

# 2020-2021 Year: A Strong Beginning

## New Leadership



Mike Walsh Peissis



Mark Maher

In June 2020, Mike Walsh Peissis stepped back from her role of CIS's Board Chair, and Mark Maher was elected as the new leader. As a CIS alum and avid chess player, Mark understands and appreciates the benefits of chess education and CIS's approach to using chess as a tool to provide expanded scholastic training to school-age children. Mike continues to be a Board leader on the Executive Committee.

## COVID-19: Overcoming the Challenge

Since mid-March 2020, all CIS programs have pivoted to remote learning, continuing to offer the same level of services.

A month-long online summer camp provided **100+** elementary school students with daily chess instruction and competitive tournaments.

Summer Academy gave high-school students a chance to stay connected with peers and continue learning using **100%** remote tools.

Chess tournaments continued online, serving as a meaningful scholastic remedy against social isolation and stress to home-bound children and teenagers.

## The Unprecedented School Year

CIS built a brand-new, multi-platform, blended classroom curriculum, welcomed by teachers in **40+** partner schools in all boroughs.

Students learn chess through live remote classes by a master teacher they trust and respect, and use interactive self-evaluation tools developed for independent learning.

**400+** young chess players compete in online tournaments weekly.

**100** high-school students meet over Zoom three times a week, prepping for college.

Dozens of public school teachers learn how to launch a chess program at their school in the CIS Teacher Training Institute.



“Digital programming has been like a breath of fresh air, in this time where we simply cannot get one. It's so easy to turn on a device (if you have one) and participate in the events that are being provided to us. It feels like we are still together, able to enjoy chess as if nothing in the outside world happened. I am extremely grateful to still be receiving these resources, because no matter what the condition the world is in, it is improving the chess of not only myself but so many others around me. While everything seems to be regressing, we can look to chess for some progress and that is honestly satisfying.”

Marcus Sutton, College Bound Senior

# 2019-2020 ANNUAL REPORT



## Helping kids grow, one move at a time.

### CIS Mission:

Chess in the Schools fosters the intellectual and social development of low-income youth through chess education.



Chess in the Schools is a 501(C)3 nonprofit organization

To find out how you can help contact: [development@chessintheschools.org](mailto:development@chessintheschools.org)

520 Eighth Avenue, 22nd Floor, New York, NY 10018

212 643-0225

[www.chessintheschools.org](http://www.chessintheschools.org)



# Year in Numbers



**48** schools served

**7,700+** elementary, middle and junior-high school students learned chess in school

**800+** students attended after-school chess clubs

**19** in-person city-wide tournaments (September 2019 through March 2020)



**120+** online tournaments (March 2020 through June 2020)

**8,000+** children and teenagers competed in tournaments

**84** public school teachers mentored



## Teachers Say...

“ My students were excited to have chess every Thursday. I would sometimes use chess as an incentive to get schoolwork done before our chess period!”

“ Students with chronic absences are more likely to come to school on the days we have chess instruction”.



## Demonstrated Impact

**100%** of students learned chess

**97%** of teachers reported that chess had a meaningful positive influence on their students\*

**85%** of teachers reported that their students applied the lessons of chess beyond the chess board\*

\* Teacher surveys, May 2020

Percentages of teachers indicated that learning and practicing chess enhanced students' growth in the following areas\*:

### Students' Cognitive Growth:

**91%** Analytical and Logical Reasoning Skills

**82%** Improved understanding of math concepts

**91%** Improved ability to concentrate

### Students' Social Emotional Growth:

**94%** Cooperation Skills

**86%** Social Skills and Behavior



## Social and Emotional Gains (SEL)

### 11th and 12th Grade Students

**93%** of demonstrated gains in one or more SEL capacity

**88%** showed gains in 3 or more SEL capacities

**93%** reported good or great college knowledge

**100%** were satisfied with the College Bound Program

The capacities with the largest gains were academic self-efficacy, positive contributions, and goal orientation.

### 9th and 10th Grade Students

**94%** demonstrated gains in one or more SEL capacity

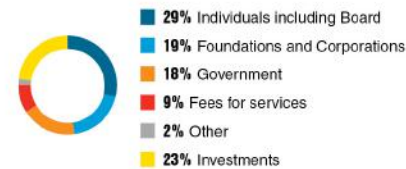
**78%** showed gains in 3 or more SEL capacities

The SEL capacities with the strongest impacts were self-management and academic self-efficacy.

## 2019-2020 Expenses



## 2019-2020 Revenue Sources



## Individual Approach on the Way to College

**100** high-school students from families with median household income of \$36,000 took part in CIS's College Bound Program receiving wraparound support in every phase of the college application process and continuing to perfect their chess skills.

**100%** of 2020 seniors have finished high school and enrolled in the colleges of their choice, from Hunter College and Baruch to University of Rochester and Cornell.

### 12th Grade Students

**100%** completed FAFSA on time

**100%** were accepted to colleges