and representatives of NOLA Public Schools in lead up to the November 2019 city budget city council meeting. The Campaign organized 40 educators, parents, early care providers and child advocates to make in-person public comments in support of this needed increase. The Campaign’s plan called to use this funding to (1) Expand the NOEEN City Seats program to serve 150 families; (2) Raise CCAP reimbursement rates for ~100 eligible families to \$12,000 per child, which would eliminate co-payments for families; and (3) Provide seats for ~275 New Orleans children on the CCAP waiting list at a rate of \$12,000 per child. As a result of these advocacy efforts, the city council committed \$3 million towards the creation of new early care seats and necessary supportive services. The Campaign commemorated this major win with a press release with comments from our city council members, Assistant Superintendent Jessica Baghian of the Louisiana Department of Education, and our business sector champions. Upon the announcement of the \$3M investment at the press event, Entergy Corporation offered an additional \$300,000 to support this work and launched a community challenge grant to close the gap on the Campaign’s original ask of \$3.6M. Due to the COVID-19 pandemic, the Campaign has worked to make sure these pledges materialized. Harrah’s Casino experienced an unexpected revenue loss from effects of COVID-19 which was the funding mechanism for the Early Childhood Fund, eliminating the state match opportunity for 2020 (and likely 2021). The Campaign has continued advocacy to ensure the City follows through on its pledge of \$3 million and has raised \$47,500 in matching funds for the Entergy challenge. The plan for allocating these additional funds is being revisited, in

partnership with Entergy and matching donors in light of the shifting needs of families and early care and education programs during the pandemic.

The Campaign continues to work with the City of New Orleans and its Office of Youth and Families to identify opportunities for sustainable revenue for early care and education. At this stage, the Campaign is exploring two primary options: (1) Inclusion of a carve out for early care and education to sustain funding levels for the City Seats program long-term in this fall's library millage renewal; and (2) Extension of the collection of the half-penny sales tax when it expires and dedication of a portion of these funds to expand access to (and funding for) early care and education.

### State Funding

The Campaign continued to coordinate local support for efforts to increase the availability of dedicated funding for quality early care and education in the state budget with a focus on funding the Louisiana Early Childhood Education Trust Fund. The Campaign has participated actively in the Ready Louisiana Coalition, playing an increasing role as the coalition is convened by a partnership between the Jefferson Chamber, Louisiana Association of United Ways, Louisiana Policy Institute for Children and United Way of Southeast Louisiana. The Coalition issued a joint statement calling for increased investment in early care and education for the 2020 Louisiana Legislative Session and modified it for the Special Session, which was signed by over 90 partners, including more than a dozen Campaign partners. While no additional funding was added to the state budget due to COVID-19 (despite the Governor including \$25.1 million in additional funds in his pre-COVID budget), early care and education did not experience any cuts, and \$2 million in new funds were allocated for an early literacy pilot as recommended by the state's Early Literacy Commission. The Campaign also supported the passage of two key bills – HB 251 and HB 64. HB 251, which passed unanimously, recreates the bipartisan statewide Louisiana Early Childhood Care and Education Commission for another two years to develop plans for additional funding for access to quality early care and education and explores the integration of family child care into these efforts. HB 64 dedicates an additional source of funding – a portion of revenue from fantasy sports betting – to the Louisiana Early Childhood Education Fund. It is expected that, if sports resume as planned, this could generate approximately \$350,000 in available matching funds for Orleans Parish. In addition, the Campaign supported successful efforts to secure an additional \$30 million in Preschool Development Grant funds, which is creating hundreds of new quality early child seats in Orleans Parish, and advocate for more than \$20 million in emergency grants to centers by the Louisiana Department of Education, using CARES Act funds. These emergency grants have provided a critical lifeline to child care centers through the pandemic. The Campaign also helped launch United for Early Care and Education, which is a partnership between Agenda for Children, Loyola University College of Law and the United Way that is helping dozens of Orleans Parish centers access millions of dollars in loans and loan forgiveness through the federal Payroll Protection Program.

### Federal Funding

In the most recent grant period, the Campaign began to get more involved in supporting federal funding advocacy efforts toward a proposed \$50 billion relief package for early care and education. The Campaign and its partners sent letters and participated in meetings with the region's federal Congressional delegation to advance these efforts.

### **3. Develop & pilot a strategy to reduce chronic absence in NOLA public elementary schools.**

The Campaign launched a joint School Attendance Task Force in July 2019 in coordination with NOLA Public Schools and the New Orleans Children and Youth Planning Board. Its membership is represented by members of NOLA Public Schools, Total Community Action, the Louisiana Department of Education, the Health and Education Alliance of Louisiana (HEAL) and advocates within the juvenile justice system. The Task Force

developed a list of priorities and corresponding workplan to reduce chronic absence. During the reporting period the Task Force lost its co-chair representative from NOLA Public Schools due to a job transition and the district has yet to fill this position and offer a new representative. Due to the closure of schools in March 2020, the Attendance Task Force temporarily suspended its monthly meetings and the Campaign has been following the guidance of our national partners at Attendance Works on what COVID-19 means in regard to school attendance and learning loss and has plans to reengage this group as we prepare for students to return to school this fall, either in-person or virtually.

#### **4. Refine and prepare to expand the impact of the Kay Fennelly Summer Literacy Institute.**

Using feedback and lessons learned from the implementation and evaluation of the Institute's first two years of pilots, the Campaign worked to refine the Institute and adapt it for implementation virtually amidst the uncertainties caused by COVID-19. During this most recent reporting period, the Campaign:

- Launched our open competitive application process for summer camp partners, which resulted in applications from 25 organizations. The competitive review process led to the selection of 15 organizations operating 16 summer camps. However, due to COVID-19, three of these summer program providers decided not to offer summer camps in 2020.
- Deepened our partnership with KIDsmART to further leverage their expertise in arts-integrated literacy instruction and coaching of elementary school teachers to support the development of additional training workshops and the provision of ongoing coaching of summer camp partners.
- Converted our literacy workshops from an in-person delivery format to a virtual-based webinar series. This cache of learning tools provided summer camps greater access to a wider variety of practices and trainings in best practices for integrating literacy and summer learning more effectively into their programs.

#### **C. What happened?**

- 1. Do the assumptions you listed in your original accountability plan appear to be valid?**
  - a. If not, how would you change the invalid assumption(s)?**
  - b. Please justify this change.**
- 2. Are the output targets you set for yourself reasonable and attainable?**
  - a. If not, how would you change them?**
  - b. Please justify this change.**
- 3. Are the indicators of success you selected actually reflective of success?**
  - a. If not, how would you change your indicators?**
  - b. Please justify your new selections.**

The assumptions outlined in our original accountability plan have remained valid through the grant period, although COVID-19 may impact outputs and outcomes over time. The success of the Campaign depends on the awareness, engagement and investment of a diverse group of stakeholders. The Campaign has taken significant steps over the last six months to engage additional public and philanthropic stakeholders in the Campaign. The Campaign has succeeded and, in some cases, exceeded its output targets. The indicators of success are consistent with these assumptions and are appropriate reflections of success.

#### **D. What were/are the barriers to success?**

Key barriers to success we have faced include:

- Lack of leadership from NOLA Public Schools on finding creative solutions to expanding quality early care access and slow response to data requests for our school attendance work.

- Lack of sufficient staffing and partnerships to manage the multiple initiatives required to produce community-level outcomes that improve school readiness, reduce chronic absence, reduce summer slide, and increase third-grade reading proficiency.
- Devastating effects of COVID-19 resulting in school closures, summer program cancellations, mass economic downturn, and reprioritization and tightening of public and philanthropic dollars for COVID-19 response and relief.

**1. What did/do you plan to do to overcome these barriers?**

Steps we have taken to overcome each of the above barriers have included:

- Turning spoken support into financial commitments: The Campaign has been part of an effort to mobilize a broad coalition of business leaders, advocates and educators to put concerted pressure on the Mayor and City Council to increase funding for quality ECE through the city budget and potential new revenue sources. The Campaign has leveraged the relationships of its School Readiness Working Group members to mobilize and engage influential members of the community.
- Building sufficient staffing and partnerships: We have retained Angela Herbert White as the Coordinator of the Kay Fennelly Summer Literacy Institute and renewed and expanded our partnership with KIDsmART to provide fiscal sponsorship and coaches for the Initiative this summer.
- Staying in constant communication and collaboration with advocacy partners that have on the ground feedback on the needs of children, families, and educators navigating the pandemic, using bi-weekly School Readiness Working Group calls to continue to monitor and respond to these needs. The Campaign developed an Early Care and Education Response and Recovery plan that highlighted key needs for the sector and efforts across partners, which has led to pledges of additional philanthropic investment.

**E. How have you utilized the learnings from this program to improve the program?**

The recommendations that came out of the past evaluations of the Kay Fennelly Summer Literacy Institute were critical in the design of the third year of the initiative. This has led us to start the process sooner, develop specific engagement tracks for Camp Directors vs. instructional staff, expand our partnership with an organization that has specifically trained literacy coaches, develop new workshops that respond to the needs of summer camps, and establish smoother operational and financial procedures that make engagement more valuable and less burdensome on summer camp partners. In addition, lessons learned from our advocacy efforts continue to refine our asks, strategies and tactics, particularly as we continue to work toward dedicated and reliable funding for increasing access to quality early care and education in New Orleans. Feedback and guidance from the Steering Committee has also been critical in improving the Campaign’s efforts.

**F. Budget**

- 1. Did your actual budget match your projected budget?**
- 2. If not, please justify these changes.**
- 3. Do you expect any adjustments to the budget in the remainder of your funding period?**

The Campaign’s actual budget matches its proposed budget, but not all funds have been spent to date. Due to the availability of additional funds from the United Way of Southeast Louisiana, and the shift in staffing, we spent less money than anticipated during the grant period. With the hiring of Jillian Delos Reyes as Manager for the Campaign and the continued leadership of Hamilton Simons-Jones as a consultant for the Campaign, we anticipate spending the remainder of this year’s grant funds by September 1, 2020, at the latest.

**G. What progress have you made towards the sustainability of this program after the end of IMH funding? (if applicable)**

The Campaign is seeking a third year of funding from the David Fennelly Family Foundation, the W.K. Kellogg Foundation, Baptist Community Ministries' Transom grant opportunity and the Greater New Orleans Foundation's Advocacy grant program. We deepened our new funding relationship with First Book, a national-level nonprofit social enterprise that provides new books, learning materials, and other essentials to children in need. During the reporting period, First Book awarded the Campaign an additional \$750 worth of book credits and learning materials to disseminate to low-income children in Orleans as an emergency response to the outbreak of COVID-19.