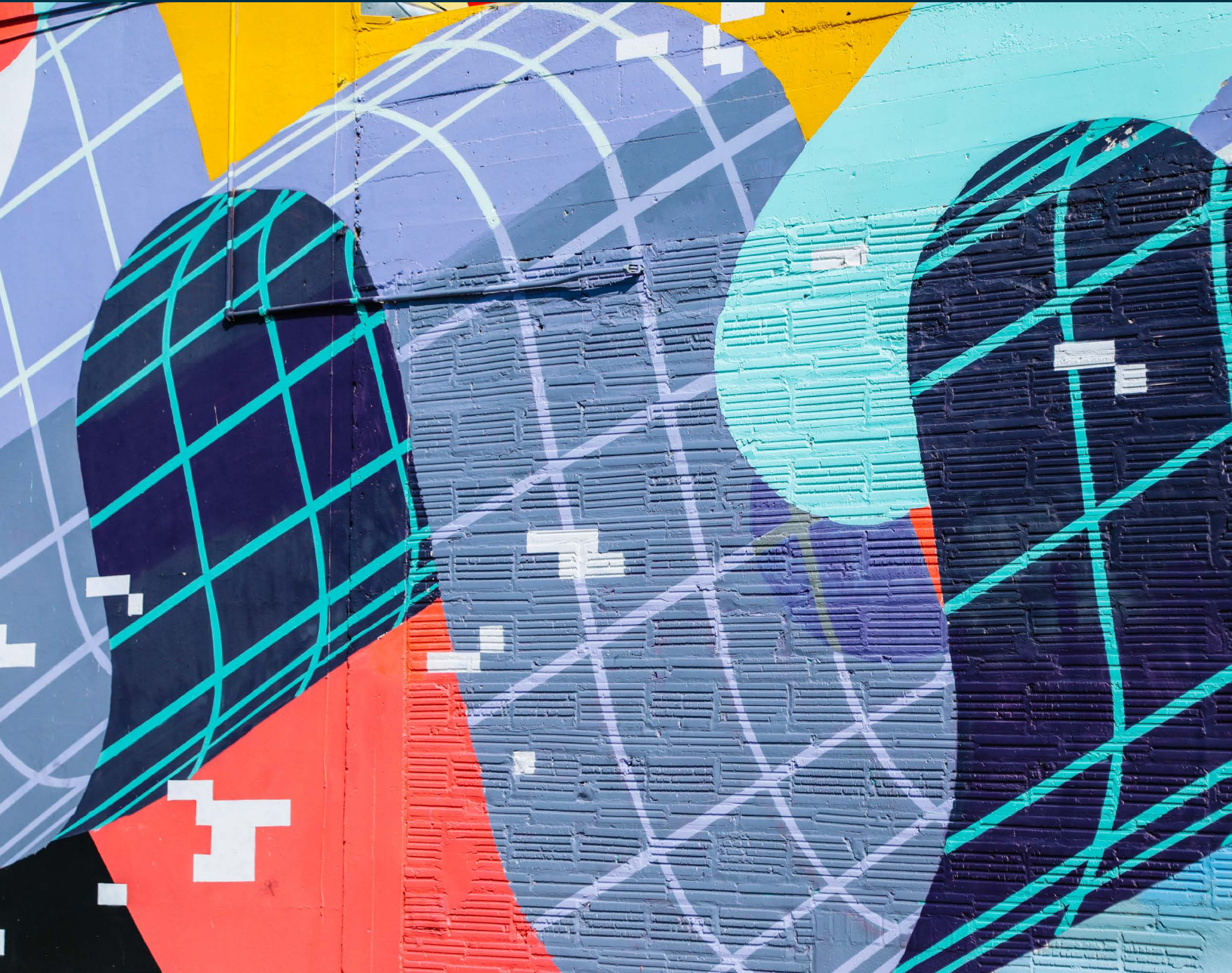


Interwoven Futures

Activating Strategic Alignment for Youth Success

LANDSCAPE REPORT 2020





Report Overview and Background

Interwoven Futures is intended to support strategic alignment across San Antonio and Bexar County's local government departments, private foundations, school districts and networks, colleges and universities, youth serving nonprofits, workforce agencies, and concerned employers. It is designed to help leaders across these sectors strengthen their existing strategies for youth success, especially in response to the heightened needs of young people in the wake of COVID-19.

The report is organized into three main sections:

1. Community Introduction
2. Community Outcomes and Services
3. Community Financing and Alignment

This report was written and compiled by UP Partnership staff, including Jayde Beebe, Dr. Emily Calderón Galdeano, Dr. Kathleen Denny, Dr. Ryan Lugalía-Hollon, and Marissa Villa. It summarizes public outcomes data and multiple original research studies, which were also supported by Cristina Mendez and Kimberly Sama.

UP Partnership has undertaken three major data collection projects to understand the landscape of resources available to children and young people in Bexar County. First, a study of the conditions and realities of young people in our community who are disconnected from both school and work; second, a mapping project of the availability of youth services, known as the 'Service Map'; and third, a 'Fiscal Map' of the amount of money being invested in child- and youth-focused services.

We commissioned the first study from an interdisciplinary team of scholars at The University of Texas at San Antonio (UTSA) - Dr. Rogelio Sáenz, Dr. Sofía Bahena, and Dr. Roger Enriquez. They conducted a mixed methods report of disconnected young people in San Antonio using the most recently available 5-year estimates from the American Community Survey, along with results from an in-depth interview study of sixteen young people currently out of school and unemployed. It can be accessed on the [UP Partnership website](#).

The 'Service Map' and 'Fiscal Map' were both done by UP Partnership. While the Service Map collects and updates information each year about youth-serving programs in our community, the Fiscal Map analyzes the resources that undergird that landscape. Conducted with technical assistance from the [Children's Funding Project \(CFP\)](#), the Fiscal Map shows one year's worth of investments into our child and youth services landscape from multiple levels of funding, including private philanthropy, City, County, State, and Federal governments. For the FY2019 catalog, five major local funders answered our call to participate. We acquired government budgets through websites, Public Information Requests, and direct follow-up inquiries to relevant City, County, and State departments. Federal spending was captured through multiple online databases.

Interwoven Futures was made possible through funding from the City of San Antonio's Department of Human Services, as well as the San Antonio Area Foundation, the Charles Butt Foundation, and StriveTogether. Each of these funding institutions is invested in growing our community's ability to support our young people, no matter the obstacles they must overcome.



The mission of UP Partnership is to ensure all young people in Bexar County are ready for the future. We pursue this mission by improving strategic alignment across sectors, so each and every young person can have a clear path to postsecondary, career, and life success. Our approach is rooted in the collective impact model of StriveTogether, a national leader in advancing racial equity and student progress from cradle to career.

Working closely with our Board of Directors and partners in our four systems-change networks, we support shared community vision, evidence-based decision making, collaborative action, and enhanced community investments. Our four systems-change networks are Diplomás, Excel Beyond the Bell, My Brother's Keeper San Antonio, and Our Tomorrow.

In the summer of 2020, more than 100 leaders from our partnership signed an [Equitable Recovery Pledge](#), sharpening San Antonio's commitment to rebuilding systems with equity at the forefront. The pledge was an initial step on the path to an equitable recovery. This report points to many additional critical steps.



Community Introduction

The year 2020 taught us many things, but what stood out most is something we have long known – as a city, our futures are bound together.

Our children, youth, and families do not need isolated, independent systems. They rely on an interdependent set of supports, a web that must be intentionally woven together across leaders and institutions. Young people’s outcomes are not just dependent on curricula or instructional quality. They need food, technology, housing, after school and summer care, physical and mental health supports, transportation, college financial aid, and more.

In today’s world, high-quality schools are those that can prepare students for the next phase of life and, relatedly, function as coordination points across these needs. As the COVID-19 pandemic has revealed, many of our schools have not been set up to consistently coordinate in this way. As we maneuver through this pandemic, we must be increasingly focused on supporting this interdependent performance, along with traditional academic goals.

Interwoven Futures shows us our community outcomes for young people, in addition to gaps and alignment opportunities across critical sectors, like PreK-12, higher education, and youth development.

While educational systems have made major progress on key milestones, such as high school completion, we continue to have unacceptable racial inequities in student outcomes across cradle to career indicators. For example, though nearly half of African-American students in the region are successfully enrolling in college, only one-third are prepared to be “college ready” by their school systems.

The breadth of racial and ethnic inequities in our community is why the San Antonio city council passed a resolution declaring racism a public health crisis, symbolically committing to eliminating racism in local government. In addition to educational disparities,

that declaration points to how historical racism has contributed to disparities in income and poverty, homeownership, and health care.¹

In the words of one student who graduated from high school amidst the pandemic, “[t]he pandemic highlighted what we have experienced for a long time - we don’t always have the same chances and our success is often dependent on where we live.” This student served as an organizer with the Our Tomorrow network during the early months of the pandemic. Throughout this time, she recalls how she saw her “peers step up to advocate for themselves and for their shot at an equitable education experience.” That equity-focused leadership is required from all of us.

To make progress on our longstanding inequities, we cannot simply cast blame on institutions from the outside. We must take shared responsibility and actively work together to advance solutions. In the education world, when young people fall behind, we cannot just condemn school districts. We must all take responsibility and look at the ways our community ecosystem also feeds the problem.

Playing the blame game is far easier than working together across roles, sectors, and communities to comprehensively solve problems. In order to shrink racial, ethnic, and geographic inequities, we must meet basic student needs, confront racism in our systems, and build much stronger cross-sector bridges.

When we activate our interdependencies, through conscious and consistent effort, then we can indeed create paths to success for every young person in our community. We can build a more inclusive college and career readiness landscape, help thousands more young people to get on a path to living wage careers, and build up the community power needed to help everyone in our city keep rising up.

¹ City of San Antonio’s 2019 Racial Equity Indicator Report

Community Outcomes

Highlighting student outcomes across the education pipeline helps assess how students are progressing throughout the county. Referred to as “cradle to career” indicators, these measures are widely agreed to be critical milestones in students’ educational journey. By tracking results for all of Bexar County, we can provide the community a snapshot of the educational well-being of our students, elevating bright spots and highlighting areas in need of intervention. Data come from the Texas Education Agency and Integrated Postsecondary Education Data System.

Cradle to career outcomes include: Kindergarten Readiness, 3rd Grade Reading Achievement, 8th Grade Math Achievement, High School Graduation, Postsecondary Enrollment, and Postsecondary Completion. UP Partnership also tracks College Readiness because it is central to our theory of change. These outcomes are disaggregated by race/ethnicity, gender, socioeconomic status, and students whose first language is not English. Importantly, these are largely the same education outcomes tracked by SA2020, which helps San Antonio to hold a shared community vision across eleven vital sectors.

Table 1. Cradle to Career Outcomes for Students in Bexar County

	All Students	African American	American Indian	Asian	Latinx	Multiracial	Pacific Islander	White	Eco. Dis	English Lang. Learner	Females	Males
Kindergarten Readiness ¹	47%	42%	na	53%	43%	53%	na	60%	40%	44%	not collected	not collected
3rd Grade Reading ²	40%	33%	na	59%	36%	52%	59%	58%	31%	39%	43%	38%
8th Grade Math ³	53%	44%	52%	80%	49%	65%	71%	69%	44%	35%	55%	50%
College Ready ⁴	47%	34%	73%	74%	42%	60%	58%	65%	35%	24%	50%	43%
High School Graduation ⁵	91%	89%	95%	96%	90%	93%	90%	95%	93%	79%	94%	89%
Postsecondary Enrollment ⁶	54%	49%	71%	73%	52%	63%	66%	59%	47%	34%	60%	47%
Postsecondary Completion (4-yr) ⁷	45%	43%	44%	41%	46%	41%	17%	45%	not collected	not collected	50%	40%
Postsecondary Completion (2-yr) ⁷	28%	22%	na	37%	29%	35%	33%	26%	not collected	not collected	31%	24%

Bexar County Public School Districts	Bexar County Institutions of Higher Education
<ul style="list-style-type: none"> » Alamo Heights » East Central » Edgewood » Ft Sam Houston » Harlandale » Judson » Lackland » North East » Northside » Randolph Field » San Antonio » South San Antonio » Somerset » Southside » Southwest 	<ul style="list-style-type: none"> » University of Texas at San Antonio » Texas A&M San Antonio » Trinity University » Our Lady of the Lake University » St Marys University » University of the Incarnate Word » San Antonio College » Northwest Vista College » Northeast Lakeview College » St Philips College » Palo Alto College

¹ Of the students assessed in Kindergarten, % who were assessed Ready for Kindergarten. 2018-2019 TEA Texas Academic Performance Report

² % of 3rd grade STAAR test takers who achieved “Meets Grade Level or Above” distinction. 2018-2019 TEA Texas Academic Performance Report

³ % of 8th grade STAAR test takers who achieved “Meets Grade Level or Above” distinction on Math section. 2018-2019 TEA Texas Academic Performance Report

⁴ % of graduates who met at least one of the following conditions to be considered “college ready”: met a score standard on TSI, SAT, and/or ACT; met criteria on AP/IB exam; earned at least 3 college credit hours in ELA or Math or at least 9 hours in any subject; earned an associate’s degree; or completed an OnRampsCourse. 2018-2019 TEA Texas Academic Performance Report

⁵ % of students who first attended high ninth grade in 2014-2015 and graduated with the Class of 2018. 2018-2019 TEA Texas Academic Performance Report

⁶ % of graduates enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation. 2018-2019 TEA Texas Academic Performance Report

⁷ % of degree seekers who graduated in 150% of normal time - total number of completers within 150% of normal time divided by revised adjusted cohort. Class of 2018. NCES Integrated Postsecondary Education Data System

There are clear and persistent inequities throughout our cradle to career pipeline. These disparities in education are directly tied to longstanding obstacles to economic mobility for certain parts of our community. In a special analysis of Bexar County for UP partnership, Opportunity Insights, a Harvard-based policy and research institute, found that economic mobility is heavily determined by a person's racial and/or ethnic category, as well as where they live.²

From early in the educational journey, economically disadvantaged³ students experience significant obstacles that impede their ability to achieve academically in later stages. Except for high school graduation, fewer than half of Bexar County's economically disadvantaged students are considered to have met these key milestones.

When looking at gender, a greater proportion of female students achieve each of the cradle to career milestones than male students, with the greatest disparities later in the pipeline. Nearly 2/3 of female Bexar County graduates enroll and begin instruction in a Texas higher education institution, whereas fewer than half of male students did so. However, females also make up a disproportionate percentage of Opportunity Youth in our community, which suggests that there are great inequities in the ways that different young women experience our community.

Across the pipeline, fewer African American and Latinx students achieve the cradle to career milestones as

“Sometimes when you're young, you don't know what to do, and it's overwhelming. And then they just say 'Do this. Just apply to this.' It's easier said – not as easy as it sounds.”

- Opportunity Youth Participant

compared to their Asian, non-Hispanic white, and multiracial peers. Disparities are particularly stark in assessments of “college readiness.” Although the extent of interethnic and interracial disparities is troubling and merits creative and targeted strategizing, particularly regarding college readiness, it is also worth elevating that progress is being made. From the 2016-17 school year to the 2017-18 school year, the percentage of students who were designated “college ready” increased by approximately 5 percentage points overall and within each racial/ethnic category.

²For white men born between 1978 and 1983 in Bexar County, economic mobility has been relatively possible with the average white man who grew up in a low-income household in Bexar County earning \$29,070 on average. Meanwhile, for African-American men who grew up in low-income households in Bexar County the average earnings are \$20,104, which is nearly \$9,000 less than their white peers. Hispanic men who grew up in low-income households fell in between these two groups, with average earnings of \$27,291.

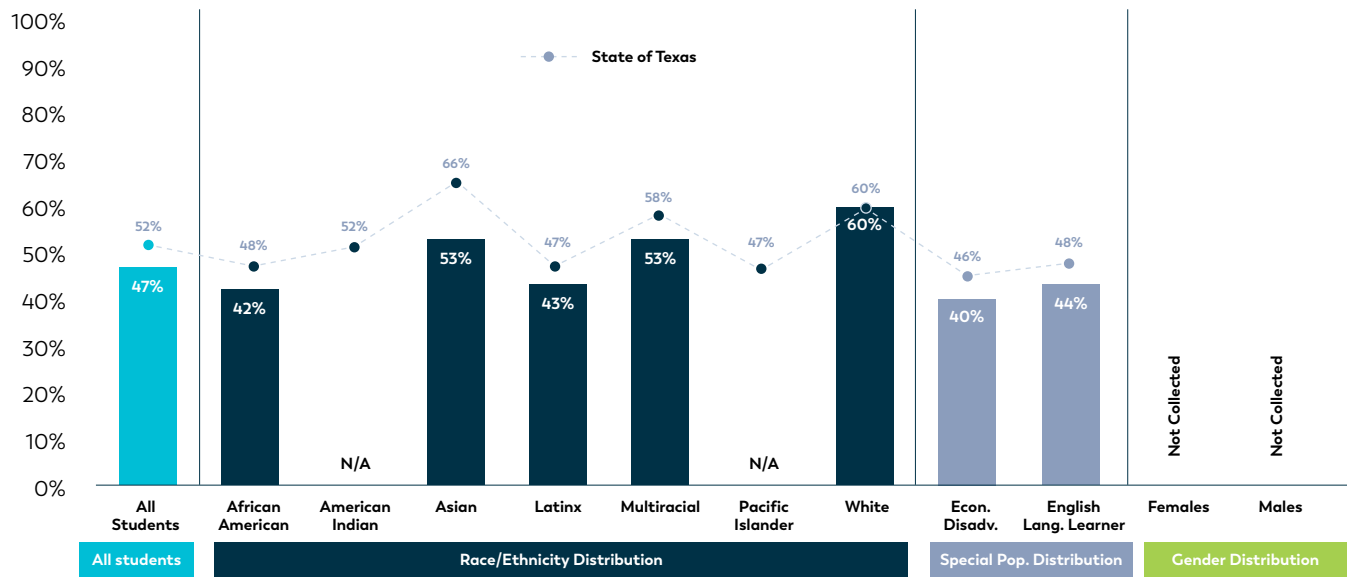
³TEA codes a student as “economically disadvantaged” if they are eligible for free or reduced-price lunch, their family income falls below the federal poverty line, their family is eligible for and/or received form(s) of public assistance.

Some of this increase may be due to the recently expanded definition of college readiness (students now can satisfy one of five conditions rather than one of four conditions in prior years). Credit must also be given to our local school districts and institutions of higher education who have expanded their comprehensive postsecondary preparedness strategies. Their efforts should motivate continued collective action to clear the college-going path for every student in Bexar County.

CRADLE TO CAREER OUTCOMES FOR STUDENTS IN BEXAR COUNTY

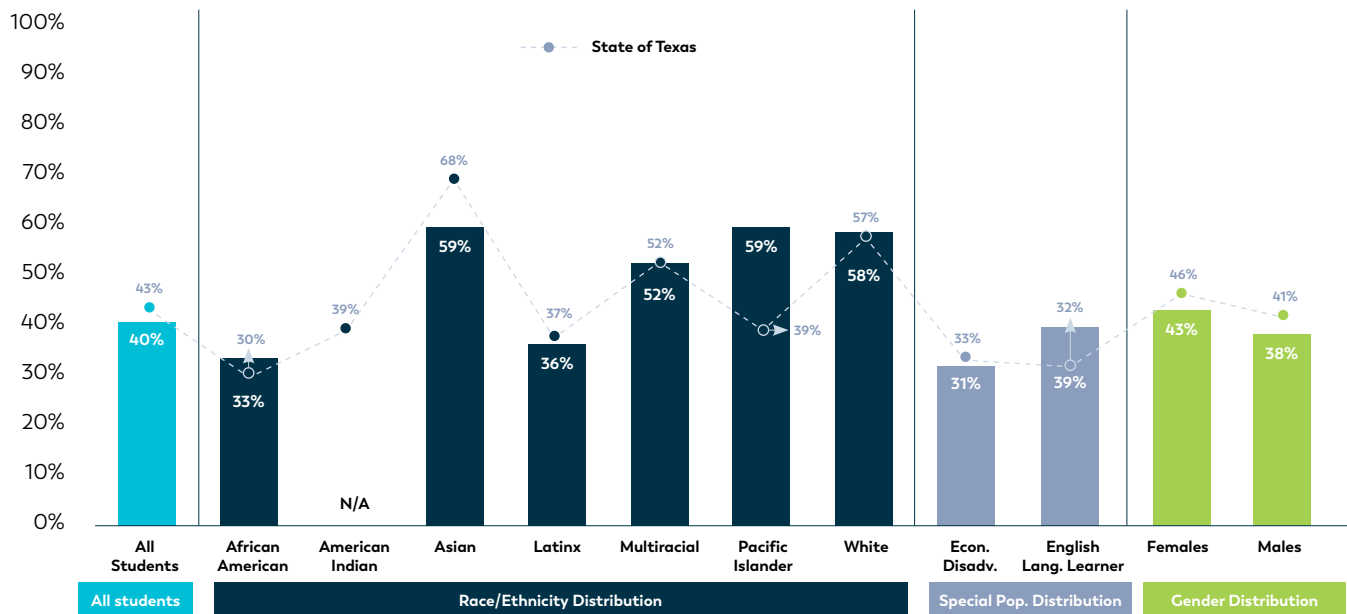
Kindergarten Readiness

Figure 1. Percentage of students assessed who were classified as ready for kindergarten, 2018



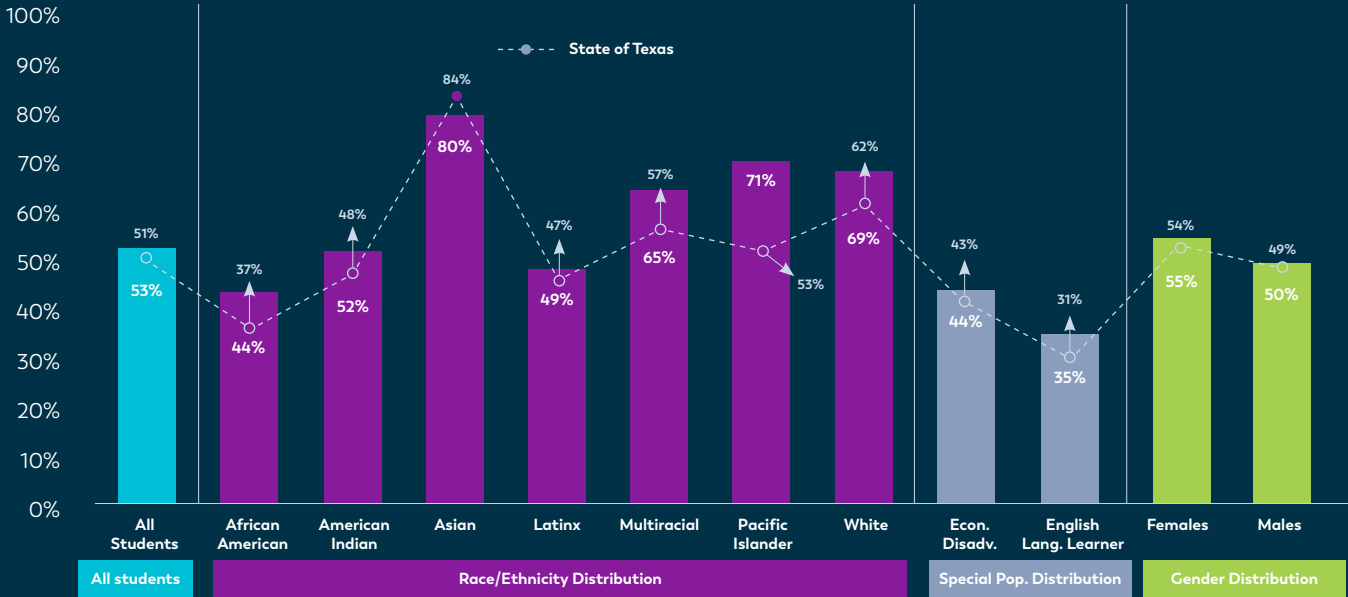
3rd Grade Reading

Figure 2. Percentage of 3rd grade students who achieved “Meets Grade Level or Above” distinction on the State of Texas Assessments of Academic Readiness (STAAR) Reading exam, 2018



8th Grade Math

Figure 3. Percentage of 8th grade students who achieved “Meets Grade Level or Above” distinction on the STAAR Math exam, 2018



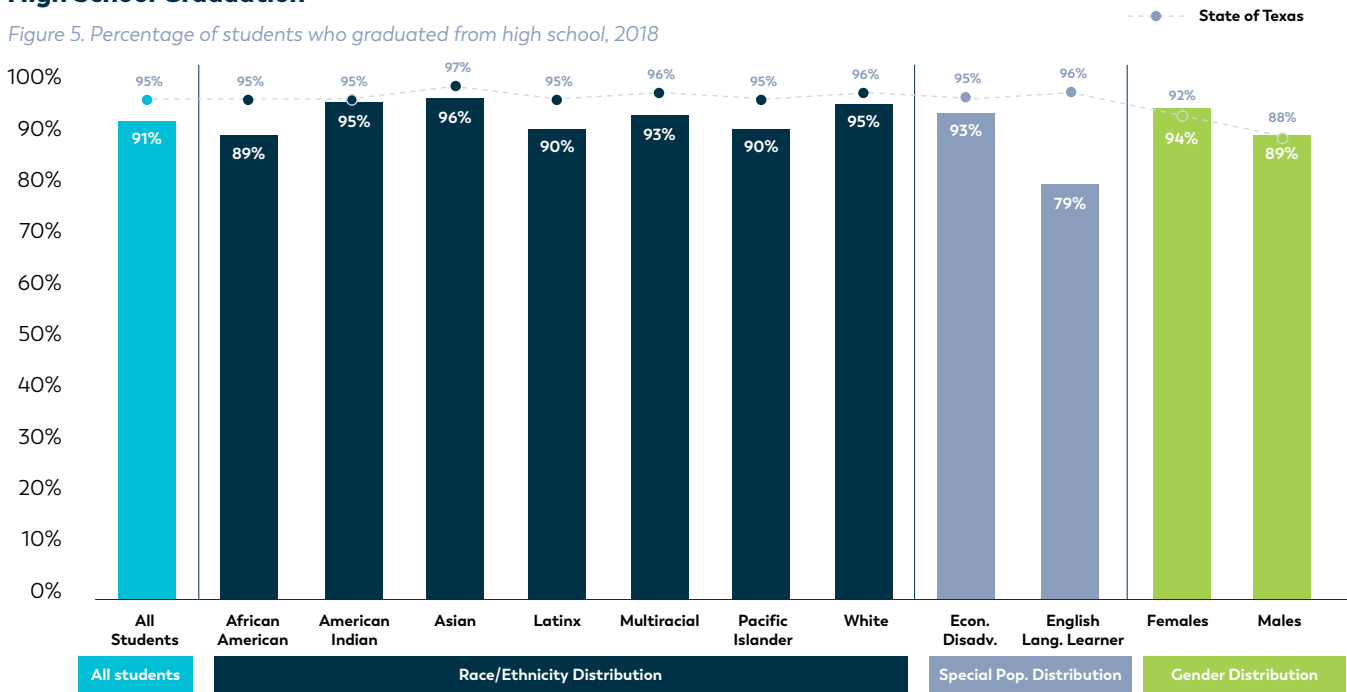
College Ready

Figure 4. Percentage of high school seniors who graduated College Ready, 2018



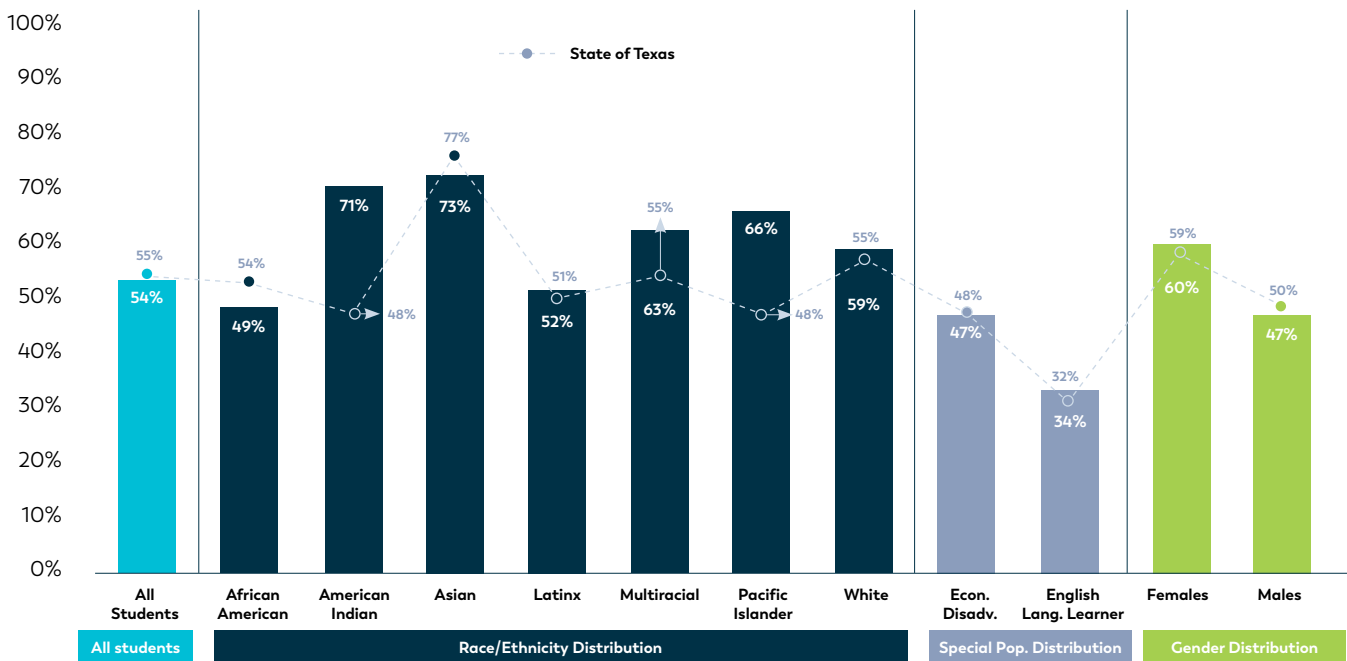
High School Graduation

Figure 5. Percentage of students who graduated from high school, 2018



Postsecondary Enrollment

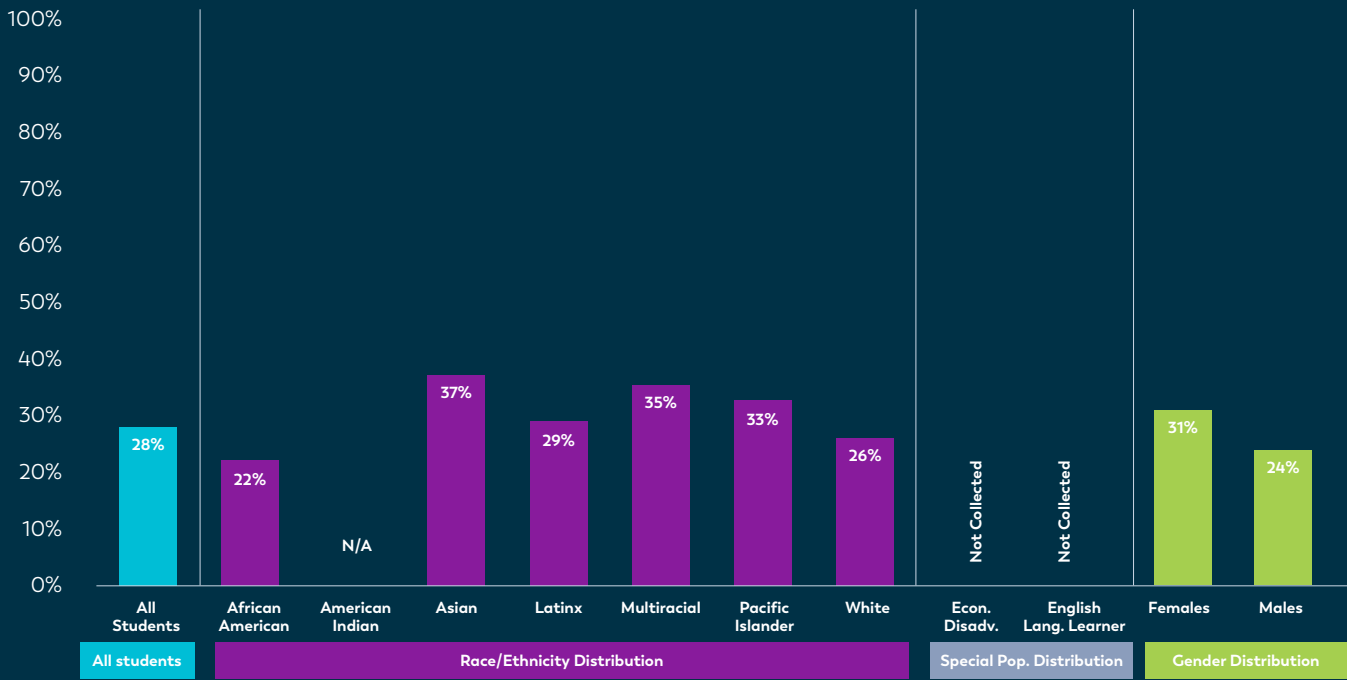
Figure 6. Percentage of high school graduates who enrolled and attended a higher education institution in Texas the school year following their high school graduation, 2018



Postsecondary Completion (2-yr)

Figure 7. Percentage of degree seekers who graduated from a 2-year postsecondary institution within 3 years (150% of normal time), 2018

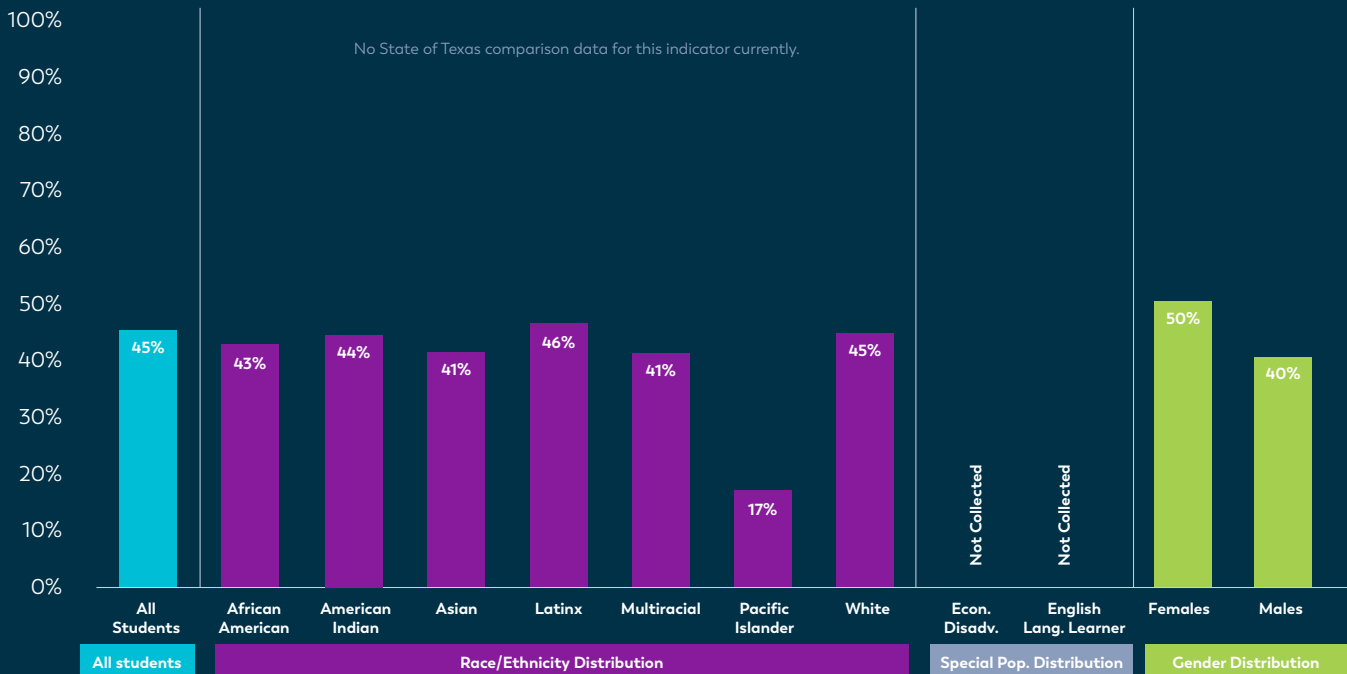
No State of Texas comparison data for this indicator currently.



Postsecondary Completion (4-yr)

Figure 8. Percentage of degree seekers who graduated from a 4-year postsecondary institution within 6 years (150% of normal time), 2018

No State of Texas comparison data for this indicator currently.



Though we have seen progress, we cannot rest on our laurels. Our most vulnerable young people are those disconnected from formal institutions. Often referred to as “Opportunity Youth,” these young adults (ages 16 to 24) are not enrolled in school and are not working in the formal economy – and yet, as many as 80% of them have obtained a high school credential.

Within Bexar County, 33,600 (13%) of young people ages 16 to 24 are disconnected from both school and work. More than 8,000 of these young people are ages 16-19 and over 25,000 are ages 20-24. Addressing student success for each of these age groups requires working together across multiple sectors.

Unfortunately, amidst the many disruptions to school and workforce that have come with the COVID-19 pandemic, the number of Opportunity Youth is likely to grow. A summer estimate from the Texas Education Agency found that roughly 1 in 10 Texas students did not have contact with their schools in the early months of the pandemic. Even as schools and community partners have gotten better at outreach and digital inclusion, rising joblessness and stress for thousands of families is likely to keep growing the number of young people at risk for disconnection, increasing contributing factors like student mobility and chronic absenteeism.

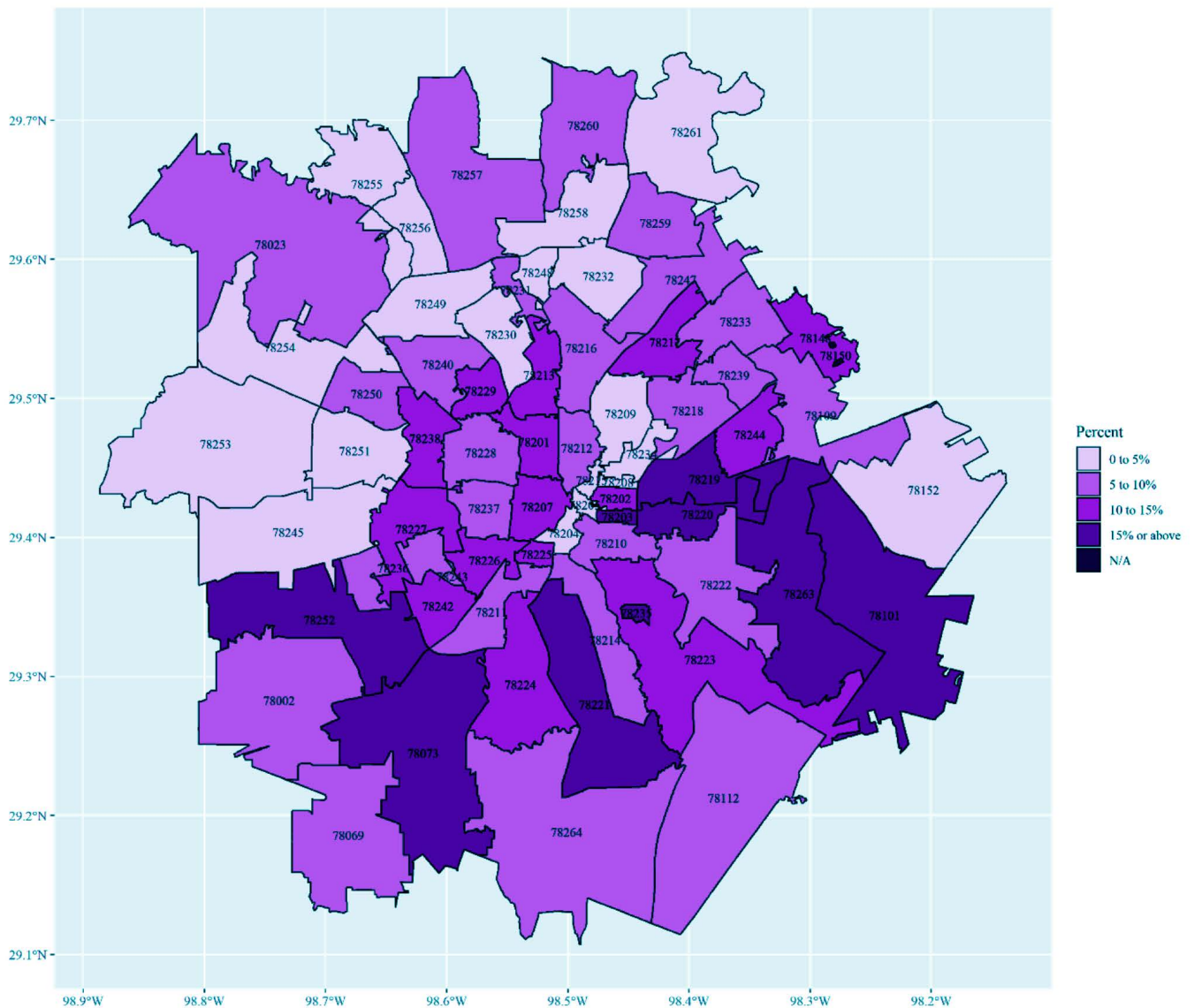
While Opportunity Youth live across our community, they are geographically concentrated in the central and southern portions of San Antonio (southwest, southeast, far south). Many of the zip codes with the highest concentrations of Opportunity Youth also have the lowest rates of broadband connection. This includes 78252, 78073, 78203, 78220, and 78101, which span across the Southwest, San Antonio, and East Central Independent School Districts. Nearly a quarter of young people live in households with no internet access at all, and a full half live in households without broadband internet access.

As the UTSA report outlines, “[a]mong persons 16 to 24 years of age, Latina females are the most likely to be Opportunity Youth with 15.8% belonging to this group... Four other groups also have fairly high rates of being Opportunity Youth: Latino males (13.7%), Other males (13.2%), Black females (13.1%), and Asian or Pacific

Islander females (12.6%). Gender differences are particularly pronounced among Asian or Pacific Islanders, with females being almost twice as likely as males to be opportunity youth.”

Overall, Opportunity Youth are more likely to be Latinx, female, between 20-24 years old, foreign-born, economically disadvantaged, have a disability, have unstable living arrangements, and have limited English fluency. Crucially, as described in the original report, “[d]isability status is strongly related to opportunity youth membership. People with a disability who are 16 to 24 years of age are about 2.5 times more likely to be Opportunity Youth compared to those without a disability. This distinction is more apparent at older ages (20-24) where nearly 42% of persons with a disability are Opportunity Youth compared to close to 16% of those without a disability.”

Figure 9. Percentage of Persons 16 to 19 years of age in Bexar County who are Opportunity Youth by zip code, 2013-2017. UTSA Opportunity Youth Report.

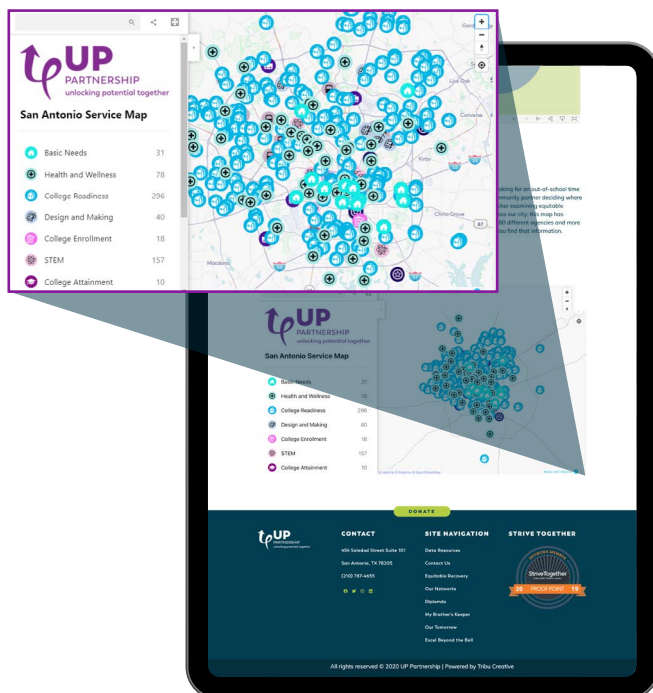


Participants in the UTSA study discussed a variety of recommendations for supporting young people's connection efforts, but two main themes emerged: physical connectivity and relational support. Physical connections to opportunity include more reliable public transportation and community wide internet access, while human connections to stability and encouragement include mentors, case managers, and navigational professionals who can help young people every step of the way in the college application and enrollment process.

Several study participants emphasized how complicated and overwhelming it can be to transition from high school into the postsecondary environment. In particular, they expressed concern with the complex process of helping finance their postsecondary education journey. While small scholarships can help get the students in the door, additional support in navigating the financial aid process is needed to help keep them enrolled.

To identify community-based programs where young people can find supportive relationships, UP Partnership researched out-of-school-time programs, workforce training, and college test preparation programs in San Antonio.

Figure 10. UP Partnership Service Map of out-of-school time programs, workforce training, and college test preparation programs in San Antonio



“...nobody’s supposed to hold your hand the whole time, but I feel like sometimes you kind of need that. Somebody to keep you engaged. I wish somebody would have -- I don’t know maybe it would have helped.”

- Opportunity Youth Participant

workforce training, and college test preparation programs across San Antonio. We created an [interactive map](#) that allows users to locate information on 500 programs, from more than 80 organizations, operating at approximately 350 sites, based on proximity to an entered zip code and by browsing programs based on keyword searches.

The map was created to help families, practitioners, researchers, and community members know that services to support young people exist and where there are gaps that must be filled. These program sites should serve as powerful partners for school counselors and administrators looking to maximize supports for their young people.

At a time when school counselors are frequently asked to serve larger caseloads with fewer resources, being able to tap into pre-existing resources within the community not only better enables school counselors to foster a greater web of support around each impacted student but also allows fewer young people to fall through the cracks.

As we continue to update the map with post-COVID data, it will remain a reliable reference for campus leaders and program planners.

**Successful
collaboration
happens
when multiple
partners share
responsibility for
the success of
young people in
their community.**

Community Financing and Alignment

We must reshape our systems and our partnerships to ensure equity for each student, no matter the obstacles they face. This requires an approach to equitable outcomes that is both tailored and standardized across systems. To make this a reality, we must bridge a high-level, citywide understanding of pathways, with a more detailed, campus-level set of cross sector practices and equity considerations.

Directors and the San Antonio Economic Development Foundation. These milestones build on one another, with each being essential. As described throughout this report, we have many students in our community who are not reaching two or more of these milestones. The nearly 34,000 young people who are disconnected from both school and work are a direct reflection of our entire community’s failure to ensure their success.

Table 2 outlines three high-level priorities for young people’s success set by the UP Partnership Board of

Table 2: UP Partnership View of Student Pathways and Corresponding Actions

Major Milestones	Primary Community Lever	Sample School District Priorities	Sample Cross-Sector Priorities
<p>SOCIAL EMOTIONAL GROWTH Set by UP Partnership Board of Directors</p>	<p>Supportive Relationships Young people are supported by peer and adult relationships that help them to overcome challenges and thrive.</p>	<p>Establish compatible, cross-cutting SEL metrics. Pair students with demonstrated need for support with high-quality youth development providers. Partner with providers on mentor and volunteer recruitment.</p>	<p>Youth development providers expand trauma-informed staff development and strengthen bridges between their programs and clinical programs.</p>
<p>POSTSECONDARY COMPLETION Set by UP Partnership Board of Directors</p>	<p>College Readiness Young people’s preparation for college is encouraged at each stage of their journey.</p>	<p>Enable success staff, which typically focuses on high school strategies, to set and coordinate supports across primary and middle school levels as well.</p>	<p>Higher Education partners activate more of their students, faculty, and staff to promote college across PreK-12 grades.</p>
<p>CAREER SUCCESS Set by the San Antonio Economic Development Foundation</p>	<p>Industry Alignment Courses and programs support skill acquisition in high-wage, high-growth industries.</p>	<p>Build, support and expand vertical alignment teams with higher education providers tied to advanced academic competencies for 21st century opportunities. Pilot horizontal alignment teams that deepen curriculum planning with youth development providers.</p>	<p>K12, Higher Education and Youth Development providers align curriculum with core skills/experiences from target industries.</p>

Funding is a uniquely powerful lever for fostering this kind of alignment.

Helping every young person to thrive socially, emotionally, academically, and, ultimately in their careers must be a shared top priority across our PreK-12, youth development, and higher education sectors, as well as relevant adjacent sectors. Having funders, across levels, support this alignment in a coordinated way is a critical condition for success.

To support these levels of coordination, UP Partnership designed and created a “Fiscal Map” that catalogues FY2019 funding streams landing in Bexar County to support young people ages 0 to 18 outside of the traditional school day.

This is the first known investment mapping tool of its kind in our community and stands out among other communities doing similar work nationally because of its comprehensiveness.

1

Captured budgetary data: funding stream amounts, services funded, where funding originated

2

Staff categorized types of activities money supports

Youth outcomes were categorized into 6 cross-cutting groups. We selected the particular groups in order to organize diverse funding streams according to key development needs of our young people. These groups are compatible with the Healthy, Happy, and Ready framework set by the Bexar County Children's Agenda, which was developed through the United Way's ReadyKidSA Coalition.

- **Safe and Stable:** Young people are fed, sheltered, and free from violence.
- **Healthy:** Young people are physically, emotionally, sexually, and behaviorally healthy.
- **Connected:** Young people are leaders in their communities and connected to positive relationships.
- **Career-Minded:** Young people are forward thinking and developing their career aspirations.
- **Academically Prepared:** Young people have the academic skills necessary to be prepared for life beyond high school.
- **Successful in College:** Young people enter college and complete a postsecondary credential.

UP Partnership staff captured an array of budgetary data, including the dollar amounts in each funding stream, services funded, and where the funding originated. We then coded each funding line to categorize what types of activities the money is supporting. Based on the description of the funding provided by the funding source, our taxonomy of funding streams was strengthened by the Children's Funding Project and participating stakeholders that included Federal, State, County, City, and Local Philanthropy funding.⁴

For each funding stream, we asked: Is the money intended to directly improve young people's: stability, health, relational connectedness, career focus, academic preparedness, or college success? Although funding streams inevitably have multiple downstream effects (e.g. money dedicated for students' safety should also ultimately affect their ability to be healthy and academically prepared), we coded each funding stream for its most direct and immediate effect.

Each funding stream was further categorized by the types of services being funded, and then organized by outcome. For example, service types coded within the "Connected" outcome included arts and culture activities, sports and recreation activities, community strengthening activities, and leadership development activities. Service types within the "Academically Prepared" outcome included college readiness activities, STEM/STEAM activities, general academic support like tutoring and literacy services, and early childhood services. A full list of service types by outcome can be found at uppartnership.org.

⁴The five philanthropic partners who submitted their budget data conducted their own coding with the coding scheme we provided.

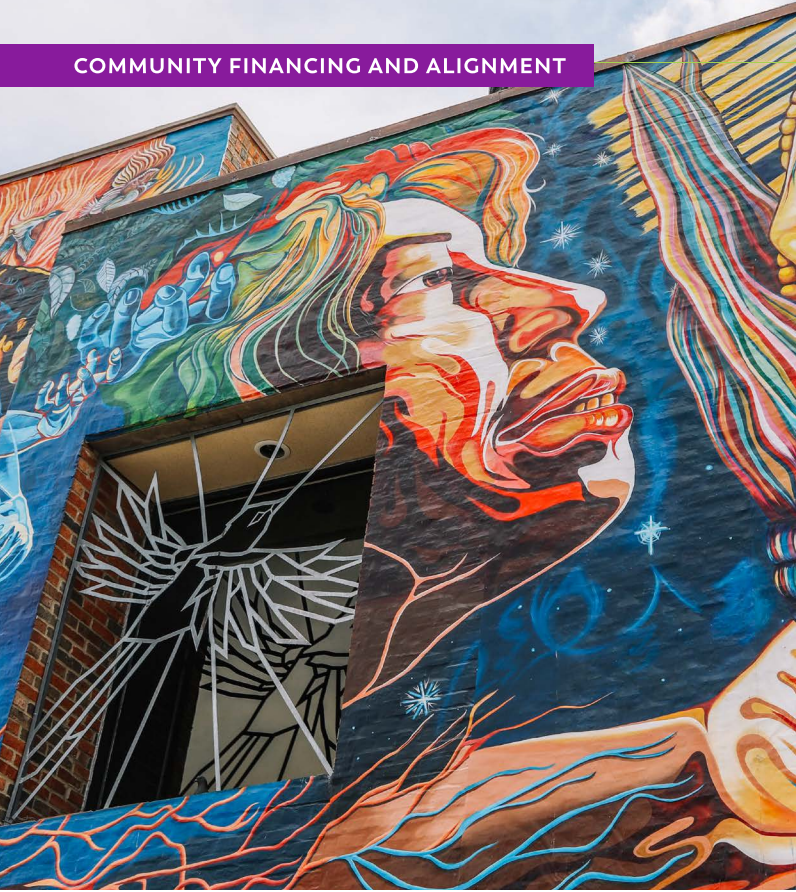


Table 3. Fiscal Map Outcome Types and Definitions

Outcome	Definition
Safe and Stable	young people are fed, sheltered, and free from violence
Healthy	young people are physically, emotionally, sexually, and behaviorally healthy
Connected	young people are leaders in their communities and connected to positive relationships
Career-Focused	young people are forward-thinking and developing career aspirations
Academically Prepared	young people have the academic skills necessary to be prepared for life after high school
Successful in College	young people enter college and complete a postsecondary credential

We restricted our analysis to those FY2019 funding streams that were dedicated primarily or exclusively to support programs serving young people between the ages of 5 and 18 outside of the traditional school day. That means we did not include money that 1) was not targeted specifically at young people, 2) funded school day operations, 3) funded federal entitlements like Temporary Assistance for Needy Families (TANF), 4) funded legally mandated interventions like Juvenile Drug Court, and/or 5) did not provide enough information to enable a classification.

We classified the amount and type of money coming into San Antonio and Bexar County to serve and improve children’s lives beyond what is required by law. After nearly a year of data collection and accumulating budgetary data from 24 different departments and agencies across five funding levels, UP Partnership created a fiscal map dashboard for the amount of money being directed at young people’s time outside the traditional school day.

In 2019, more than \$330 million in funds supported young people in San Antonio and Bexar County. Most of that funding (\$200 million) came from the federal government, with the second largest share coming from the city, followed by local philanthropy, the state, and then the county.

Table 4. Fiscal Map Funding by Original Source, FY 2019

Funding Source	Dollar Amount	% of Total*
Federal	\$200,953,306	61%
State	\$15,926,243	5%
County	\$1,130,900	0.3%
City	\$75,136,667	23%
Local Philanthropy	\$38,230,976	12%
TOTAL \$331,378,092		

* Due to rounding, totals add up to over 100%

Table 5. Fiscal Map Funding by Outcome, FY 2019

Outcome	Dollar Amount	% of Total
Safe and Stable	\$121,155,420	37%
Healthy	\$17,092,995	5%
Connected	\$16,672,760	5%
Career-Focused	\$65,335,727	20%
Academically Prepared	\$99,671,363	30%
Successful in College	\$11,449,827	3%

TOTAL \$331,378,092



For the types of services we focused on in this analysis, the five local funders who are represented in this analysis funded more than the State and County combined in 2019. In fact, local philanthropy’s “youth-serving portfolio” is the most diverse in terms of funding across the outcomes and was distributed evenly across outcome areas.

Federal, City, and County governments prioritized funding for young people’s basic needs and the City of San Antonio dedicated considerable funding to academic preparedness (driven by its investment in Pre-K 4 SA).

One example of a funding gap is the comparatively low percentage of funding – 5% of the total – dedicated to young people’s connectedness in 2019. This is vital to shore up because being connected to caring adults who challenge growth, share power, and expand possibilities can advance young people’s social emotional development, and, in turn, their ability to perform academically and be ready for the future.

This kind of gap analysis is being advanced by a cross-sector Fiscal Alignment Task Force that is studying the underlying data in the fiscal map and making tailored recommendations. Those recommendations will generate many new insights and directions that further show how this fiscal map can be a powerful tool for driving strategic alignment across the community.

Just as we need young people to thrive so that they can lead the way tomorrow, they need us to thrive in our collaborations so that they can be ready for that challenge.

How do we step up to that plate? What more can really be done to support young people's journeys?

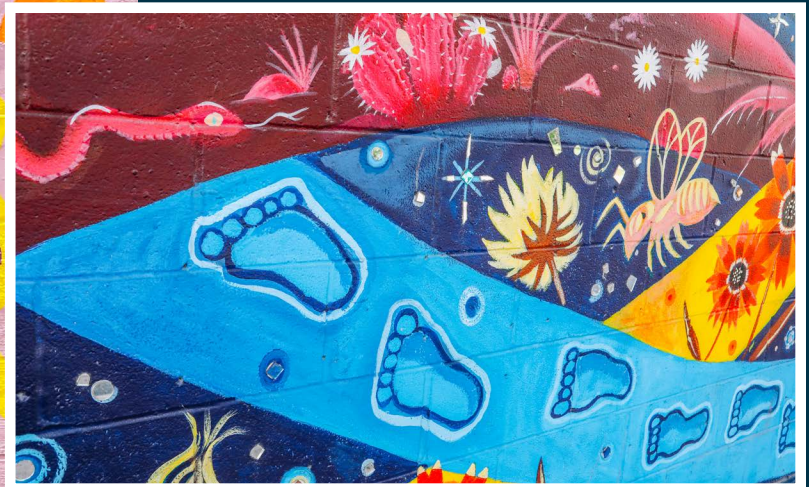
We can:

- **Clarify our roles:** We need to become clear on who is supporting which young people to reach specific milestones.
- **Strengthen partnerships:** Add both quality and reach to current efforts.
- **Focus resources:** Achieve greater intentionality for every dollar invested in our young people, while working to close service gaps.

Without our shared, concerted effort, it is far too easy for young people to get lost at any of the many transition points they face in life.

An eviction can kick a young person off the college readiness path. A stay in juvenile detention can be the trigger to more serious criminal justice involvement. An onset of depression could lead to disengagement from coursework and friends. And, as we have seen throughout 2020, lack of internet access can cost students thousands of learning hours.

For many young people, these obstacles add up. They cluster together, bypassing some students entirely, while consistently disrupting the journey of others. Therefore, we cannot and must not take a one-size-fits-all approach to student success. Each path is unique and generalized solutions—while foundational—are not enough to ensure equitable outcomes.



As shown in Table 6, by strengthening cross-sector strategies at an even more granular level, our community can start to rally around young people in ways that better meet their pressing needs at critical junctures. That requires specific strategies to be brought to life in meaningful, scalable ways. From aligning curriculum, to tailoring supports, to normalizing the college option, to working with local government to strengthen digital inclusion, housing services, and program investments, we can build and maintain these strategies together, drawing from a rich ecosystem of existing change networks.

Table 6: Tailored Approach to Strategic Alignment

Contributing Milestones and Coordinating Body	Fiscal Alignment Category	Cross-Sector Support Examples
Homelessness SARAH	Safe and Stable	K12/Youth Development: Build shared program approaches to identifying youth homelessness and responding with coordinated supports.
Restoration after Wrongdoing My Brother's Keeper San Antonio (MBKSA)	Safe and Stable	K12/Youth Development: Partner with students to build restoration agreements after harm has occurred.
Identifying Mental Health Challenges Behavioral Health Initiative	Healthy	K12/Youth Development: Take a shared approach to trauma-informed care that helps identify indicators of mental illness and makes appropriate referrals.
Connecting to Medical Care Pathways HUB	Healthy	Youth Development/Health Care: Expand accompaniment approach for successful referrals.
Relational Supports Excel Beyond the Bell	Connected	K12/Youth Development: Ensure each student has multiple positive adult influences, tailored to their needs, passion, and/or home community.
Digital Connectivity Digital Inclusion Alliance	Connected	K12/Youth Development: Ensure each student has regular device and internet access, and coordinate learning goals on Learning Management Systems.
3rd Grade Literacy and 8th Grade Math Excel Beyond the Bell	Academically Prepared	K12/Youth Development: Expand summer learning opportunities to strengthen early literacy.
Advanced Coursework Diplomás	Academically Prepared	K12 / Higher Education: Improve vertical alignment teams for dual credit and early college high schools.
FAFSA / TAFSA Completion Diplomás	Academically Prepared	K12 / Higher Education: Take a shared case management approach to aid completion through an integrated data strategy.
TSI / SAT / ACT Test Preparation Diplomás	Academically Prepared	K12/Youth Development: Build test preparation resources, like Kahn academy, into daily afterschool and summer programming.
High School and College Internships SA Works, City of San Antonio Ambassador Program	Career Minded	Youth Development / Workforce: Expand internship programs that give students concrete workforce skills and nurture social emotional growth.
Enrollment, Persistence, and completion AlamoPROMISE, Nxt Level, MBKSA, Diplomás	Successful in College	K12 / Higher Education: Build integrated readiness, enrollment, and support strategies for non-traditional students, Opportunity Youth, and other students facing extra hurdles.

Conclusion: Ensuring All Young People are Future Ready

San Antonio and Bexar County are rich with systems leaders who are committed to advancing more equitable outcomes for young people. While we do not yet have a clear path to future readiness for every young person, we do have an immense infrastructure of resources, sites, and leadership efforts to build from.

Interwoven Futures has shown many of the interdependencies that exist across our child- and youth-serving ecosystem. Together, we can optimize our roles and contributions through greater shared focus, enhanced strategic partnership, and better leveraged resources.

When we sharpen our shared focus, partnerships, and resource deployment, we can then make aligned contributions across multiple target goals. We can ensure all young people have access to relevant developmental resources in their communities, build an integrated financing approach for child and youth needs, and close the racial and ethnic equity gaps that shape our college readiness and enrollment landscape.

These are goals that none of us can achieve alone. They require cross-sector partnership to be realized. Moving forward, UP Partnership will support the completion of an integrated multi-sector plan to chart goals, roles, and strategic alignment priorities, building on the research and thinking summarized in this report.

In 2020, a virus forced us all to change our lives and systems. We worked from home, pivoted to wide-scale virtual instruction, and distributed devices and broadband internet access at scale. The year showed us how quickly we can step up to drive major changes when it must be done. We must keep that same collective urgency to eliminate racial, ethnic, and geographic inequities moving forward.

The future of our community will be determined by the well-being and success of today's young people. And the reverse is also true – the future of our young people is being shaped by the actions we do and do not take today.



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