PROJECT SCOPE OF WORK

Grace Place is a nonprofit educational touchstone for Golden Gate, a community of high need in Collier County 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 the community and its children. Grace Place provides programs designed to bridge the academic achievement gap seen between families in middle- and upper-income households, and families with household incomes that fall beneath these economic lines. Grace Place empowers the children and families of Golden Gate to change the course of their future through education.

Grace Place seeks 21st CCLC funding to implement Academy of Leaders, a no-cost academic enrichment and educational development after school program for families that currently do have access to affordable after school programming. For two years, Grace Place leadership worked with stakeholders from all parts of the community (students, parents/guardians, community partners and members, churches, organizations, and school and district staff) to develop and complete a needs assessment. The results of the assessment drive the short and long-range plans for the proposed 21st CCLC program, and led to the development of four program goals:

1. Improve academic achievement in reading/literacy, math, and STEM.
2. Improve social and behavioral skills and promote positive youth development and personal growth through health, wellness and enrichment activities, including physical activities, the arts, and character development.
3. Improve adult English language and literacy, and parent competencies
4. Integrate families of participating students into the regular day school environment.

These goals will be supported by proven research-based activities, such as Project-Based Learning curriculums, captivating and engaging enrichment activities, adult English language and literacy (ELL) classes, and monthly parenting classes. The program will target 144 students, grades 6-8, from Golden Gate Middle (GGM). These students were chosen because they face significant risk factors for academic failure. Academy of Leaders will be offered at GGM and family services will be offered both at GGM and at Grace Place, which is located less than two miles from the schools and easily accessible to students and families. The GGM campus will provide classrooms, computer lab, cafeteria, media center, gym, and recreational fields and meets all DCF and Collier County Public School (CCPS) safety policies. The program will operate:

* After School: 144 students (6-8), September 2 – May 21, 125 days (29 weeks), 4 days per week (Monday – Thursday), 2.5 hours per day (3:50pm to 6:20pm), 10 hours per week
* Summer: 72 students (6-8), June 15 – July 23, 24 days (6 weeks), 4 days per week (Monday – Thursday), 8 hours per day (8:00am to 4:00pm, 32 hours per week)

The organizational structure consists of an Advisory Board, project staff, project partners, and volunteers. The project staff will include a Project Director, Site Coordinator, administrative/data assistant, FDOE-certified teachers, program assistants, and a family involvement specialist. Grace Place has a history of strong partner organizations and highly qualified volunteers, including senior citizens. All staff, partners, and volunteers will undergo level two criminal background checks and participate in on-going staff development and training.

Students will participate in proven effective academic and enrichment activities led by highly qualified instructors. In each content area, activities will align with Florida Standards. Daily activities will include:

1. Nutritious dinner and snack (provided by other funding),
2. Homework help and remedial tutoring,
3. Project-based learning,
4. Personal enrichment activities (i.e., physical activities, wellness, arts)

4.1 EVIDENCE OF EXPERIENCE

4.1.a Prior Experience

Grace Place has provided academic and literacy programs for low-income children and families in Golden Gate for 10 years, pioneering holistic family education in Collier County. Grace Place developed a dynamic program model that functions as a conduit for progress and produces long-lasting results. Currently over 800 students are enrolled in educational programs that include: (1) School Age (K-8) after school and summer youth development programs, including hands-on STEM projects including marine biology, K’NEX and LEGO projects, gardening, and science experiments; mentoring programs with high school and college students, business professionals, and senior citizens; music/performing arts; health/wellness activities; leadership/ character development; and career exploration activities; (2) AP Leadership (9-12) program of college and career prep; (3) Nationally recognized Bright Beginnings and Mom and Tot Literacy which earned Grace Place the distinguished honor of becoming a Barbara Bush Foundation for Family Literacy program provider; (4) Adult English Language and Literacy Program, Citizenship, and financial literacy classes.

For the past ten years, Grace Place has been the only nonprofit with a foothold in the community and there is a meaningful trust between Grace Place and those served. Grace Place has become more than an educational resource, it is “the heart of the neighborhood,” and for many, a beacon of hope and a lifeline to a more prosperous future.

During the 2013-14 school year, Grace Place provided reading and math instruction, homework help, and tutoring from certified teachers to 120 elementary students and 60 middle school students (two-days-week). With a limited number of middle school students and a limited amount of contact time, assessment results for these students cannot be reported with fidelity. The proposed 21st CCLC program will enable Grace Place to more than double the number of middle school students and contact hours, and build on the success of the current elementary program. The math and reading performance of the elementary students were assessed throughout the year and the results are displayed in Table 1. All grade levels improved their performance in the academic assessments at the end of the school year, and overall, students improved their test scores by nearly 33%.

Table 1: Grace Place 2013-14 K-2 Academic Assessment Results (GP 2014)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Grade | Subject | Performance Measure | Data Source | Performance Change\* |
| K | Reading | Curriculum Assessment | Local | 24% |
| 1 | Reading | Progress Report | CCPS | 44% |
| 2 | Reading | Progress Report | CCPS | 29% |
| K | Math | Curriculum Assessment | Local | 43% |
| 1 | Math | Progress Report | CCPS | 36% |
| 2 | Math | Progress Report | CCPS | 26% |

*\* The values for the performance change column are the changes in the percentage correct from the pretest to the posttest.*

Additional evidence of Grace Place’s experience includes: 1) Growth from an initial 40 students in 2004 to almost 800 students weekly in 2013-2014, including 220 children under age 5, 245 children ages 5-18, and almost 300 adults; 2) Successful operation of extensive educational programs with measurable outcomes, managing private and grant funding, and operating a busy and safe neighborhood educational center; 3) In July 2014, Grace Place was recognized by Eileen Connolly-Keesler, Executive Director of the Community Foundation of Collier County, as one of the most effective and efficient nonprofit agencies in Collier County; 4) Partner with Collier County Public Schools and Collier County Sheriff’s Department since 2004; 5) United Way of Collier County approved partner agency since 2008; 6) Barbara Bush Foundation for Family Literacy program provider; 7) 2014 County Development Block Grant.

Efforts to Outcomes (ETO) performance management software is utilized to track data on individual students and the whole family, translate data into knowledge about program performance, actively monitor progress toward outcomes, and continuously improve service delivery. A MOA with CCPS enables Grace Place to access individual student data (testing, grades, assessments) through a robust district system called STOPwatch.

While the focus of Grace Place programming is clearly on educational outcomes, we recognize that a myriad of social problems contribute to poor outcomes for students. Strong partnerships have been built with community agencies and organizations capable of addressing these additional needs. Screenings, referrals, and registrations are held on campus for: children’s vision, hearing, dental, and mental health; legal aid; Affordable Care Act; Head Start and VPK; domestic violence and prevention services; tax preparation; and other direct social services. In response to the high levels of food insecurity and the nutritional needs of children in the community, Grace Place also operates the largest food pantry in Collier County, providing more than 350,000 pounds of food including dairy, meat, and fresh produce to 1530 households in 2013. Grace Place is a trusted leader in Golden Gate and in Collier County. Letters of support from community and school leaders included in this application further provide evidence of the caliber of Grace Place services.

4.1.b Leadership capacity

Grace Place leadership has the capacity and experience to effectively implement the proposed 21st CCLC program, including direct experience in 1) development and implementation of CCPS curriculum and instruction, 2) delivery of enrichment activities for students in Golden Gate, 3) adult language and family literacy programming, 4) professional development of CCPS teachers, administrators, and principals, and 5) assessment of program success. The team includes: (1) Tom Powers, Project Director, has 16 years of experience in youth organizations serving diverse populations, including 4 years overseeing 21st CCLC program and its leadership team for Boston Public Schools; (2) Diane Ponton, M.Ed. (TESOL), Director of Family Literacy, has been at Grace Place for nine years and developed the successful Bright Beginings, adult ELL, and family literacy programming; (3) Beth Thompson, former Chief Instructional Officer of CCPS (retired March 2013), has served on the Grace Place Board of Directors for 5 years and is leading the curriculum development of the 21st CCLC program; 4) Dr. Shari Huene-Johnson, Director of Leadership Development of CCPS, is the Grace Place Chair of Advisory and Strategic Planning Committee, and is an advisor for 21st CCLC programming and professional development; (5) Rev. Stephanie Munz Campbell, Founder and Executive Director, will continue to provide the support and inspiration that has led to the success of Grace Place today; (6) Karina Sierra, Site Coordinator, is bilingual and attended GGE, GGMS, and GGH, graduated from Florida Gulf Coast University, and currently coordinates the after school and summer programs; (7) Chief Financial and Operations Officer, Dave Tobiasz has thirty-seven years of experience in accounting, financial and operational management. During his years of corporate experience Mr. Tobiasz held significant accounting and finance roles with three major corporations, which included accounting for government contracts. Mr. Tobiasz will provide fiscal oversight and reporting for this grant.

The executive leadership team is experienced in planning, overseeing and managing over $1.4 million in yearly expenditures/budgets, along with a $5 million three-year capital campaign. $285,000 of funds are held in reserves to handle cash flow and contingencies. A professional audit has been conducted yearly for the past eight years. Financial and data support staff are experienced in monitoring data to track progress. Policies and procedures are in place to assure the best possible oversight. The agency has the experience and the financial capacity to manage government grants as evidenced by successful management and reporting of local, national, corporate, and foundation grants.

To further assist with program implementation and oversight, an Advisory Board, comprised of a minimum of two students, two parents/guardians, a school administrator, teaching staff, community agencies and partners, and private sector members, will be developed. The Advisory Board will meet monthly to monitor and provide feedback on the activities of the grant, ensuring that the program is implemented as proposed and that the goals and objectives of the project are carried out. Reports from program representatives will be presented to the Advisory Board for evaluation and analysis. Agenda, minutes, and attendance lists will be maintained, reported back to the Executive Director and Board of Directors, and made available to the general public on the Grace Place website.

4.1.c Community Collaboration and Partnerships

Grace Place has a strong history of working with parents, students and community partners, including the local public and private schools, agencies, organizations, and businesses. As detailed in 4.2.A, Grace Place intentionally and thoroughly included all of these stakeholders in the process of identifying needs and developing the proposed program. Grace Place staff involved parents, students, and community partners in a series of meetings, focus groups, and surveys. Participants reviewed data and reports, identified needs and gaps, and contributed personal feedback towards the development of the plan. Meetings included translation in both Spanish and Haitian Creole as needed. Input from parents, student, and community partners drove each step of the design and planning of program components.

Grace Place has developed many community partnerships that will continue to contribute to implementing, evaluating, and sustaining Academy of Leaders. Many of the community partners, as outlined in the partner’s attachment, are making significant contributions to the implementation of an evidence-based, high quality program. The finance department of Grace Place will track the specific value of each service throughout the course of the year. These partners have a long history of support and staff will continue to meet with and build the relationships for continuation of these mutually beneficial relationships. In addition to a plan for direct involvement in the implementation of the program, stakeholders will serve on the Advisory Board to facilitate continued collaboration.

Grace Place also receives over 200 weekly volunteers (retirees, college students, high school students) and in-kind gifts from community and service organizations, including five Rotary Clubs, three Kiwanis Clubs, six Key Clubs, Leadership Collier and Greater Naples Leadership, Council of Hispanic Business Professionals, newcomers and neighborhood clubs, and over twenty churches.

4.2 Needs Assessment

4.2.a Assessment Plan

The residents of Golden Gate face challenges associated with living in a distressed, high-poverty community – reduced likelihood of academic success and reduced access to mainstream social and economic opportunities (Urban 2005). Over 85% of the 440 families Grace Place serves have a household income of less than $20,400, 88% have less than a high school education, and almost 33% are functionally illiterate. Determined to help overcome the barriers, the leadership at Grace Place led an effort to obtain 21st CCLC funds. Highly qualified staff from Grace Place worked together with representatives from many community agencies, churches, organizations, youth participants, families, and the principals and curriculum specialists from the participating schools, in the design and planning of program components. All shared the core belief that academic success is the responsibility of the entire community.

On February 21, 2012, Grace Place leadership convened a team of committed team of education leaders from the two neighborhood elementary schools (GGES and GTES), including Principals (Chuck Frontz and Terri Lonneman), Assistant Principals, and Academic Coaches. This was the first of many planning meetings, led by Grace Place, to identify community stakeholders, complete a student and community needs assessment, identify service gaps, and determine the needs to be used as the basis for the proposed 21st CCLC program.

Quantitative data was collected from a variety of sources which including CCPS student performance data, adequate yearly progress (AYP) status, School Improvement Plans, School Accountability Reports (SAR) Collier Sheriff’s Department reports (crime, youth indicators), Kids Count Data Center (Florida indicators), and National Census data (poverty, literacy, educational attainment, employment, family demographics). Data was analyzed following CCPS procedures.

Throughout the 2012-2013 and 2013-2014 school years, Grace Place also collected qualitative data through meetings, focus groups, and surveys with community stakeholders. Participants included parents, students, concerned citizens, PTA and School Advisory Committees, Collier County government representatives (e.g. Sheriff’s Department, Parks and Recreation, Golden Gate Civic Association), other nonprofits and agencies (e.g. United Way, Naples Children and Education Foundation, Safe and Healthy Children’s Coalition of Collier, Junior Achievement of SW FL, local arts associations), local private schools nearby (e.g. St. Elizabeth Seton, Naples Christian Academy, Grace Community School [not related]), churches and faith-based organizations, and business and community leaders. Participants reviewed data and reports, identified needs and gaps, and contributed personal feedback towards the development of the plan. Meetings included translation in both Spanish and Haitian Creole as needed. Student surveys and parent surveys of a representative group of parents of targeted students were completed and analyzed in December 2012 and February 2014.

On April 9, 2013, nineteen representatives of local churches and faith-based organizations (including Haitian and Hispanic church leaders) met for a focus group led by Jeff Dow, Senior Consultant, Lastinger Center UF, Gainesville, FL. In May-July 2013, Stephanie Campbell, Executive Director of Grace Place, also met with a group of community leaders for eight four-hour strategic planning sessions (32 hours), evaluating various county reports, data, needs assessments, evidence-based models, community indicators and resources. This Community Planning task force was convened by the Naples Children and Education Foundation (NCEF) and facilitated by Jeff Dow (above) and Todd Foege, EGF Consulting.

Summary reports from all of these sources were then used in the strategic planning sessions to develop a defined set of agreed upon needs that drive program goals, objectives, activities and evaluative components for the Academy of Leaders 21st CCLC.

4.2.b Specific Needs

The data evaluated during the needs assessments include Collier County Public Schools Assessments & Data Management (Strategic Planning and Needs Assessment, student achievement data, school performance and demographic data, School Improvement Plans) Florida Department of Education Differentiated Accountability Reports, U.S. Department of Education Reports (after school best practices, youth and poverty), Collier Sheriff’s Department Reports (crime and youth indicators), Kids Count Data Center (Florida indicators), U.S. Census Data (poverty and employment rates, education levels, family demographics), and Surveys and Focus Groups (student, parent, and community).

**Table 2: Golden Gate Community Demographics (US Census, 2014)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Golden Gate Community | Florida | Collier County |
| Poverty Rate (below poverty level) | 29.4% | 16.8% | 13.8% |
| Unemployment Rate | 9.1% | 7.4% | 4.6% |
| Median earnings for workers | 19,261 | 26,878 | 25,266 |
| Median family income | 39,391 | 55,260 | 63,164 |
| Median household income | 37,592 | 45,637 | 54,126 |
| High School Dropout Rate | 12.9% | 8.5% | 6.7% |
| Less than 9th grade education | 21.6% | 5.6% | 7.6% |
| High School graduate | 65.5% | 86% | 85.6% |
| Bachelor's degree or higher | 12.6% | 26.2% | 31.5% |
| Single parent household | 33.9% | 17.8% | 12.6% |
| Foreign born persons | 46.4% | 19.5% | 23.1% |
| Non-English speaking households | 42.8% | 27.6% | 32.1% |

**Table 3: Target School Accountability Data & Trends (CCPS, 2014)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Golden Gate Elementary | Golden Terrace Elementary | Collier County |
| Reading Below Grade Level | 66% | 60% | 45% |
| Writing Below Grade Level | 57% | 77% | 53% |
| Math Below Grade Level | 54% | 47% | 41% |
| Science Below Grade Level | 67% | 50% | 47% |
| Limited English Proficiency | 42% | 30% |  |
| Free/Reduced Lunch | 96% | 92% | 63% |
| 2014 School Grade | C | C | B |
| 2014 DA Classification | Focus | Focus | - |
| Title 1 Improvement | Prevent | Prevent | - |

**Table 4: Target School Student Demographics (CCPS, 2014)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| School | Enrolled | White | Black | Hispanic | FRL\* | LEP\*\* | ESE\*\*\* |
| Golden Gate ES | 965 | 4% | 18% | 76% | 96% | 42% | 11% |
| Golden Terrace ES | 1040 | 8% | 16% | 74% | 92% | 30% | 15% |

Academy of Leaders will address several gaps in services and risk factors identified in the needs assessment:

Poverty: Golden Gate is one of the most impoverished communities in Florida and NCEF identified this community as one of the highest pockets of need (NCEF, 2010). Golden Gate city has a higher poverty rate, lower earnings, lower family income and higher rates of unemployment than comparative rates for the state of Florida (Table 2). Golden Gate has a 9.1 percent rate of unemployment, a 29.4 percent poverty rate and a per capita income of $19,261 (US Census, 2012). Of the families Grace Place serves, 95 percent live below the national poverty line, 64 percent have less than an 8th grade education, 35 percent have less than a 5th grade education and 99 percent live in non-English speaking households.

Of the student population of GGE, 96 percent are categorized as Economically Needy and 42 percent are categorized as Limited English Proficiency (Table 2). Of the GGT population, 92 percent are categorized as Economically Needy and 30 percent are categorized as Limited English Proficiency (Table 3). Over 75 percent of Golden Gate High School students are categorized as Economically Needy. Research connects poverty in childhood and adolescence to higher risk for poor cognitive and academic outcomes, lower school attendance, lower reading and math test scores, increased distractibility, higher rates of grade failure and higher high school dropout rates (CT, 2012).

Table 2 above shows the prominent disparity in socio-economics, education levels and rate of non-English speaking households between Golden Gate and Florida residents. The disparity with the County is greater, as Collier County is comprised of wealthy coastal neighborhoods and pockets of extreme poverty, such as the Golden Gate community (NCEF, 2010). Both GGES and GTES are Title 1 Improvement schools with “Focus” differentiated accountability classification (FDOE, 2014).

Population Density: In 2012, the American Community Survey (ACS) estimated the roughly four-square mile community of Golden Gate city, Florida had a population of 26,327 people with 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, 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

Food Insecurity: Households suffering from food insecurity are more likely to have children who suffer from anemia; lower nutrient intakes; greater cognitive problems; higher levels of aggression and anxiety; higher probabilities of being hospitalized; poor general health; higher probabilities of dysthymia and other mental health issues; higher probabilities of asthma; higher probabilities of behavioral problems; and more instances of oral health problems. A recent study released May 2014 reveals that GGE has a 30 to 34 percent student obesity, with GTES at 25 to 29 percent (SHCCC, 2014).

Low Academic Achievement: Educational attainment and poverty are also connected; young adults without a high school diploma are more likely to be living in poverty (USED, 2012). Table 2 indicates that over 60 percent of students at Golden Gate schools are performing below state/local academic standards in all core academic subjects (reading, math, and science). This deficit puts them at high-risk of dropping out of school prior to high school completion (AECF, 2011). In July 2014, GGES was identified as one of the 300 lowest performing schools in Florida (FDOE, 2014).

Ethnic minority status and English Language Learners: Almost 46 percent of Golden Gate is first generation immigrants (Table 3) and seven out of ten households do not speak English in the home. Close to one-third of students in Golden Gate schools are classified as Limited English Proficient (LEP). Annual reporting data from GGES state that LEP students face serious barriers to success including lack of previous education, heritage literacy, heritage academic skills, inconsistent school attendance, and insufficient parental support (CCPS, 2010).

Lack of family and community educational attainment: US Census data indicates Golden Gate families are among the least educated at the local and state levels (Table 2). In one out of every five Golden Gate households, parents have attained less than a ninth grade education, compared to about one out of twenty for the state. Similar disparities exist for high school and college graduates. Golden Gate has four times higher rate of residents with less than a 9th grade education, 112 percent fewer residents have a high school diploma, and 43.45 percent fewer residents have a Bachelor’s degree. Golden Gate High School’s graduation rate of 78.2 percent is the lowest in all of Collier County (FDOE, 2013).

Lack of access to out of school time activities: A 2012 NCEF report on *Child Well Being in Collier County* indicated that over 60 percent of Golden Gate students return home from school to no adult supervision. (NCEF, 2010) The lack of adult supervision increases the probability of engaging in risky and aggressive behaviors, taking part in crimes, being injured or victimized and disinterest in education. Collier County Truancy Court data show that students from Golden Gate schools make up 20.5 percent of all youth entering Truancy Court. Of all of the crimes committed by youth in Collier County, 25 percent is committed by youth residing in the Golden Gate City zip code 34116 (CCTC 2012).

The assessment has identified the following needs:

**Student Needs:**

|  |  |
| --- | --- |
| S-1 | Support to improve skills in reading, writing, STEM, and homework completion |
| S-2 | Support to increase awareness of and interest in STEM |
| S-3 | Support to improve behavior |
| S-4 | Support to improve health and wellness |
| S-5 | Exposure to enrichment activities not generally available in regular-day school |
| S-6 | Support to increase college and career readiness |
| S-7 | A safe, structured, and supportive environment during after school/summer hours |

**Family Needs:**

|  |  |
| --- | --- |
| F-1 | Access to local, no-cost out-of-school programs |
| F-2 | Local community-based English language and parenting services that are language appropriate and relevant to community heritages |
| F-3 | Access to screenings and referrals to local agencies/organizations family support services |
| F-4 | Support to become more effectively involved in their children's education |

4.2.c Program Focus

The program focus and design of Academy of Leaders is developed to address the specific needs identified in the needs assessments (Student Needs S1-S7, Family Needs F1-F4), the actual interests and concerns identified by the stakeholders, and is rooted in the particulars of the Golden Gate community. The program is designed to help all students and will not exclude participants based on disability, gender, race or ethnicity.

Given that every need in Golden Gate can, in part, be attributed directly to community poverty, the program will focus on career preparation through Career Academies. Based on a model used in Collier schools, Academies are small learning communities that broaden students’ exposure to local growth industries by utilizing these industries as the context to deliver academic and technical curricula (CCPS, 2012b). PBL’s and personal enrichment programs in Academies will creatively and engagingly reinforce topics taught during the regular school day, emphasize increasing student achievement in core academic subjects, and train students to be college and career ready (Need S-6). Academy of Leaders has developed five academies that each address an identified need: Academy of STEM, Academy of Communications, Academy of Health and Wellness, Academy of Arts and Culture, and Academy of Community Leaders. Specific curriculum and strategies are addressed in Program Plan and Implementation (4.4). Rationale for each Career Academy and how it will address identified needs follows:

Academy of STEM: Increasing STEM opportunities (Needs S-1, S-2) for students in out-of-school settings is one of the key recommendations of the President’s Council of Advisors on Science and Technology. The Council concludes that “students need opportunities to establish deeper engagement with and to learn science and mathematics in non-standard, personal, and team-oriented ways that extend beyond the curriculum and the classroom. This is especially vital for identifying and nurturing high achievers and future STEM innovators.” (Afterschool Alliance, 2010) Out-of-school time programs also offer promise to increase interest in STEM among populations currently underrepresented in scientific and technical fields (including Hispanics). (Committee on Underrepresented Groups and the Expansion of the Science and Engineering Workforce Pipeline et al., 2010) Students will participate in high interest, evidence-based, and engaging PBL activities in the fields of engineering and science.

Academy of Communications: It is imperative that students are reading (Need S-1) proficiently by the end of grade three and are prepared to read to learn in subsequent grades. Reading and writing standards are embedded in all PBL activities. Academic coaches at GGM specifically identified the need to concentrate on writing-for-a-purpose in Reading/ELA projects. Projects for 6-8 students will incorporate fiction or non-fiction literature and technology to produce a final presentation.

Academy of Health and Wellness: Education on health and wellness (Need S-4) is needed in this community where childhood obesity and juvenile diabetes rates are high, and food scarcity impacts family nutrition choices. The Annie E. Casey Foundation reports that, “for low-income children in particular, a ‘readiness gap’ fuels much of what has become known as the achievement gap. Readiness includes being in good health; having the support of a strong family; feeling safe; and having positive social interaction skills, language skills, the motivation to learn, emotional and behavioral self-control, and physical skills and capacities (ACEF, 2010).

Evidence-based garden and nutrition programs, along with healthy lifestyle education will be used in hands-on PBL and physical activities sessions. The program will incorporate Healthy Eating and Physical Activity (HEPA) Standards and offer a running club, recreational sports, dance, and other physical activities which are not available or cost-prohibitive (Needs S-4, S-5).

Academy of Arts and Culture: Training in the arts (Need S-5) influences cognition. Students involved in the arts are motivated to practice their particular art form with focused determination. Motivation leads to sustained attention, which in turn leads to greater efficiency of the brain network involved in attention and to cognitive improvement, according to this hypothesis (Posner, et.al., 2008). PBL activities will include ARTScool projects, choral and rhythm music groups, and cultural activities identified through student interest surveys.

Academy of Community Leaders: The Leader in Me (7 Habits of Highly Effective People) (Need S-3) will be integrated into all aspect of Academy of Leaders to equip students with the self-confidence, resiliency, self-efficacy and character skills they need to thrive in the 21st-century economy. The Leader in Me paradigm sees that every child is capable, every child is a leader. The Leader in Me is not a curriculum; it’s ubiquitous leadership development. Educators use an integrated approach and make leadership training part of everything we do. Staff, volunteers, students, and parents will all learn and practice the 7 Habits of Highly Effective People through the Leader in Me program.

Mental health and prevention programs (Needs S-3, S-4) were identified as areas of particular concern by parents and community leaders. Through partnerships detailed below, students will participate in the the *Botvin LifeSkills Training program* and/or the *Wyman’s Teen Outreach Program (*TOP®), both top rated, evidence-based behavioral programs.

Adult family services (Needs F1-F4) will include enrollment in (1) language and literacy (ELL) classes, of which Grace Place already has a robust program and capacity to expand, (2) Parent Academy classes through a partnership with DLC and CCPS, and (3) intentional opportunities for adult family involvement supported by a Family Involvement Specialist.

4.3 Collaboration With School and Operating Partnerships

Grace Place leadership has worked closely with administrators from GGM, including the Principal, Assistant Principal, and Academic Coaches, to develop the Academy of Leaders. Through this close collaboration, the program aligns with the school curriculum to help students meet state and local academic standards. Both school administrators and Grace Place staff are committed to building on this foundation and will continue to meet communicate regularly, work together to implement the plan as proposed.

As part of the partnership with CCPS, Grace Place has been provided access to student academic records through STOPwatch (Student Tracking of Outcomes and Progress), a CCPS web-based system with direct access to the district academic records database. Program staff can export the academic records of program participants, including data to measure and monitor program objectives, to produce annual formative and summative evaluations, to report performance to state (FDOE) and federal (USED) funding authorities. Such data sharing will be consistent with the requirements of Family Educational Rights and Privacy Act (FERPA) and related state law. This shall include receipt of parent waivers for the release of data.

The site coordinator’s responsibilities include frequent collaboration with regular day school and program staff, meeting weekly with instructional coaches to ensure comprehensive school-community involvement and alignment to in-school instructional plans. Furthermore, the Project Director will meet with the school principal monthly to discuss student needs and program progress, and ensure that the Academy of Leaders activities and regular day school curricula align and support student success.

The site coordinator and after school staff will share progress and student performance with regular-day teachers, and their parents. Teachers from GGM will be employed in the after-school program, also contributing to close collaboration and strengthening communication. Communication with parents will be fostered through monthly newsletters, office hours for parents to meet with staff, and bi-annual teacher-student-parent conferencing.

Grace Place plans to combine or coordinate other funding with the proposed 21st CCLC program to make the most effective use of public resources and provide for sustainability. These include but are not limited to: private funding of Grace Place facilities and family literacy programs, collaborative community partnerships, and corporate or foundation grants. Career Source Florida (formerly SWFWDB) will provide the daily meals and snacks for all students in the program through their Department of Health Food Program grant.

4.4 Program Plan and Implementation

4.4.a Measurable Objectives and Measurement Tools

The SMART objectives for Academy of Leaders are as follows:

|  |  |
| --- | --- |
| Reading/Literacy | 80% of regularly participating students (attending 30 days or more) will improve their academic performance in reading as demonstrated by such measures as district assessments, standards based progress reports, and/or pre- and post-tests |
| Math | 80% of regularly participating students (attending 30 days or more) will improve their academic performance in math as demonstrated by such measures as district assessments, standards based progress reports, and/or pre- and post-tests |
| STEM | 80% of regularly participating students (attending 30 days or more) will demonstrate increased knowledge of and interest in science, technology, and engineering as demonstrated by such measures as completion of STEM Project-based Learning activities and/or pre- and post-tests |
| Personal Enrichment – Healthy Eating and Physical Activity | 80% of regularly participating students (attending 30 days or more) will increase their understanding and application of fitness and wellness activities that promote a healthy lifestyle as demonstrated by such measures as running club achievements and/or pre- and post-tests |
| Personal Enrichment – Behavior | 80% of regularly participating students (attending 30 days or more) will increase their self-confidence, teamwork, initiative, and leadership as demonstrated by such measures as decrease in discipline referrals, SAYOS (Survey of After-school Youth Outcomes) responses, and/or teacher/staff surveys |
| Adult Family Member Services - Participation | 35 adult family members of regularly participating students (attending 30 days or more) will enroll in ELL classes as demonstrated by such measures as class enrollment records |
| 25 adult family members of regularly participating students (attending 30 days or more) will attend Parent Academy monthly as demonstrated by such measures as academy sign-in records |
| Adult Family Member Services – Performance | 80% of enrolled adult family members of regularly participating students (attending 30 days or more) will increase their English speaking and reading skills as demonstrated by such measures as CASAS performance reports |
| 80% of participants in Parent Academy will show improved parent competencies as demonstrated by such measures as parent surveys |

The development committee has carefully identified and selected specific strategies and activities for each component of the 21st CCLC program. The rationale/criteria for selecting each of the proposed strategies and activities included, (1) evidence-based and effective in improving student academic achievement, (2) closely aligned to FL Standards, (3) contributes to the achievement of specific, identified objectives, and (4) employs performance measures that are quantitative and challenging, yet achievable. Each of the proposed strategies and activities, and how each strategy meets these criteria, is detailed in other sections of this narrative, including: 4.2.c. - Program Focus; 4.4.b.PART B – Activities and Timeframe; 4.4.b.PART D – Objectives, Tools, Activities and Timeframe; as well as in the sample PBL plans attached.

To give just one example, students will participate in engineering PBL’s using the fischertechnik Robotics Lab from PC ED-ventures which (1) has a a body of evidence-based research to support effectiveness improving student reading skills (PC ED-ventures, 2014), (2) is closely aligned to FL Standards, scaffolds student learning and engagement in engineering, and correlates with CCPS robotics at GGHS, (3) contributes to the achievement of the STEM objective, and (4) progress will be measured by district assessments, standards based progress reports, and/or pre- and post-tests. Students will learn the engineering concepts behind the mechanism they design, build, and modify and the programming commands necessary to achieve autonomous motion. The robotics program challenges students to think critically, solve problems, work collaboratively, apply the design process, incorporate 21st century skills, and while highlighting STEM and real work applications in a global setting.

4.4.b Part B Activities and Timeframe

Project Based Learning Activities

Seymour Papert, MIT professor and the world's foremost expert on technology and learning, asserts that students are not engaged in school because “We teach numbers, then algebra, then calculus, then physics. Wrong! Start with engineering, and from that abstract out physics, and from that abstract out ideas of calculus, and eventually separate off pure mathematics. So much better to have the first-grade kid or kindergarten kid doing engineering and leave it to the older ones to do pure mathematics than to do it the other way around” (Papert, 2013).

The Academy of Leaders’ project-based learning (PBL) model, designed by the development committee, echoes Papert's assertion that engaging students by starting with the concrete and solving hands-on, real-world problems is a great motivator. The development committee selected high-interest, dynamic, PBL components that combine academic standards, enrichment activities, and 21st Century skills into relevant learning experiences. Reading and writing standards are embedded in all PBL activities and math standards are embedded in PBL activities focused on science and engineering. All program components have common characteristics: (1) delivered to small collaborative groups - student-to-staff ratio will not exceed 1:8 for academic and 1:12 for personal enrichment (lowered considerably when including program assistants and volunteers); (2) instruction in core academic subjects is supervised by FDOE-certified teachers; (3) supported by evidence-based research; and (4) challenge students of all learning levels and develop cross-curriculum skills.

All projects are designed to answer a driving question, create and present an original final product, and reflect the types of learning and work people do in the everyday world outside the classroom. The driving questions form the backbone of the project and help engage students in the content both emotionally and intellectually. They are mapped to participating schools’ curricula and Florida Standards, and cover a significant number of the standards yet remain open ended enough so that instructors have flexibility in their instruction. Academy of Leaders built the foundation for the high quality project-based learning on identified local needs and interests, and leveraging of community resources. Space limitations do not allow for details of all academy projects, but the descriptions below are representative of all projects.

Academy of STEM: STEM curriculum focusing on engineering includes the Robotics Lab from PC ED-ventures. The curriculum chosen is research-based, aligns with FL Standards and scaffolds student learning and engagement in engineering, and is proven effective. Students will be introduced to the engineering design process as they ask questions, imagine, plan, create, and improve solutions to real-world problems.

The Academy will also include other areas of STEM learning in scientifically–based, project-based units from After School Explorations in Science (AXIS) by the Intercultural Center for Research in Education (INCRE) which provides the opportunity to explore core ideas by engaging in the practices of science called for in the 2013 Next Generation Science Standards. INCRE was awarded a grant from the National Science Foundation to develop this engaging science discovery curriculum for middle school youth in urban after-school programs. Additional STEM learning activities are provided in the Academy of Health and Nutrition below.

Academy of Communications: Literacy has been identified as the primary need for both Golden Gate students and their families. As such, the development team has intentionally incorporated literacy skills in all of the project based learning activities. The Academy of Communications provides opportunities for focused emphasis on Reading and English-Language Arts (ELA). Researchers have found problem-based learning to be more effective than traditional instruction for long term retention, skill development, and satisfaction of both students and teachers (Strobel & vanBarneveld, 2009). Academic coaches at GGM specifically identified the need to concentrate on writing-for-a-purpose in Reading/ELA projects. Projects for 6-8 students will incorporate fiction or non-fiction literature and technology to produce a final presentation, such as: using the Super Bowl to learn about marketing and creating a persuasive commercial to be shown to classmates and marketing professionals; using family history to learn about biography and autobiography genres and creating a multi-media storybook to be shared with families and the local historical society; exploring the impact of media on their lives through an advertising campaign against teen violence to be shown to their school; researching current jobs in today’s rapidly changing society and creating an oral presentation to be given to community leaders about their creation of a new job.

Academy of Health and Wellness: Evidence-based garden and nutrition programs will be used in hands-on PBL’s in the raised-bed school gardens already established at GGM. The UF Extension Service 4-H will bring Junior Master Gardener (JMG) curriculum to students which culminate in students earning certification. A multitude of university research studies provide evidence of the effectiveness of the JMG program. (National Junior Master Gardener, 2014) Garden education will be paired with health education through Organ Wise Guys taught by professional extension service nutritionists, an evidence-based program of healthy lifestyle education (Hollar, et.al., 2010) The Let’s GO! 95210 program, providing tools and resources to successfully support increased physical activity and healthy eating for children and youth, will be provided by Safe and Healthy Coalition of Collier, and professional environmental educators provided by the Naples Botanical Gardens School Greens program, will supplement the classes.

Academy of Arts and Culture: ARTScool projects, through a collaboration with the Naples Art Association, are delivered by accredited art instructors and weave academics into artistic sessions. Students receive an educational experience with each class, ranging from math and science to world culture and history. Project activities include: Another Perspective: Create 3D art on a 2D surface, using the rules of perspective; Photoshop Fun: Instruction in Photoshop Elements to produce digital art works from photographs; Installation and Public Art: Investigate installation and public art by looking at many examples of this kind of work from all over the world.

Music education will also be offered to K-5 students through choral groups, incorporating traditional, cultural and innovative music and rhythm. Research shows that students with coursework/experience in music performance and music appreciation scored higher on the SAT: students in music performance scored 57 points higher on the verbal and 41 points higher on the math, and students in music appreciation scored 63 points higher on verbal and 44 points higher on the math, than did students with no arts participation. (College Bound Seniors National Report, 2001) Artis-Naples, center for performing and visual arts in Southwest Florida, will provide additional opportunities for guest performers, music and arts education, and field trips.

Academy of Community Leaders: FranklinCovey’s Leader in Me is integrated into all aspects of Academy of Leaders. This program is based on Covey’s 7 Habits of Highly Effective People: Be Proactive, Begin With the End in Mind, Put First Things First, Think Win/Win, Seek First to Understand Then to be Understood, Synergize, and Sharpen the Saw. Covey’s research shows that the integration of these traits into the lives of students increases their resiliency and self-efficacy. (Covey, 2010)

Mental health and prevention programs were identified as areas of particular concern by parents and community leaders. Grace Place already has a strong partnership with the David Lawrence Center (DLC is a leading local provider of behavioral health solutions) who will provide the *Botvin LifeSkills Training program*, a top rated substance abuse and violence prevention program designed for 6-8 students and is proven to help increase self-esteem, develop healthy attitudes, and improve student knowledge of essential life skills. (Botvin, 2014) And through a partnership with the Children’s Network of SW Florida students will participate in *Wyman’s Teen Outreach Program (*TOP®) an evidence-based best practice program which reduces the risk of problem behavior while promoting healthy choices and empowering teens to lead successful lives and build strong communities.

Junior Achievement projects have been chosen to prepare students to become successful, productive citizens by concentrating on the skills and competencies identified by the Partnership for 21st Century Skills, including global awareness, financial & economic literacy, creativity & innovation, critical thinking & problem solving, and communication & collaboration. Projects complement school-based activities and connect them to work opportunities in communities. Research results prove that JA is preparing students to develop successful financial management habits, empowering them to explore the potential of becoming an entrepreneur, and providing them the skills necessary to succeed in a global economy. (JA 2014)

Additional Activities:

Physical Activities and Recreation: Research on physical activity and learning demonstrates followers of walking, running, sports, etc. are better able to allocate attention resources and this effect is long lasting with greater amounts of physical exercise. The effects of physical exercise also helps students to separate out distracting noises from their environments, helping them to focus on what is important (Castelli, 2013). Students will have at least 30 minutes of fitness daily, incorporating Kids on the GO (running club) from Safe & Healthy Children’s Coalition of Collier County, soccer, basketball, dance, yoga, Zumba, jump rope team, and other activities identified through student interest surveys. The Safe and Healthy Children’s Coalition of Collier (SHCCC) has identified Golden Gate as an area of particular concern in regards to childhood obesity and juvenile diabetes (SHCCC, 2014). In BMI screening of 40 local schools, the three Golden Gate schools all fell within the two top tiers of obesity indicators; students at GGM in the 30-34% obesity range. SHCCC has made a commitment to coordinate a running club as part of the Academy of Leaders. Students will run a distance each day adding up to the distance of a marathon and culminating in a final celebration run hosted at Golden Gate High by Whole Foods with government leaders and the school superintendent.

Homework Assistance: In addition to the above activities, all students will be provided homework assistance and opportunities to complete any assigned homework on a daily basis. Trained volunteers will provide individualized homework assistance include Senior Citizens, many of whom are retired teachers or business professionals. High School and College volunteers will be trained using Teen Trendsetters Reading Mentors Curriculum (from Just Read! Florida). FDOE-certified teachers will guide the homework assistance and tutoring for all students and provide targeted tutoring for students needing remedial assistance.

Dinner and Snacks will be provided for every student through a collaboration with Career Source of Southwest Florida and funded through their Department of Health Food Grant.

4.4.b Part C Adult Family Member Services

Research indicates that the more extensive the family involvement, the greater the impact on student achievement. A child’s education is a responsibility shared by the school and family, however, lack of English language and functional literacy has hindered many Golden Gate families from fulfilling their share in the partnership, leaving them uncomfortable in school settings and preventing them from helping with school work (as detailed in the needs section). The proposed family services will be implemented to support the research and offer programming for adult family members weekdays, evenings, and during the summer. Grace Place has had tremendous success with participation in adult enrollment in ELL classes, with 175 adults enrolled this year, and in family literacy events, with an average of 50 families attending each of six monthly events.

Parents of actively participating 21st CCLC student will be engaged in a variety of ongoing services which are language appropriate and relevant to their heritage, thereby creating a sense of inclusion in schools. Parent materials (e.g., program information, flyers, surveys) will be provided in Spanish, Haitian Creole, and English, and when needed, project staff and community members qualified to translate will be provided. Project staff will recruit families by newsletters, Grace Place website, social media, word of mouth, and school referrals.

Program leadership, teachers, and staff will begin the year with a 21st CCLC Open House, providing programs, calendars, kick-off newsletters, and administering a survey to identify areas of interest of the families. The School-Home Tool Kit from Just Read! Florida will be provided to all parents. A second Open House will be held during the year, and in addition each student will participate in at least one student-teacher-parent conference.

Grace Place is an official member of the Barbara Bush Foundation for Family Literacy (BBF) Network, and Academy of Leaders families will benefit from existing BBF programming at Grace Place during the school year. Adult family members of participating 21st CCLC students will be enrolled. Programs include Mom and Tot English classes (Mon-Thurs, 9:00am-12:00pm) and Adult ELL classes (Mon-Thurs, 9:00am-8:00pm; Fridays 9:00am-5:00pm). Adult family members will also have access to the Rosetta Stone English Computer lab (Mon-Thurs, 9:00am-8:00pm; Fridays 9:00am-5:00pm) and classes in Citizenship and financial literacy.

The David Lawrence Center will offer a series of parenting classes, called Parent Academy, for the parents of participating students, using *Nurturing Parent* curriculum. This curriculum was developed by Stephen J. Bavolek, PhD, and is an internationally recognized, group-based approach for working with parents and their children in reducing dysfunction and building healthy, positive interactions. CCPS will provide translation, transportation food, and childcare, as well as incentives such as scholarships for adult classes at the Lorenzo Walker Institute of Technology, literacy kits for family use, a certificate of completion, and public recognition.

The Parent Involvement Specialist will work closely with the adult family members and the program’s teachers, staff and school partners to ensure a high level of adult family member participation and integration into the school environment. Support for families will also include activities such as: (1) use of parent resources; (2) providing parents with screenings and referrals to local agencies or organizations for assistance or information; (3) creating an environment that welcomes families and hiring bi-lingual family-focused staff who share parents’ experience and background; and (4) helping parents develop skills to navigate the educational system. The ultimate goal is to help parents become more effectively involved in their children’s education in order for all students to achieve at the highest academic level.

4.4.b Part D Objectives, Tools, Activities, and Timeframe Table

|  |  |  |  |
| --- | --- | --- | --- |
| Measurable Objectives | Measurement Tools | Activities | Timeframe – Academic Yr. |
| Reading/Literacy  80% of students\* will improve their academic performance in reading. | 1) District assessments  2) Standards Based Progress Reports  3) Pre- and post-tests | a. PBL classes  b. Homework Assistance  c. Remedial tutoring | a. Daily  b. Daily  c. As needed as identified by Tutoring Teacher |
| Math  80% of students\* will improve their academic performance in math. | 1) District assessments  2) Standards Based Progress Reports  3) Pre- and post-tests |
| STEM  80% of students\* will demonstrate increased knowledge of and interest in science, technology, and engineering. | 1) Completion of final projects in STEM PBL’s  2) Pre- and post-tests |
| Health and Physical Activity  80% of students\* will increase their understanding and application of fitness and wellness activities that promote a healthy lifestyle. | 1) Pre- and post-tests  2) Distance in running club | a. Physical activities  b. Wellness programs (Second Step, Botvin)  c. Let’s GO! 95210  d. Leader in Me (7 Habits) | a. Daily  b. 9-week session  c. 2x/week  d. Daily |
| Behavior  80% of students\* will increase their self-confidence, teamwork, initiative, and leadership. | 1) SAYOS (Survey of After-school Youth Outcomes) pre/post  2) Discipline referrals  3) Teacher/staff surveys |
| Family Services  35 adult family members will enroll in ELL classes (participation). | 1) Attendance  2) CASAS Pre- and post-tests  3) Parent survey | a. Adult ELL Classes  b. Rosetta Stone Lab  c. Parent Academy  d. Program involvement | a. Weekly.  b. Offered daily.  c. Monthly.  d. Offered daily and open house/ conferencing bi-annually. |
| Family Services  80% of enrolled adult family members will increase their English speaking and reading skills (performance). |
| Family Services  35 adult family members will attend Parent Academy monthly (participation). |
| Family Services  80% of participants in Parent Academy will show improved parent competencies (performance). |

*\* regularly participating (attending 30 or more days)*

4.4.c Quality contact time

The Academy of Leaders after-school program will take place after school, Monday through Thursday, from September 2, 2014 to May 21, 2015 (125 days). All students will receive a minimum of 10 contact hours per week, 2.5 hours a day. A summer program will be held Monday through Thursday, 8 hours a day, for six weeks in the summer of 2015 (24 days).

All services will be provided free of charge to 144 students in the after-school program and 72 students in the summer program. Each component of the planned program of Academy of Leaders has been selected and will be staffed to foster maximum positive impact on students’ development and learning. FDOE certified teachers will supervise all academic instruction, including PBL’s and Reading/Literacy and Math labs. FDOE certified teachers will also direct individualized intervention tutoring to students identified with remedial needs. All of the academic program components have been selected based on sound research and evidence-based outcomes. Each day students will receive 60 minutes of PBL, 30 minutes of homework help and/or tutoring, 40 minutes of physical activity, 20 minutes for dinner, and will receive a nutritious snack to take home upon dismissal.

Highly qualified and trained program assistants will assist with academic classes and lead additional activities, including meals, health, wellness, arts, cultural, and physical activities. Professionals from community partnerships will provide additional quality supervision and enrichment instruction. Recruiting, training and managing a strong corps of capable and reliable volunteers (senior citizens, high school and college students) is a core value at Grace Place. They are valuable partners as role models, mentors, homework helpers, and in small groups.

The National Summer Learning Association reports that most students lose about two months of grade level equivalency in mathematical computation skills over the summer months. Low-income students also lose more than two months in reading achievement, despite the fact that their middle-class peers make slight gains (Cooper, 1996). The Academy of Leaders summer program provides extended learning time for in-depth project-based learning, academic and personal enrichment opportunities, nutritional breakfast and lunch program, and real world field trips.

4.4.d Recruitment and Retention

A focused recruitment will target students who have been identified by the schools as high-risk: academically low-performing; demonstrated at-risk behaviors such as truancy, behavior concerns, or documented at-home issues; and/or at risk for grade retention. A formal teacher/staff/parent recommendation form will be made available at the school and through the Family Involvement Specialist to help with recruitment of high-need students. The close partnership with school administration and the Grace Place track record of solid programming and engaging activities will help ensure that families will seek our 21st CCLC program.

Specific techniques and practices will be employed to ensure consistent and long term participation. Prior experience has shown us that if after-school and summer programs provide high-interest, age-appropriate, relevant, student-selected project-based-learning activities, and a strong sense of community and positive adult-student relationships, students will continue to participate. Waiting lists for current programs demonstrate the reputation of Grace Place in the community. Daily attendance logs will be kept, phone calls will be made by staff when absences occur, and staff will personally contact all students who are absent for one week. Additional strategies intended to maximize retention of students include: conducting student-interest surveys; engaging in active, frequent outreach to parents including parent/family sessions, adult education, and parent surveys; and referrals to address family needs which are impacting student participation.

4.4.e Staffing and Professional Development

All academic instruction will be supervised by FDOE-certified teachers. All staff will be trained by specific subject experts and qualified to provide all PBL and enrichment activities. Student to instructional staff ratios of a maximum of 1:8 will be maintained for academic instruction and 1:12 for enrichment activities.

**Staffing Responsibilities**

The Program Director (.33 FTE) will be responsible for managing and implementing the full 21st CCLC program, supervision of annual budget including approvals of payroll and invoices, hiring and supervising project staff, coordinating staff training and professional development, maintaining partner relationships, ensuring timely compliance of grant responsibilities and reporting, meeting regularly with school administrators and Advisory Board, working with external evaluator, and ensuring program success. The current Director, Tom Powers, has 16 years of experience in youth organizations serving diverse populations, including 4 years overseeing 21st CCLC program and its leadership team for Boston Public Schools.

The Site Coordinator (1.0 FTE) who will oversee day-to-day program operations and report to the Principal and Project Director. Duties include direct supervision of staff; maintaining school communications, scheduling, program monitoring, policy compliance, record keeping and data analysis; serving as liaison with partner organizations, managing volunteers, student relationships and discipline, and maintaining communications with adult family members and stakeholders. Minimum qualifications for the Site Coordinator include a Bachelor’s Degree, preference bi-lingual, and a minimum of three years’ experience, preferably with at-risk students, in after-school programs in an education environment.

A Family Involvement Specialist (.10FTE) will report to Site coordinator, Principal and Director, assist schools in resolving attendance problems, build positive relationships with family members, facilitate parent participation in family services, maintain records and generate reports, and recruit parent volunteers.

FDOE-certified Teachers (5 each day) will develop, prepare for and supervise direct instruction of academic PBL’s, skill labs, and tutoring, collaborate with regular classroom teachers to determine specific student needs, monitor academic progress, ensure assessments and outcomes, and prepare reports.

Program Assistants (12 each day) will work under direct supervision to assist teachers to deliver carefully planned and targeted lessons, coordinate homework help, supervise students during dinner and transitions, and lead and/or assist with physical activity and enrichment activities. A majority of Program Assistants will be bi-lingual, Spanish or Haitian Creole.

Administrative/data assistant (.23FTE) will enter attendance data and follow up on absences immediately, handle phone calls, mail, and visitors during after-school hours, maintain additional data on program, staff, family and student outcomes, prepare and maintain schedules, administrative records, Advisory Board minutes and records, and required federal reports and documents, compile periodic reports to be reviewed by staff and the Advisory Board.

Volunteers: Grace Place is founded on the belief that successful community programs demand meaningful citizen participation. Volunteers will be recruited to work at each site, including senior citizens, high school and college students. Volunteers will provide homework help, mentoring, and assistance in classes and enrichment activities. Every volunteer will complete an application, participate in orientation and training, pass the Level Two criminal background check, and will be invited to attend all regular staff development.

To further assist with program implementation and oversight, an Advisory Board, comprised of a minimum of two students, two parents/guardians, a school administrator, teaching staff, community agencies and partners, and private sector members, will be developed and will meet monthly. Responsibilities and communication plan of the Advisory Board are detailed in 4.1.B.

**Staff Professional Development**

Our staff is trained in the provision of culturally appropriate services and has a sound understanding of program design and the effective teaching methodology of the 21st CCLC program. Prior to hiring, all staff must pass a Level Two national criminal background check. Staff participates in DCF training including literacy and special needs. Leadership will form small learning communities to share best practices and visit other 21st CCLC programs.

All 21st CCLC FDOE certified teachers, program assistants, and other staff are trained on safety, discipline and program procedures and policies, project goals, measurable objectives and activities, inclusion, and effective student engagement. The Project Director will provide for monthly additional staff professional development which may include (1) high-impact instructional methods and practices, subject-specific training in Reading/ELA, Math, and STEM, PBL and enrichment subjects, (2) training in the 7 Habits of Highly Effective People and the program implementation of Leader in Me, and (3) surveying program staff to determine professional learning needs. Professional development will be provided by certified instructors, curriculum experts, and qualified professionals. CCPS has offered to include 21st CCLS staff in professional development opportunities as appropriate. In addition, three members of the lead staff attend the 21st CCLS Florida After School Alliance (FASA) Conference.

4.5 Evaluation

**PART A:** An effective evaluation is essential to the success of any after school program. The Academy of Leaders evaluation utilizes **established performance measures** (see Measurable Objectives, Measurement Tools, Activities, and Timeframe Table) to determine changes resulting from 21st CCLC activities and guide program staff to make data-driven decisions for program improvement. These **outcome measures** will be used to assess **impact on student achievement**, relative to baseline data and **benchmarks** chosen with SMART objective procedures. The measurement results help answer evaluation questions related to program outcomes (Are math activities achieving desired outcome? Has there been progress towards meeting objective?) Objectives will be assessed using the components in the following example:

|  |  |
| --- | --- |
| Objective | 80% of regularly participating students will increase mathematic proficiency |
| Activities | STEM Project-based learning, Afterschool Achievers Math, Homework Assistance |
| Measurement Instrument (Source) | Local District Assessments |
| Performance Baseline | Baseline assessment score (program start) |
| Performance Benchmark | Improve baseline performance (program end) |
| Outcome (example) | 85% of students increased STAR score by at least 20% |
| Use in Evaluation | Utilize outcome to determine activities most likely related to success and make recommendations for program improvement accordingly |

The evaluation will also measure program outputs, including site operations, students served, partners, and staff training. The results of these measurements will help answer evaluation questions related to program implementation (Was the program implemented as proposed? Was the program properly managed? Were appropriate resources allocated?)

The evaluation **data collection plan** will provide the evaluator, program staff, and site staff with a big picture framework for data collection. The collection details help ensure that all required data is collected and that appropriate resources have been allocated to collect data for both the after school and summer programs. **Data instruments** used to measure performance will include surveys and interviews, administrative records (attendance forms, sign-in sheets, meeting minutes), site-visit observations, pre -and post- tests, and student performance database (e.g. academic performance, demographics, attendance). Osceola Data Management System (ODMS), a district system for direct access regular day student data, will be the primary **data source** for academic enrichment assessment. Data sources to assess personal enrichment objectives will include teacher reports and staff-created, content-based pre- and post-tests. Surveys will be administered to students, parents/guardians, and teachers to collect qualitative data for student wellness and enrichment, and parent involvement.

The **data** **collection responsibilities and timeline** will include 1) Site-level staff: Start of the program (registration forms, objectives baselines) and throughout the program (daily student attendance and activity participation, pre- and post-test administered at the start and end of activity modules), and 2) Program-level staff: Quarterly (ODMS student data), monthly (average attendance data and student lists submitted to the online reporting system), mid-year (Site coordinator interviews, Quality Self-Assessment Tool), and end-of-year (student and parent satisfaction surveys; teacher behavior improvement surveys). The following table contains data collection details, timelines, and responsibilities to monitor program objectives:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Objective** | **Measure** | **Data Source** | **Timeline** | **Benchmark** | **Staff** |
| 80% Impr. Reading | Local district assessment | STOP Watch | Each grading period | Improve baseline | Program Director |
| 80% Impr. Math |
| 80% Incr. knowledge & interest in STEM | Project-based Learning | | Year end | Complete Activity | Site Coordinator |
| 80% Impr Fitness & Well | Local Pre Post Assessment | | Activity Start/End | Improve baseline |
| 80% Incr. Leadership | SAYOS Assessment | | Year End | Improve baseline |
| 35 Enroll in Family ELL | Class enrollment records | | Ongoing | Enrollment | Family Specialist |
| 25 Attend Parent Acad | Academy sign-in records | | Monthly | Attend Monthly |
| 80% Incr. English skills | Local CASAS Assessment | | Activity Start/end | Improve baseline |
| 80% Impr. Parent skills | Self-report | Survey | Year End | Improve |

The external evaluator will be responsible for the **analysis** of all after school and summer **data**. Quantitative data will be analyzed with descriptive statistics using means, standard deviations, and frequencies. Qualitative data (open-ended survey responses) will be analyzed by type and the degree of consensus between respondents will be determined. Common statistical procedures such as t-test and chi-square test will be used as needed.

Program evaluation will be ongoing through the program year, including two annual formal **evaluation reports**: (1) Formative evaluation (January) will provide ongoing insight on the quality and the extent of program implementation, allowing for mid-course corrections as necessary; and (2) Summative evaluation (August) will provide regular, annual analysis and reporting of progress toward student outcomes as defined by the grant objectives. All evaluation reporting will be presented in a format that is understandable and useable for program staff and stakeholders. Reports will be made **available to stakeholders**, including project directors, site coordinators and staff, partners, and district staff. All reports will be posted to the program’s 21st CCLC webpage and **available to the public** via this site, or other formats upon request.

**PART B:** Program leadership believes that selecting Kevin Crossman as an external evaluator will help the program staff to continuously **refine, improve, and strengthen the program**. Mr. Crossman was a state evaluator and director of technology for the FDOE 21st CCLC Administrative Team. As a state evaluator, he evaluated hundreds of 21st CCLC programs throughout Florida. As director of technology, he created and managed the database for statewide 21st CCLC data, and oversaw data entry and validation of Florida‘s data for federal reporting system (PPICS). Mr. Crossman utilizes a **collaborative program evaluation model** for 21st CCLC evaluations, an effective method for **ongoing program improvement**. The collaborative model assimilates the evaluator into the development of an improvement plan based upon the evaluation results. Most evaluation models leave improvement planning to the project staff, as evaluators are not engaged after evaluation reports are submitted. Mr. Crossman will work with the program staff to use the evaluation findings to develop and implement program changes. When evaluators and program staff work together throughout the entire program, all participants gain a deeper understanding of how the program operates and what impact is anticipated. There are many benefits that this knowledge brings, but two significant benefits are: 1) The evaluator will be better able to provide recommendations that are realistic and that do not have unintentional impacts in other parts of the program; and 2) The program staff will be more receptive and better positioned to make mid-program adjustment to established procedures, such changes to performance measures.

Program leadership (including appropriate site-level staff) will meet quarterly with the evaluator: 1) August, preceding the after school program start and following the submission of the summative report from the previous program year; 2) November, following the release of first grading period results; 3) February, following the submission of the formative report; and 4) May, preceding both the after school program end and summer program start. The exact focus of each meeting will be determined based on evolving program performance and staff/student needs. The general focus will be 1) August: Program implementation/start-up and adjustments based on summative findings from previous program year; 2) November: Baseline data collection and observations of programming; 3) January - Adjustments based on formative findings; and 4) May: End-of-year data collection and summer program implementation.

The external evaluator will complete **federal and state annual reporting requirements**, as detailed in the grant application, including 1) Profile and Performance Information Collection System (PPICS); 2) Baseline, mid-year and end-of-year data submission; 3) End-of-year report (Years 1, 3, and 4); and 4) Summative Report (Years 2, 5).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Program Objective | Performance Measure | Data Source | Timeline | Benchmark | Staff |
| Improve Reading, Literacy skills | School Grades | STOPWatch | Quarterly | ½ letter-grade change | Project Director |
| FSA Assessments | STOPWatch | Quarterly | Dev score Increase | Project Director |
| Pre-post Tests | Local assessments | Sept, Jan, May | > 25% Improvement | Site Coordinator |
| Improve Math skills | School Grades | STOPWatch | Quarterly | ½ letter-grade change | Project Director |
| FSA Assessments | STOPWatch | Quarterly | Dev score Increase | Project Director |
| Pre-post Tests | Local assessments | Sept, Jan, May | > 25% Improvement | Site Coordinator |
| Increased knowledge & interest in STEM | School Grades | STOPWatch | Quarterly | ½ letter-grade change | Project Director |
| PBL project completion | Teacher Report | Ongoing | PBL participation | Site Coordinator |
| Pre-post Tests | Local assessments | Sept, Jan, May | > 25% Improvement | Site Coordinator |
| Increase fitness and wellness | Running Club Performance | Teacher Report | Sept, Jan, May | Improve distance | Site Coordinator |
| Pre-post Tests | Local assessments | Sept, Jan, May | > 25% Improvement | Site Coordinator |
| Increase self-confidence, teamwork, initiative, and leadership | SAYOS | SAYOS survey | Sept, Jan, May |  | Site Coordinator |
| Discipline referrals | STOPWatch | Sept, Jan, May | Decrease number | Project Director |
| Teacher/staff surveys |  |  |  |  |
| Participation in adult education ELL classes | Class attendance | Attendance logs | Sept, Jan, May | Adult family member attendance at class | Site Coordinator |
| Increase adult family member English speaking and reading skills | Pre-post Tests | Rosetta Stone | Sept, Jan, May | Rosetta Stone pre-test | Site Coordinator |
| Attendance at Parent Academy | Attendance | Parent sign in logs | Sept, Jan, May | Adult family member attendance at event | Site Coordinator |
| Improve parent competencies | Pre-post Tests | David Lawrence Center assessments | Ongoing | Improvement on assessment | Site Coordinator |

4.6 Dissemination Plan

An effective combination of traditional and non-traditional communication channels will be used to inform the Golden Gate community, school staff, partners, parents and other stakeholders about Academy of Leaders (e.g. services, activities, goals) and the importance and promise of the 21st CCLC federally funded afterschool program. Schools: daily announcements, automated ParentLink calls, meetings with teachers and school leadership; Local media: PSAs, press releases to local radio, web, newspaper, and television; Newsletters/flyers distributed at community churches, local markets, farmer’s market, and libraries. Non-English speaking households (61% Hispanic, 15% Creole): local media and organizations, including D'Latino’s TV and Media, 92.1 FM La Ley, 89.5 FM Sca Haitian Radio, and the Haitian Coalition of Collier. In addition, Social media will be used to announce the program and to update the community and program stakeholders. Grace Places’ existing social media sites will be utilized: Facebook, YouTube, Twitter, Google+, and Blogspot.

The existing Grace Place website will include a sub-site for the 21st CCLC program. This site will contain pages devoted to sharing program information (including copy of approved grant narrative), progress in meeting the proposed goals and objectives, successes and highlights, all scheduled services, adult family member activities, and links to end-products of project-based learning activities. Social media will allow visitors to visually experience program activities. Parent information will be translated into both Spanish and Haitian Creole. The website will be live within a month of award and will be updated at least monthly. The date/time of latest update will be displayed on the home page.

4.7 Student Safety and Transportation

Student safety is of paramount importance to Grace Place. All DCF and CCPS statutory background screening standards will be followed (policy 1121.01) for persons present during the 21st CCLC program, including fingerprinting and Level 2 (FBI) background check (as per Jessica Lunsford Act, F.S. 1012.465). Grace Place will coordinate with CCPS Human Resource Department regarding background screening.

Grace Place will maintain on-site safety by established DCF security methods and supervision by well-trained FDOE-certified teachers and Grace Place staff. The staff-to-student ratio will be approximately 1:8 (will not exceed 1:15). Site coordinator present during program hours will maintain safety and security, communicate with parents, and relieve teachers if needed. DCF procedures for access to the program will be followed - every visitor, each time they visit the site, must: (1) sign-in and out of the visitor logs in the office, providing legal name, position, representing, date, time in, time out; (2) provide a valid ID; (3) display a visitor pass while on campus; (4) return the visitor pass at sign-out. Emergency evacuation drills and inspections of the buses, building, and playgrounds will be conducted monthly.

Students attending the program will transition from regular day to after school on school grounds. All students will sign-in to after school and remain under the supervision of program staff for the duration of the day. Students will be transported home by the method chosen by parent/guardian during registration (pickup or bike/walking). If pickup, the parent must designate persons authorized to pickup and provide a copy of valid photo identification for each designee. Dismissal procedures are as follows: Pickup: Authorized individuals must complete sign-out log (including his/her name and signature, student's name, date and time), and provide valid identification that matches the identification on file. Students will not be dismissed to anyone without identification or proper documentation on file. Site coordinator and program assistants will be available to communicate with parents/guardians (including Spanish and Haitian Creole) during dismissal. Bike/walk: Prior to leaving Grace Place, students write their name, signature, and time on the sign-out log. During fall and winter months, bike riders/walkers will be dismissed prior to sunset.

When taking fields trips or other off-site activities, the procedures include: (1) parent/guardian approval and emergency information; (2) program staff monitor the students for the entire event; (3) buddy system and frequent student counts implemented; (4) no student will be left alone; and (5) all hired bus drivers must meet Florida Administrative Code requirements for a Florida School Bus Operator, possess a valid Class A or B Commercial Driver’s License with a passenger endorsement and a school bus endorsement, complete specialized training, and pass a semi-annual motor vehicle driving record check. Grace Place will verify all licenses and certifications and monitor to ensure compliance.

All hired bus drivers must meet Florida Administrative Code reqirements for a Florida School Bus Operator, possess a valid Class A or B Commercial Driver’s License with a passenger endorsement and a school bus endorsement, complete specialized training, and pass a semi-annual motor vehicle driving record check. Grace Place will verify all licenses and certifications and monitor to ensure compliance. Vehicle insurance carried by Grace Place covers liability, property damage and/or bodily injury up to $50,000,000 per accident.

All space utilized by the 21st CCLC program at GGM and Grace Place is licensed by DCF and complies with district safety policies (policy 7410A) and will be ADA compliant (policy 2260.03, Equal Access to Educational Opportunities). CCPS will provide the 21st CCLC program access to GGMS facilities, including a minimum of 12 classrooms, cafeteria, media center, computer lab, and outdoor fields.

4.8 Sustainability Plan

Grace Place has a strong history of local private funding, growing the capacity in just ten years to sustain a $1.5 million operating budget and $5 million capital campaign. For the 21st CCLC program, these private funds will provide all costs associated with the use of the Grace Place facilities and campus, as well as additional services including Barbara Bush Family Literacy and Adult ELL classes, food pantry services, and educational leadership and collaboration of auxiliary program staff including the Director of Family Literacy and Executive Director.

Grace Place has established an impressive array of collaborative partners which contribute substantially to the services provided (see 4.1.c) including daily meals and snacks, classes and programs in the arts, music, nutrition, wellness, physical activities, behavioral health and prevention service, career education, books, and field trips. Staff will work to maintain and expand the number and scope of collaborative partnerships during the years of the grant and following.

Grace Place has three full-time staff committed to development and communications. Project successes will be shared with community stakeholders through the communications staff and channels Grace Place successfully maintains, garnering support for initiatives. The Development department at Grace Place will work with stakeholders, community agencies, local government, local businesses, and private foundations to identify internal and external funds to sustain the program and will develop and deliver funding sustainability efforts (grant proposal development, fundraisers) and disseminate program results to community leaders, stakeholders and potential funders to justify future and expanded support of the program. The Advisory Board, Grace Place staff, and community partners will work together to build the financial capacity to sustain the program.

4.9.a Budget Narrative Description

All of the expenses listed on the Budget Narrative Form (DOE 101S) support the three primary goals of the proposed grant project: (1) to improve academic achievement in reading/literacy, math, and STEM, (2) promote positive youth development and personal growth through health, wellness and enrichment activities, including the arts, character development, and physical activities, and (3) is family services with objectives to improve adult English language and literacy, parent competencies, and to integrate families of participating students into the school environment.

As described in 4.8 above, Grace Place plans to combine or coordinate other funding with the proposed 21st CCLC program to make the most effective use of public resources and provide for sustainability. These include but are not limited to: private funding of Grace Place, collaborative community partnerships, and corporate or foundation grants. Career Source Florida (formerly Southwest Florida Workforce Development Board), a regional organization with experience implementing 21st CCLC programs since 2003, will provide the daily meals and snacks for all students in the program through their Department of Health Food Program grant.

The budget includes highly qualified staffing, curriculum and resources, contracted services and materials for enrichment programs, transportation expenses, evaluation, staff development, and administrative expenses. Each of the items included are needed to ensure smooth operation of the program.

The teaching staff will meet or exceed the standards set for a highly qualified teacher: (1) minimum of a bachelor’s degree from an accredited institution, 2) full state certification or licensure with examinations that include both content and performance components.

Without 21st CCLC funds, participating schools will not be able to provide the services in this application, and as such, the requested funds will increase (supplement) and not replace (supplant) federal, state or local dollars available to support allowable 21st CCLC activities.