



2014
ANNUAL REPORT

EDUCATION
CHANGES
EVERYTHING

LETTER FROM LEADERSHIP



Stephanie Munz Campbell and Trisha Hare

At Grace Place we believe in the power of education. We see education as a change agent in action every day on campus: in the raised hand of a child who was too insecure to even speak at the start of the year; in the embrace of a mother who now feels confident in her ability to prepare her child for an equal start in school; in the smile of a father who just received a promotion at work because he's learned English. Education is liberating. Education changes everything.

This past year marked our first decade for Grace Place. We have increased our enrollment, developed effective curricula and programs, purchased our campus, completed a major renovation and achieved the goals of our strategic plan.

Our annual fund has experienced a 24.7 percent compounded average growth since 2010. The number of donors to the annual fund has grown from 547 in 2010 to 1,145 in 2014. In 2013, Grace Place crossed a major threshold of raising over \$1M dollars in the annual fund; this fiscal year we raised \$1.45M to support our programs. In addition, we grew our endowment fund by 75 percent, positioning Grace Place for long-term sustainability. We have grown quickly, but always intentionally.

With this growing support, we have enriched our programming in the 2013-2014 year, serving more students and implementing a program assessment strategy, allowing us to analyze outcomes for continued improvement in curriculum and program productivity.

Our program results have received recognition from prestigious and selective institutions. Our AP Leadership Program was awarded first-time funding from the Naples Children & Education Foundation, founders of the Naples Winter Wine Festival. Our Mom and Tot Literacy program received funding from the Barbara Bush Foundation for Family Literacy for a second year, affirming the program's effectiveness.

One of our adult students, a mother in Mom and Tot Literacy, was chosen to speak at the 2014 Celebration of Reading. She received a standing ovation. Among those in attendance was former Governor Jeb Bush, who was so moved by her story, he personally congratulated her on her accomplishments.

Our tenth anniversary celebration, A Toast to Our 10th, celebrated our achievements and raised just over \$100,000. Our signature fundraising event, A Swing of Grace, saw its most successful year, raising \$100,000.

We had a 100 percent high school graduation rate of our senior AP Leaders.

We secured funding to break ground on the cornerstone building of our campus expansion, the stepping stone to the fully equipped learning center Golden Gate needs.

None of this would have been possible without our generous investors.

As you flip through the following pages, we ask you to observe the deliberate design of our holistic program model. It provides educational opportunities for all members of the family, from birth through adults, making a lasting impact.

Stephanie Munz Campbell
Executive Director

Trisha M. Hare
Chair of the Board of Directors

FIRST YOU MUST UNDERSTAND THE NEED

HIGHEST DENSITY OF CHILDREN AT-RISK AND MOST UNDERSERVED IN ALL OF COLLIER COUNTY

Students from Golden Gate schools come from some of the most impoverished homes in Florida. Problems that contribute to low academic achievement - such as high poverty levels, language barriers, parental illiteracy and/or low education levels, poor living conditions and under-performing schools - beset this community and its children.

Of the families Grace Place serves, 95 percent live below the national poverty line, 64 percent have less than an eighth grade education, 35 percent have less than a fifth grade education and 99 percent live in non-English speaking households. Nonetheless, 100 percent of the families we serve are working hard to break this cycle of poverty for themselves and their children.

In 2012, the American Community Survey (ACS) estimated that the four-square mile community of Golden Gate city had a population of 26,327, a population density of 6,404 people per square mile and a median age of 30.6. Of the total population, 31 percent are under the age of nineteen and 9.7 percent are under the age of five. Due to the population density of school age children, Golden Gate is the only four-square miles in Collier County to require two elementary schools. Golden Gate High School's graduation rate of 78.2 percent is the lowest in all of Collier County, including Immokalee High School (Florida Department of Education, 2013). Over 75 percent of Golden Gate High School students are categorized as "Economically Needy."



IN GOLDEN GATE CITY ELEMENTARY SCHOOLS

*based on recent data released from Collier County Public Schools

63% read below grade level.

70% write below grade level.

55% have math skills below grade level.



THEN SEE THE WHOLE PICTURE

FAMILY LITERACY

The welfare of a community, or society as a whole, is determined by the welfare of its families. The effects of low literacy – dropping out of school, low wage jobs, poverty and homelessness – are a cycle, continuing from one generation to the next. This multi-generational problem needs a multi-generational solution - family literacy.

Grace Place has developed comprehensive programs to address this multi-generational problem. We have educational programs that serve each member of the family, ranging from early childhood to adult language and literacy. Woven into the architecture of our youth programs is always an element of parental involvement, which studies have shown to be a crucial component of all youth programming which is often overlooked.

Meet Concepcion Onofre and her four children Estrellita (12th grade), Yoel (8th grade), Lluvia (3rd grade) and Daniela (4 years old). Like many of the families at Grace Place, the entire family is enrolled in Grace Place's educational programs. Connie and Daniela are in our Mom and Tot Literacy program. Estrellita is one of our AP Leaders. Yoel is in our Academy of Leaders middle school program. His sister, Lluvia, is in our Academy of Leaders elementary program. In addition to Mom and Tot Literacy, Concepcion takes additional English classes as part of our Adult English Language and Literacy program. Together they are employing the educational opportunities offered through Grace Place to change the course of their family's future.

BRIGHT BEGINNINGS

At the base of our cradle-to-college model, we help families build a foundation of learning. Beginnings 101, the first course in the Bright Beginnings program, teaches parents fundamental skills to foster early language and learning, this nurtures brain development in their children and positions their children for academic success.

Building on the foundation laid in Beginnings 101, Mom and Tot Literacy focuses on English language development for both mother and child. The parent attends intensive language and literacy classes, learning critical skills that will enable the parent to become self-sufficient and capable of supporting their children's continuing education. The children attend a developmentally appropriate preschool class, preparing them with the kindergarten readiness and social skills they need to enter school ready to succeed.

Both Beginnings 101 and Mom and Tot Literacy include a parent and child learning component. Parent and child practice newly learned skills in a supported environment.

Mothers in the Mom and Tot Literacy program were tested using the Comprehensive Adult Student Assessment System, English Listening and Reading Skills. They showed gains of three grade levels in English Reading Skills, which almost doubled the goal set for the year. Children in the program were tested using the Peabody Picture Vocabulary Test and the Peabody Expressive Vocabulary Test. Coming from homes where English is not the primary language, the children showed a remarkable gain in English language skills; 91 percent showed a gain of 11 months of receptive English language and more than half showed a gain of 12.6 months of expressive English language skills.

In pre- and post-assessments, mothers in Beginnings 101 demonstrated significant growth in the understanding and the application of key practices to promote early pre-literacy skills at home.

OFTEN CITED IN LITERACY RESEARCH, THE HIGHSCOPE PERRY PRESCHOOL STUDY, FOUND THAT INDIVIDUALS ENROLLED IN A HIGH-QUALITY PRESCHOOL PROGRAM EARNED UP TO \$2,000 MORE PER MONTH THAN THOSE WHO WERE NOT. CHILDREN IN PRESCHOOL PROGRAMS ARE MORE LIKELY TO GRADUATE FROM HIGH SCHOOL, TO OWN HOMES, AND HAVE LONGER MARRIAGES.



THE CRUCIAL YEARS: SCHOOL AGE PROGRAMS

ACADEMY OF LEADERS

The mission of the Academy of Leaders program is to improve student achievement in core academic subjects, develop leadership habits and provide opportunities for students to learn 21st century skills needed to be college and career ready.

The immediate aim of Academy of Leaders is to help students from households with low-income build the academic proficiency necessary for success in school and preparation for post-secondary education and career readiness. A second objective of the program is to develop confidence, character and social skills. We have created a culture of high self-expectations, self-discipline and community involvement by shaping positive future leaders for our businesses, schools, civic organizations and community at large.



Through a partnership with the Collier County School System we have been afforded access to utilize StopWatch, the school system's student assessment database. This allows us to track our students' progress throughout the year by monitoring district assessments, report card grades and FCAT scores.

Based on these school assessments, our students have progressed ahead of their peers. The focus of our elementary programming is on intensive work with our kindergarten through second graders to give them the essential foundation in reading critical to future school achievement. In 2015, we will be able to extend this intensive programming to include third through fifth graders as well.

Kindergarten students scored in the upper third nationwide in sentence reading, and in the uppermost range of the middle third nationwide in word reading. This indicates a solid reading base for our kindergarten students.

Comparing our first and second graders on their ability to read on grade level with both their peers in their local school and in the Collier district, our students performed significantly better than their school population and about equal with students district wide.

FIRST GRADERS - PERCENT READING ON GRADE LEVEL

- 55% GOLDEN GATE ELEMENTARY STUDENTS
- 63% GOLDEN TERRACE ELEMENTARY STUDENTS
- 71% GRACE PLACE STUDENTS**
- 75% COLLIER DISTRICT STUDENTS

SECOND GRADERS - PERCENT READING ON GRADE LEVEL

- 46% GOLDEN GATE ELEMENTARY STUDENTS
- 55% GOLDEN TERRACE ELEMENTARY STUDENTS
- 61% GRACE PLACE STUDENTS**
- 62% COLLIER DISTRICT STUDENTS

In reviewing the progress of our middle school students this year, the state of Florida increased the set performance level expectations of the Florida Comprehensive Assessment Test (FCAT), providing a new baseline. Even with the more rigorous requirements, over 85 percent of our students demonstrated at least one year's growth in reading. In math, 92 percent of our students demonstrated at least one year's growth.

In addition, eighth grade students at Golden Gate Middle School were encouraged to take Algebra I, a rigorous high school course. To receive high school credit for the course, students had to pass an Algebra I end-of-course exam administered by the State of Florida. We had five students accept this challenge. Four out of the five students have earned the high school credit for Algebra I in middle school, thus meeting this high school graduation requirement.

ACADEMY OF LEADERS SUMMER PROGRAM

Academy of Leaders Summer Program is a critical component of School Age Programs. More than half of the achievement gap between youth from lower- and higher-income households can be explained by unequal access to summer learning opportunities. As a result, youth from low-income households are less likely to graduate from high school or enter college (Alexander, 2007). The Program provides high interest and engaging learning during the summer months. Students enrolled in academic classes focused on project-based learning, blending science, technology, engineering and math (STEM). Community-wide field trips introduced students to previously unconsidered career paths. Students had the opportunity to meet scientists, biologists, doctors and entrepreneurs. The program focused on reading and STEM skills in order to prevent "the summer slide" and engage students in active learning, preparing them to enter school in the fall ahead of their peers.

A STUDY OF NEARLY 3,000 STUDENTS FROM LOW-INCOME HOUSEHOLDS AT 35 HIGH-QUALITY AFTER-SCHOOL PROGRAMS ACROSS THE U.S. FOUND STUDENTS WHO REGULARLY ATTENDED PROGRAMS OVER THE COURSE OF TWO YEARS, COMPARED TO THEIR PEERS WHO WERE ROUTINELY UNSUPERVISED DURING THE AFTER SCHOOL HOURS MADE SIGNIFICANT IMPROVEMENTS ACADEMICALLY AND BEHAVIORALLY; DEMONSTRATED GAINS IN THEIR STANDARDIZED MATH TEST SCORES; AND SAW REDUCTIONS IN TEACHER-REPORTED MISCONDUCT AND USE OF DRUGS AND ALCOHOL. (VANDELL, 2007)



THE CRUCIAL YEARS: SCHOOL AGE PROGRAMS

AP LEADERSHIP PROGRAM

The mission of the AP Leadership Program is to break the cycle of poverty by ensuring these students graduate from high school, seek continued higher education, and enter the workforce as hard-working, prepared professionals.

12 SENIOR AP LEADERS:

57 COMPLETED COLLEGE APPLICATIONS

40 ACCEPTED COLLEGE APPLICATIONS

71 SCHOLARSHIPS SUBMITTED

\$300,000 IN SCHOLARSHIPS AWARDED

100% ATTENDANCE AT MENTOR DINNERS

100% FAFSA COMPLETION

100% HIGH SCHOOL GRADUATION RATE

100% COLLEGE BOUND

Junior AP Leaders had 100 percent attendance at our mentor dinners and all junior AP Leaders participated in our ACT Prep classes. Junior AP Leaders were accepted to competitive summer internships and programs, including the Florida State University College of Medicine Summer Institute, the Governors Institute of Vermont, STEM camp at Florida Gulf Coast University, Youth Leadership Collier, Junior Achievement CEO Academy of Florida Gulf Coast University and a paid internship with Algenol Biofuels.



ADULT ENGLISH LANGUAGE AND LITERACY

The mission of the Adult English Language and Literacy program is to furnish the knowledge and skills necessary for adult learners to succeed in the acquisition of the English language and to nurture the assimilation process to the culture of the United States.

Students were tested using the Comprehensive Adult Student Assessment System, English Listening and Reading Skills. Pre-tests show that we are reaching many beginning English language learners with over two-thirds of our adult students beginning at very low to low-intermediate (3rd grade or below) levels of English.

Post-tests showed that 91 percent of full-year students surpassed our goal of a 1.0 grade level gain, showing average gains of at least 2.8 grade levels in English Reading skills.



FRIDAY FOOD PANTRY

Although education is the core focus of our organization and its mission, we also have a Friday Food Pantry that served over 1,500 unduplicated families this year (200 families each week) with a bag of basic groceries and additional baked goods, frozen meat, dairy products and fresh produce. Grace Place also works extensively with community partners to provide medical and mental health screenings and referrals for other services. These additional offerings support Grace Place's mission by meeting the basic needs of nourishment and health that are essential for mental and physical development.

WHERE YOUR DOLLARS GO

FINANCIAL PROFILE

AUGUST 1, 2013 - JULY 31, 2014

ASSETS

CURRENT ASSETS

Operating Funds	637,432
Capital Development Funds	625,401
Endowment	97,906

CASH AND CASH EQUIVALENTS

Pledges Receivable	713,986
Total Other Current Assets	186,105

TOTAL CURRENT ASSETS

FIXED ASSETS

Fixed Assets	2,232,631
Accumulated Depreciation	(334,613)
Total Net Fixed Assets	1,898,018

TOTAL ASSETS

LIABILITIES AND EQUITY

LIABILITIES

Total Current Liabilities	84,253
Mortgage Payable	695,004

TOTAL LIABILITIES

TOTAL EQUITY

TOTAL LIABILITIES AND EQUITY

SOURCES

General Donations	1,461,173
Directed Donations	105,533
Capital Donations	367,435

TOTAL FUNDS RECEIVED

USES

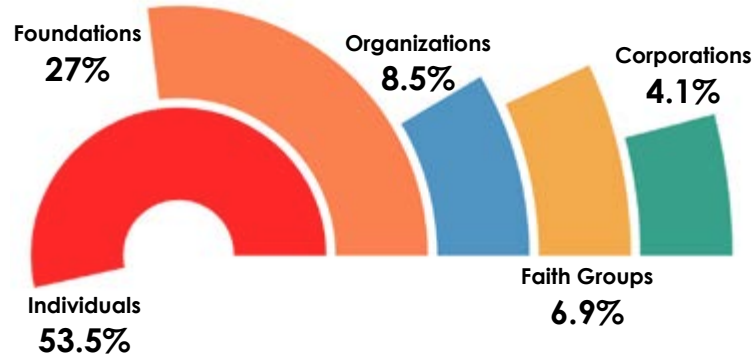
Operating Expenses	1,317,670
Capital Fund	367,435
Directed Spending	70,783
Directed Funds (held for later use)	34,750
Endowment	72,906

TOTAL FUNDS USED

EXCESS OF FUNDS RECEIVED OVER FUNDS USED

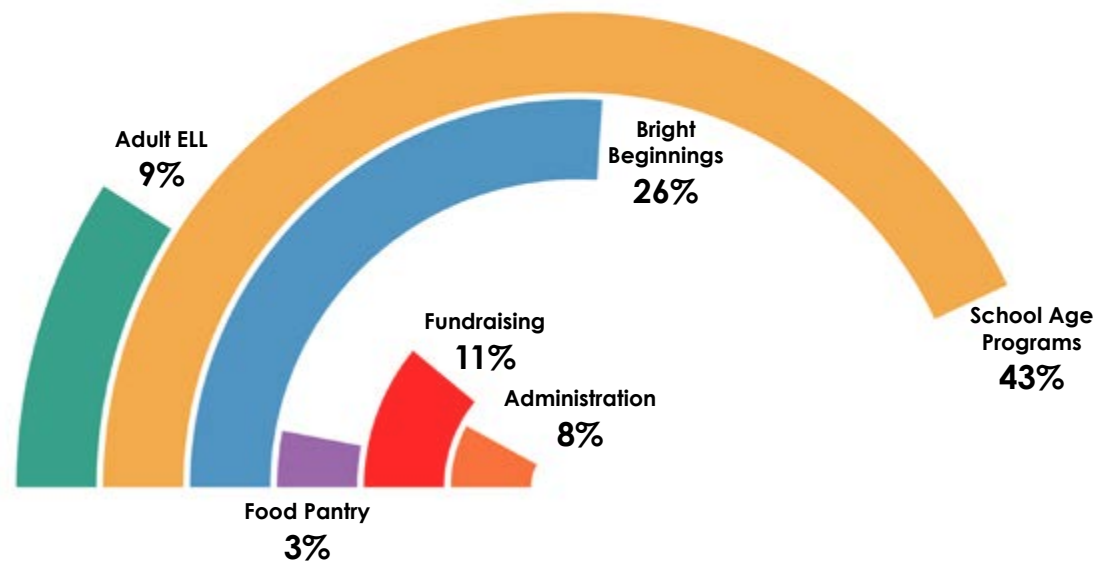
70,597

GIVING BY SOURCE



OF EVERY DOLLAR GIFTED TO GRACE PLACE, 81 CENTS GOES DIRECTLY INTO PROGRAMS PROVIDING PATHWAYS OUT OF POVERTY FOR THE CHILDREN AND FAMILIES OF GOLDEN GATE CITY.

OPERATIONAL USAGE OF FUNDS



VOLUNTEERS: CHANGE MAKERS

Maria Acebey, Maria Acevedo-Rechtin, Amenita Adam, Amerita Adam, Jose Aguilin, Celestino Aguilon, Kassandra Aguirre, Sandra Alberto, Juana Alcantara, Madeline Aldrich, Susan Aldrich, Trisha Aldridge, Conant Ali, Asheley Alliance, Valencia Alliance, Nelly Alvarez, Alex Amador, Carlos Amaris, Alexa Amaris, Summer Anderson, Maria Anez, Amy Beatriz Angeles, Valeria Arrango, Netty Artimez, Jovani Avila, Lizbeth Ayala, Cody Badchkam, Brandon Badrillo, Cheryl Ballenger, Christine Barnes, Cheryl Barrett, John Barrett, Yerania Barrios, Bill Barton, Kay Barton, Amanda Beights, Andrew Beights, Matthew Benfield, Leslie Benitez, Mary Benjamin, Barbara Bennett, Ryan Benson, Debra Blaine, Marion Blodgett, Jake Bodinski, Marion Bohall, Donald Bohler, Helen Bohn, Chanicka Boileau, Michelle Borders, Maria Botana, George Bond, Ricki Bond, Kenstarella Boyer, Kay Brandon, Bill Bredeson, Julia Brackett, Dona Brown, Julia Brown, Mary Brown, Thelma Brown, Mary Bryant, Wes Bryant, Jeanne Bucklin, Rod Bucklin, 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Rosemika Daniel, Valendji Daniel, Shannon Danford, Alex Daudert, Coby Davis, Patricia Day, Johanna Deilme, Martha Dela Cruz, Jennifer DeLony, Dylan Demkovich, Virginia Deneka, Joyce Denooyer, Elaine DePaola, Diane Devermann, Josephine DeVincenzi, Arthur Devine, Thomas DeWitt, Celia Diaz, Deybi Diaz, Estrellita Diaz, Marina Diaz, Oscar Diaz, Yesenia Diaz, Linda DiGiorno, Katelyn Digirolomo, Rachael Dirr, Avril Dobousek, Dru Doerhman, Martha Doherty, Ramon Dominguez, Tyler Donahue, Mary Ella Donleavy, Cassandra Dorillas, Charles Douglas, Marjorie Downing, Nita Doyle, Sheila Early, Maria Eaton, Melissa Edouard, Cheryl Enloe, Shari Enloe, Sarp Ergun, Felix Escamilla, Anthony Espinosa, Jennifer Espinosa, Matilde Estrada, Alicia Evans, Nathalie Fauge, Brooke Faulkner, Joshua Fede, Mary Feldmann, Laurie Fells, Gabriela Fernandez, Noemi Fernandez, Yamilexis Fernandez, Barbara Fernstrom, Carla Figueredo, Deanna Figueroa, John Figueroa, Thomas Figueroa, Marsha Finck, Pat Finck, Niki Fistrovic, Sabra Flood, Alma Flores, Angel Flores, Sylvia Fogle, Joyce Foley, Natalia Fonseca, Jane Ford, James Francoeur, Kathy Freeman, Robert Furek, Judith Gachelin, Judy Gaffney, Guadalupe Galicia, Vitalina Gallardo, Andrea Gamboa, Hugo Garay, Madison Garay, Luis Garcia Guzman, Gabriela Garcia, Luis Garcia, Rosalba Garcia, Elidia Garnelo, Dick Gast, Marci Gast, Nick Gauppo, Dwindy Gerber, Jordan Gibson, Joanne Gillespie, Shannah Gillespie, Max Goin, Kathee Goldie, Arletys Gomez, Albert Gonsalves, Lucy Gonsalves, Cindy Gonzalez, Juan Gonzalez, Patsy Gorden, Natalie Gottschalk, Ashley Gould, Florita Graf, Tiarra Graham, Nancy Graham, Rosibel Greene, Luanne Gregas, Christopher Gross, Dolores Gruca, Tony Guarino, Kimberly Guerrero, Catherine Guevara, Dennis Gulley, George Gulley, Lori Gulley, Pat Gulley, Eudelia Gutierrez, Maria Gutierrez, Olivia Gutkhecht, Lindsey Haerle, Jim Hahn, Nancy Hahn, Josephine Haines, Al Hannigan, Terry Haralson, Trisha Hare, Carolyn Hawkins, Liz Hazelbaker, William Hazzard, Beverly Henry, Jessica Hernandez De Anda, Angel Hernandez, Bella Hernandez, Edith Hernandez, Isabel Hernandez, Joycelin Hernandez, Maria Hernandez, Mary Herndon, Yajaira Herrera, Carleen Hoffman, Sherry Hoffman, Caitlin Holland, Abigail Hollins-Dodge, Allen Hoverson, Kathy Hoverson, Maggie Hugues, Judy Humphrey, Sasha Iglesias, Florence Iles, Michael Iles, Christine Ives, Barbara Ellen Jackson, Stinndy Jacques, Ann Janyja, Loramie Jean-Louis, Tristan Jennings, Alexandra Jervis, Myrlandine Jeune Gens, Brad Johnson, Kelly Johnson, Mark Johnston, Cindy Jonckheere, David Jonckheere, Patti Julier, Myra Kautsky, Carol Ann Kehoe-Breitenbach, Patricia Keyes, Jerry Kimble, Gail King, Leo King, Michelle King, Nance Kinney, Nancy Kirschner, Dimitri Kleiber, Alexander Knowles, Corbin Kukk, Jon Kukk, Nancy Kunz, George Kurz, Phyllis Lachowyn, Claude Lacoste, Bobbi Lang, Grayson Lanza, Sophia Lanza, Rosario Lazos, Jean LeJeune, Claudia Leon, Mary LeVine, Gail Lewis, Priscilla Lewis, Alanna 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THE HEARTBEAT OF GRACE PLACE

Grace Place's beginnings are rooted in the spirit of volunteerism and it has remained a vital component to our identity. Grace Place is a volunteer driven organization. Thanks to the 220 regular volunteers, and 500 additional throughout the year, Grace Place has been able to help those that are trying to help themselves. To each one of you, thank you for your dedication and selflessness. Together you are the heartbeat of Grace Place.

YOU ARE A CHANGE MAKER.

Steven Sanchez, Maria Sandaliato, Gail Schaab, Joan Schuett, Caitlin Schwab, ert, Donna Sharak, Christina Jane Sieff, John Sieff, Diego net Silloway, Dale Simonson, Smith, Karly Smith, Regina Maximina Sotelo, Lucia Soto-Spiesman, Nalta St. Julis, Brooke Stephen, Suzanne matter, John Stroh, Ann Stuwanson, Eileen Swanson, Thomas, Roger Thomas, Beth pett, David Tobiasz, Ivette Wideline Ulyssee, Maria Urbielia Valdes, Mario Valle, gas, Rumilda Vargas, Dani-Stephan Vielot, Carla Viera, Linda Walker, Barbara Wall, Mary Wasmer, Mary Lu Was- Erin Welch, Betty Wells, Mary

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MISSION:

Grace Place puts faith into action – providing pathways out of poverty by educating children and families.

VISION:

All families in Golden Gate City have access to education to break the cycle of poverty.

www.graceplacenaples.org

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