

PROJECT SCOPE OF WORK/NARRATIVE FOR GRACE PLACE

3.1 SUMMARY

Grace Place is seeking funding to continue the Academy of Leaders program for families without access to affordable out-of-school-time academic programming. The program will target 280/165 students (afterschool/summer), grades 6-8, from Golden Gate Middle School. The program will operate Monday-Thursday from 3:50-5:50pm at GGMS, throughout the academic years 2019 to 2024, and Monday-Friday, 8:00am–4:00pm during the summer terms at Grace Place.

The mission of Academy of Leaders is to improve student achievement in academic subjects; develop confidence, character, social skills, and leadership; promote fitness and wellbeing; and provide opportunities to learn the skills needed to become college and career-ready.

3.2 Community Notice and Needs Assessment

3.2.a Community Notice

A notice was placed in the Naples Daily News at the time of the submission of the Grace Place Letter of Intent to Apply on June 17, 2019. Local public and private schools were consulted and included in the proposal development. This proposal will be accessible on the Grace Place website following submission, and the programming will be continuously promoted through our website, mailings, social media, community bulletins, and other venues.

3.2.b Needs Assessment

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. Over 85% of the 500 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.

Data compiled over the past five academic years have demonstrated that we are successfully identifying and enrolling the school's most at-risk students in the program. Focused recruitment

targets students who have been identified by the school as high-risk: academically low-performing; demonstrating at-risk behaviors such as truancy, behavior concerns, or documented at-home issues; and/or at risk for grade retention.

There are a limited number of afterschool program slots available to the more than 1,100 students enrolled at Golden Gate Middle School (GGMS), all of which require a fee to attend. A study by the Naples Children and Education Foundation (NCEF) indicated that over 60 percent of school-aged students living in Golden Gate do not have adult supervision at home when they return from school each day. This lack of adult supervision increases the probability of students engaging in risky or aggressive behaviors, being injured or victimized, and losing interest in education.

High-quality out-of-school-time (OST) programs, which incorporate rigorous academic training, have been shown to have dramatic positive impacts on students' lives: gains in grades, test scores, and quality of student work; improved motivation and dedication to school and learning; enhanced creativity and interest in school; improved in-school behaviors and greater self-reported control of behavior; improved wellbeing, physical fitness, and decreased obesity; more connection to the community; reduced stress; and improved self-esteem, self-efficacy, and hope for the future.

Data evaluated from a variety of sources during the needs assessments include Collier County Public Schools (CCPS) 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 (OST 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), Surveys and Focus Groups (student, parent, and community), adequate yearly progress (AYP)

status, School Accountability Reports (SAR), and National Census data (poverty, literacy, educational attainment, employment, family demographics).

While there are stand-alone programs in Collier County focusing on individual components, there are gaps in services where the resources currently available are insufficient to meet the full OST needs of the community. Through established partnerships, Grace Place is the only organization able to offer comprehensive OST programming that encompasses academic enrichment, personal enrichment, and health and wellness. Partners from the community, included in our Partners Table, are committed to the advancement of the AoL program at Grace Place.

Grace Place leadership regularly meets with education leaders from GGMS, including Principal, Assistant Principals, and Academic Coaches to identify community stakeholders, complete student and community needs assessment, identify service gaps, and determine the needs to be used as the basis for the proposed 21st CCLC program. Grace Place has initiated discussions with all local private schools and has also worked with, and consulted with, our community families and other community partners in order to develop a comprehensive and successful program through a series of ongoing meetings and focus groups.

3.3 Dissemination of Information

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 AoL (e.g. services, activities, goals) and the importance and promise of the 21st CCLC federally funded OST 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, and libraries. Non-English speaking households: local media and organizations, including D'Latino's TV and Media, 92.1 FM La Ley, 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 Place's existing social media sites: Facebook, Twitter, YouTube, Instagram and LinkedIn.

The existing Grace Place website currently includes a sub-site for the 21st CCLC program. This site contains pages devoted to sharing program information (including a copy of the approved grant narrative as well as copies of the 2017-2018 21st CCLC Summative Evaluation), 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 is updated at least quarterly by the Manager of Communications. The date/time of the latest update will be displayed on the home page.

3.4 Target Population, Recruitment and Retention

Golden Gate is one of the most impoverished communities in Florida and NCEF identified this community as one of the highest pockets of need (2017). In 2016, City-Data estimated the roughly four-square-mile community of Golden Gate city, Florida had a population of 35,761 people with a population density of 8,940 people per square mile and a median age of 32.7. Of the total population, more than 30 percent are under the age of nineteen. Golden Gate city has a higher poverty rate, lower earnings, lower family income and higher rates of unemployment and free/reduced lunch than comparative rates versus Collier County or for the state of Florida (see Table 1). Golden Gate has a 7.5% unemployment rate, a 21.8% poverty rate and a per capita income of \$16,671 (www.census.gov, 2019). Of the families Grace Place serves, 95% live below the national poverty line, 64% have less than a 9th grade education, 35% have less than a 5th grade education and 99% live in non-English speaking households.

US Census data also indicates Golden Gate families are among the least educated at the local and state levels. Table 1 below 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, 2017).

Table 1: Golden Gate Community Demographics (US Census Bureau, 2018)

	Golden Gate Community	Florida	Collier County
Poverty Rate (below poverty level)	21.8%	11.1%	8.4%
Unemployment Rate	7.5%	7.2%	5.3%
Mean earnings for workers	\$ 21,290	\$ 29,386	\$ 28,135
Mean household income	\$ 55,059	\$ 72,993	\$ 101,492
High School Dropout Rate	32.4%	12.4%	18.2%
Less than 9th grade education	12.3%	5.1%	8.0%
High School graduate	69.3%	87.6%	81.8%
Bachelor's degree or higher	12.5%	28.5%	27.9%
Single parent household	21.0%	8.7%	7.1%
Foreign born persons	52.6%	20.2%	18.3%
Non-English speaking households	72.8%	28.7%	25.1%

www.census.gov/quickfacts

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 approximately 50% 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).

More than 50% of Golden Gate residents are foreign-born immigrants and 72 percent of households do not speak English in the home. Close to half of students in Golden Gate schools are classified as Limited English Proficient (LEP) versus only 16 percent in Collier County. GGE, GTE and MDE are Title 1 Improvement schools with “Focus” differentiated accountability classification (FDOE, 2019).

Lack of access to OST: A 2012 NCEF report on *Child Well Being in Collier County* indicated that over 60% of Golden Gate students return home from school to no adult supervision. 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 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. The Grace Place summer program provides extended learning time for in-depth academic and personal enrichment opportunities, nutritional breakfast and lunch program, and real-world field trips.

Table 2: Target School Demographics and Accountability Data & Trends (FDOE, 2019)

	Golden Gate Middle School	Collier County
Enrolled	1128	46,832
White	5.5%	34%
Black	18.2%	12%
Hispanic	74.7%	51%
Economically Disadvantaged	91.1%	66%
Free/Reduced Lunch	91.6%	62%
Middle School Acceleration	77%	84%
LEP*	20.48%	16%
ESE*	10.1%	14%
English Language Arts Achievement	47%	60%
Mathematics Achievement	66%	67%
Science Achievement	44%	64%
Grade 2019	B	A
Title 1 School	Yes	29/60

*Collier County Public Schools (CCPS) 2019

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 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. Grace Place has established a selection matrix based upon the above identified risk factors for prioritization and have a waitlist based on criteria. Priority is given to families living in the 34116 zip code and to current Grace Place Families to support a consistent, early intervention, two-generational approach.

Grace Place is an inclusive program and provides individual plans based on the specific needs of each student. Trained and qualified professionals in the area of special needs and intervention are currently on staff. The program is designed to help all students and will not exclude participants based on disability, gender, race or ethnicity.

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. 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. All students will be encouraged to participate in the full program, maintaining daily attendance and staying until the program is finished each day.

Research also 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. 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. In addition to our Middle School OST AoL Program, we currently run an AoL program at the Elementary and High School level and have an AP Leadership program for high school students designed to address the obstacles to higher education that students from households with low income face. Additionally, many of our school-age students have previously been enrolled in our nationally recognized Bright Beginnings Family Literacy Program, which includes Early Childhood Education and Parenting Education, and been recognized by the Barbara Bush Foundation.

Parents of actively participating 21st CCLC students will be engaged in a variety of ongoing services which are language appropriate and relevant to their heritage, thereby creating a sense of inclusion. 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 at GGMS, providing programs, calendars, kick-off newsletters, and administering a survey to identify areas of interest of the families. Each student will participate in at least one student-led conference each year.

3.5 Times and frequency of service provisions for students and adult family members

Grace Place hopes to expand the Academy of Leaders program to 280 middle school students, taking place from 3:50 pm - 5:50 pm, throughout the academic year from August 2019 to May 2024 at the GGMS campus. All students will receive a minimum of 8 hours per week. A summer program for 165 students will be held Monday through Friday, 8 hours a day, 8:00 am – 4:00 pm, during the summer terms through 2024 at the Grace Place Campus. All services will be provided free of charge to all students. Each component of the planned program of AoL 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 Project-based Learning, 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 academic enrichment, including homework help and/or tutoring and 60 minutes of personal enrichment activity.

A Site Profile Worksheet and sample schedules are included in this application.

As mentioned previously, parents and families of actively participating 21st CCLC students will be engaged in a variety of ongoing services which are language appropriate and relevant to their heritage, thereby creating a sense of inclusion, beginning with an informational session reviewing the 21st CCLC program requirements and activities. Grace Place will hold a minimum of 6 parent and family programs throughout the year to promote involvement and family literacy, including two 'Family Literacy Days' in the fall and spring, as well as parent and family engagement training and support activities with our agency partners including Save the Children, Franklin Covey, and the Center for the Study of Social Policies in Washington, DC. Topics will range from the importance of reading at home with their child(ren), regardless of what language they speak, emergency preparedness and skills, 7 Habits of Highly Effective Families and research based protective factors to families in order to build stronger more effective families. Research has found that the '7 habits' are strongly connected to social-emotional learning, develop leadership skills and competencies that are aligned to social-emotional learning skills, sharing the related commonly used social-emotional terms as well as the learning outcomes from *The Leader in Me* (TLIM) practices and curriculum.

3.6 Program Evaluation

The AoL evaluation utilizes established performance measures 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 the 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.

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 STOPwatch (Student Tracking of Outcomes and Progress for CCPS 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 external evaluator will be responsible for the analysis of all OST 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 (February) will provide ongoing insight on the quality and the extent of program implementation, allowing for mid-course corrections as necessary; and (2) Summative evaluation (July) 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.

The current evaluator is an Adjunct Professor at the University of Florida and has effectively served as an external evaluator for the past five years. He will help the program staff to continuously refine, improve, and strengthen the program. As a state evaluator and director of technology for the FDOE 21st CCLC Administrative Team, he's evaluated hundreds of 21st CCLC programs throughout Florida. He utilizes a collaborative program evaluation model for 21st CCLC evaluations and 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. Grace Place hopes to continue with the same evaluator to ensure consistency. Any evaluator would need to possess similar qualifications.

Program leadership (including appropriate site-level staff) will meet quarterly with the evaluator: 1) August, preceding the OST 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 external evaluator will complete federal and state annual reporting requirements, as detailed in the grant application.

In addition to the external evaluator, students monitor their own progress through their Leadership Notebook as part of TLIM curriculum. All of the Grace Place staff, as well as our students and families, participate in 7 Habits of Highly Effective People training and our staff apply the 4 Disciplines of Execution to evaluate the intended impact.

3.6.a. Statewide Standard Objectives

Included in this submission is an attachment outlining the academic objectives in core subjects (English Language Arts/Writing, Mathematics and Science). The attachment outlines and details the objectives in each of these areas, including measurement, success criteria, data collection, person responsible for data collection and the plan for obtaining data.

The program's design incorporates all elements of proven highly-effective OST program models, including academic tutoring in core subjects, project-based STEAM curriculum (Science, Technology, Engineering, Art and Math), enrichment activities, leadership development and parent/family involvement. AoL supports students as they achieve academic proficiency and nurtures the self-efficacy necessary for students to succeed in school and prepare for post-secondary education and career readiness. In the 2017-2018 academic year, our students demonstrated a 78.6% improvement in reading, a 69% improvement in math and a 65.9% improvement in science.

3.6.b. Objectives for Academic Benchmarks

Included in this submission is an attachment outlining objectives consistent with current Academic Benchmarks. The FDOE has identified three major benchmarks: 3rd grade promotion, Algebra I end-of-course (EOC) exam and high school graduation, of which only the second applies to this program. Across the state of Florida, 62% of students passed the Algebra I EOC exam during the 2018-2019 spring administration, with the Collier County School District doing slightly better with 71% of students passing the Algebra I EOC. Grace Place students passed at a significantly higher rate of 86%.

3.6.c. Applicant Specified Objectives

In addition to Statewide Standard Objectives and identified Academic Benchmarks, Grace Place places significant importance of socioemotional learning, personal enrichment, dropout prevention and family involvement. Grace Place has designed a comprehensive scaffold of programs to serve the entire family by including early childhood education, youth education, adult education, P.A.C.T. (parent and child together) time and interactive family literacy activities. By engaging both the parent and child, our programs provide a comprehensive model to create an educational environment beyond the classroom and into the home. Grace Place supports academic programming during the school year and in the summer months in reading and S.T.E.A.M. (science, technology, engineering, arts and math) subjects with heightened evidence-

based curriculum including robotics, biology, computer science and chemistry, but also goes beyond to include additional enrichment activities including music, arts, wellness and Stephen Covey's *The Leader in Me* program. These programs improve social and behavioral skills, as well as promote positive youth development and personal growth. TLIM specifically aims to build self-efficacy and self-awareness and to expand the capacity of students to perform in leadership roles. These activities will be woven into all of our programming and staff will receive special training in socio-emotional development using TLIM.

3.7 Approved Program Activities

The program is developed to address the specific areas identified in the needs assessments, the actual interests and concerns identified by the stakeholders. It is a project-based, hands-on, real-world program to address different learning styles and modalities. The program is designed to help all students and will not exclude participants based on disability, gender, race or ethnicity. Grace Place employs a number of proven curriculum programs including CCPS approved and encouraged websites and school-based learning software. We also use curriculum from Junior Achievement, Save the Children, SPARK Physical Education and *The Leader in Me* Leadership certification, beginning in 8th grade and continuing through High School, to address the needs of diverse learners and ensure parental involvement. Given that every need in Golden Gate can, in part, be attributed directly to community poverty, the program will also focus on career preparation through Career Academies, small learning communities that broaden students' exposure to local growth industries by utilizing these industries as the context to deliver academic and technical curricula. Academic 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. The Academies include:

Academy of STEAM (Science, Technology, Engineering, Arts, and Math): High interest, evidence-based, and engaging activities in the fields of math, engineering and science with a focus on creativity and innovation.

Academy of Health and Wellness: Education on health and wellness is needed in this community where childhood obesity and juvenile diabetes rates are high, and food scarcity impacts family nutrition choices.

Academy of Arts and Culture: Training in the arts influences cognition. Activities will include visual arts projects, choral and rhythm music groups, and cultural activities.

Academy of Community Leaders: *The Leader in Me (7 Habits of Highly Effective People)* will be integrated into all activities to equip students with the self-confidence, resiliency, self-efficacy and character skills they need to thrive in the 21st-century economy. TLIM paradigm sees that every child is capable; every child is a leader.

Adult family services will include Parent Academy classes, supervised PACT time, school advocacy and leadership, and socio-emotional learning. Grace Place has a dedicated Community Outreach Manager fostering community engagement and building relationships with our families.

3.8 Applicant's Experience and Capacity

Grace Place has provided academic and literacy programs for low-income children and families in Golden Gate for over 15 years, pioneering holistic, two-generational 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 900 students are enrolled in educational programs that include: (1) School Age (K-12) after school and summer youth development programs, (2) AP Leadership (9-12) program of college and career prep; (3) Nationally recognized Bright Beginnings and Early Childhood Education 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 fifteen years, Grace Place has been the only nonprofit with a significant 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 2018-2019 school year, Grace Place provided reading and math instruction, homework help, and tutoring from qualified teachers to more than 100 middle school students. The math and reading performance of the students were assessed throughout the year and the results are displayed in the table below. In 2018-19, all grade levels improved their performance in the academic assessments at the end of the school year, and overall, students improved their test scores as shown in the tables below.

Impacts on Academic ELA Grades

	Standard of Success	Benchmark	Total Participants Measured at End of Year	Participants Meeting Standard of Success	Percent Meeting Standard of Success
English Language Arts/Writing	Improve to a satisfactory level or above	65%	133	94	71%
English Language Arts/Writing	Achieve a satisfactory level or above on the FSA	35%	130	54	42%

Impacts on Academic Mathematics Grades

	Standard of Success	Benchmark	Total Participants Measured at End of Year	Participants Meeting Standard of Success	Percent Meeting Standard of Success
Mathematics	Improve to a satisfactory level or above	65%	133	97	73%
Mathematics	Achieve a satisfactory level or above on the FSA	45%	104	63	61%

Impacts on Academic Science Grades

	Standard of Success	Benchmark	Total Participants Measured at End of Year	Participants Meeting Standard of Success	Percent Meeting Standard of Success
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Science	Improve to a satisfactory level or above	65%	133	71	53%
Science	Achieve a satisfactory level or above on the FSA	45%	43	15	35%

Youth programming has expanded and improved each year for the past fifteen years and will continue to expand. Grace Place has expanded the physical facilities and funding from 21st CCLC will allow more effective services for more students. Additional evidence of Grace Place’s experience includes: 1) Growth from an initial 40 students in 2004 to over 900 students weekly in 2018-19, including 193 children under age 5, over 400 children ages 5-18, and almost 300 adults; 2) Successful operation of extensive educational programs with measurable outcomes, managing private and grant funding, an annual budget of over \$3.5 million, a successful 990 audit 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) Recipient of 21st CCLC Grant for Elementary and Middle School Programs in 2014 and High School programming in 2016 and 8) Achieved Charity Navigator Platinum status.

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 Memorandum of Agreement with CCPS enables Grace Place to access individual student data (testing, grades, assessments) through a robust district system called STOPwatch. Grace Place leadership has the capacity and experience to effectively implement the proposed 21st CCLC program, including direct experience in delivery of academic and personal enrichment

activities for students in Golden Gate, adult language and family literacy programming, and assessment of 21st CCLC program success. The team includes: (1) Dr. Tim Ferguson, has held the role of Chief Executive Officer at Grace Place for 5 years, during which time he has overseen the 21st Century programming, implemented *The 7 Habits of Highly Effective People* and TLIM programs and has overseen the extensive capital expansion. Under Dr. Ferguson's leadership, Grace Place was recognized in 2018 as the first not-for-profit educational agency in the world to achieve Lighthouse Designation through the Franklin Covey Company. Prior to coming to Grace Place, Dr. Ferguson spent 33 years in public education serving most recently as the Executive Director for Student Related Services overseeing Exceptional Student Education, Intervention Programs and Student Services with the Lee County School District. He spent 16 years as a district and school-based administrator in Collier County (2) Tom Powers, Director of School Age Programs, has 24 years of experience in youth organizations serving diverse populations, including 9 years overseeing 21st CCLC program and its leadership team for Boston Public Schools and Collier County Public Schools; (3) Diane Ponton, M.Ed. (TESOL), Chief Program Officer, has been at Grace Place for 14 years, where she developed the successful Grace Place Family Literacy Model® and built the Adult Education program. (4) Tim Barone, Chief Financial Officer, holds a Bachelor's Degree in International Business, as well as an MBA, from Stetson University and has 13 years of experience in accounting, financial and operational management. Mr. Barone has been the primary contact for 21st CCLC reporting over the past 5 years and will continue to provide fiscal oversight and reporting for this grant. (5) Pam Edlund, Site Coordinator, Middle School Program, holds a Master of Education and Post-Master Certificate in Educational Administration from Oakland University and a Bachelor of Science in Elementary Education and Sociology from University of Michigan. Ms. Edlund has over six years of experience working in non-profit at the Boys & Girls Club of Collier County and at Grace Place, as well as 8 years as a middle school teacher.

The executive leadership team is experienced in planning, overseeing and managing over \$3.5 million in yearly expenditures/budgets, along with a multi-million-dollar capital campaign. Significant funds are held in reserves to handle cash flow and contingencies and a professional audit has been conducted yearly for the past thirteen 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 for more than 15 years.

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, has been developed. The Advisory Board meets a minimum of twice a year 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 CEO and Board of Directors, and made available to the general public on the Grace Place website.

In addition to the experienced Finance team, Grace Place has an external Finance Committee that includes 2 bankers and 2 accountants, meeting monthly in advance of the Board of Directors meetings.

3.9 Staffing & Professional Development

All academic instruction will be supervised by FDOE-certified teachers. Specific staff will be trained by subject experts and qualified staff will implement all academic and enrichment activities. Socio-emotional learning will be a theme in all professional development activities. Student to instructional staff ratios of a maximum of 1:8 will be maintained for academic instruction and 1:10 for enrichment activities.

3.9.a. Staffing Plan

The Program Director 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 Site Coordinator, Pam Edlund, will oversee day-to-day program operations and report to the Principal and Program Director. Duties include direct supervision of staff; maintaining school communications, scheduling, program monitoring, policy compliance, record keeping and data analysis; serving as collaboration liaison with partner organizations, managing volunteers, student relationships and discipline, and maintaining communications with adult family members and stakeholders. She will also maintain additional data on program, staff, family and student outcomes, prepare and maintain schedules, administrative records, Advisory Board minutes and records, and compile periodic reports including required federal reports and documents, to be reviewed by the Director and the Advisory Board.

A Middle School Program Assistant reports to Site Coordinator, Principals and Director, assisting the school in resolving attendance problems, building positive relationships with family members, facilitating parent participation in family services, maintain records and generate reports, and recruit parent volunteers.

FDOE-certified Teachers (up to 6 each day) will develop, prepare for and supervise direct instruction of academic activities, skill labs, and tutoring, collaborate with regular classroom teachers to determine specific student needs, monitor academic progress, ensure assessments and outcomes, and prepare reports. Lead Program Assistants and Program Assistants (28 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 are bi-lingual, Spanish or Haitian Creole. Program assistants will enter attendance data and follow up on absences immediately, handle phone calls, mail, and visitors during after-school hours. Volunteers include senior citizens, high school and college students and 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.

The program staff will include at least one staff member on site at all times with CPR and First Aid certification that includes the face-to-face component. In order to meet this requirement, program staff will ensure that at least four staff members are certified.

All 21st CCLC staff and contractors will be cleared through a Level II background screening as described in s. 39, 402, and 409, F.S. Volunteers that assist more than 10 hours per month must also be cleared through a Level II background screening as described in s. 39, 402, and 409, F.S.

3.9.b. 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. Socio-emotional learning will be prioritized for all staff. Prior to hiring, all staff must pass a Level Two national criminal background check. Staff participates in Florida Department of Children and Families (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 Program Director will provide for additional staff professional development which may include (1) high-impact instructional methods and practices, subject-specific training in Reading/ELA, STEAM, and enrichment subjects, (2) training in *The 7 Habits of Highly Effective People* and the program implementation

of TLIM, and (3) surveying program staff to determine professional learning needs. Professional development will be provided by qualified instructors, curriculum experts, and qualified professionals. CCPS has offered to include 21st CCLC staff in professional development opportunities as appropriate. In addition, at least 2 members of the lead staff attend the 21st CCLC Florida After School Alliance (FASA) Conference and share their knowledge in program meetings during the fall. All professional development will include socio-emotional development. Specifically, 7 Habits of Highly Effective People is implemented with all Grace Place Employees, Volunteers, as well as our students and families; including training in personal leadership development and effectiveness. In addition, Speed of Trust Training in building and sustaining high trust behaviors and relationships is built into all staff activities, objectives and performance reviews. At Grace Place, we are focused on the 4 Disciplines of Execution and place an emphasis on training in effective goal setting, progress monitoring and peer to peer support systems.

3.10 Facilities

Grace Place is located in the heart of Golden Gate, a 4-square mile community, and is less than 2 miles from GGMS. All space utilized by the 21st CCLC program at Grace Place is licensed by DCF and complies with CCPS safety policies (policy 7410A), is ADA compliant (policy 2260.03, Equal Access to Educational Opportunities). Grace Place campus facilities include a minimum of 15 classrooms, with additional classroom space available. This includes a cafeteria, 2 computer labs, dedicated music and art rooms, three playgrounds, an indoor gymnasium and outdoor fields.

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 maintain on-site safety by established DCF security methods and supervision by well-trained FDOE-certified teachers and Grace Place staff. The overall staff-to-student ratio will be approximately 1:10. 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.

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) bus drivers must meet the screening requirements described above.

3.11 Safety and Student Transportation

All Grace Place 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. Vehicle insurance carried by Grace Place covers liability, property damage and/or bodily injury up to \$50,000,000 per accident.

During the school year, students will remain on GGMS campus following dismissal to attend the Grace Place AoL program. All students will sign-in to after school and remain under the supervision of program staff for the duration of the day. During the summer session, students will be transported by bus for field trips (less than 10 miles) with staff supervision. Students are escorted and supervised as they board Grace Place buses; staff checking student names upon boarding and again upon arrival at Grace Place. Students will be transported home by the method chosen by parent/guardian during registration (bus, pickup or bike/walking). If via bus, students will be transported by bus with staff supervision. Students are escorted and supervised as they board Grace Place buses; staff checking student names upon boarding and again upon drop off. If pickup, the parent must designate persons authorized to pick up 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 GGMS, 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.

3.12 Partnerships, Collaboration and Sustainability

3.12.a. 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. Grace Place intentionally and thoroughly included all of these stakeholders in the process of identifying needs and developing the proposed program. 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 Partners Table attachment, are making significant contributions to the ongoing implementation of an evidence-based, high quality program.

Grace Place also receives over 300 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, local large corporations including Arthrex and Moorings Park, and over twenty churches.

Grace Place has four full-time staff committed to development and communications and one full-time staff member dedicated to Volunteer Management. Grace Place has established an impressive array of collaborative partners which contribute substantially to the services provided

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. Our AoL program provides a healthy dinner every day, provided by Collier County Public Schools through their Department of Health Food Program grant.

3.12.b. Collaboration

Grace Place leadership has worked closely with administrators from the target schools, including the Principal, Assistant Principals, and Academic Coaches, to develop and advance the Academy of Leaders Program. 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, 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 school-day 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 regularly to discuss student needs and program progress, and ensure that the 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 these schools 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.

3.12.c. Sustainability

Grace Place has a strong history of local private funding, growing the capacity in just fifteen years to sustain a \$3.5 million operating budget and more than \$10 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 the Grace Place Family Literacy Program, Bright Beginnings Early Childhood Education and Adult Education classes, food pantry services, and educational leadership and collaboration of auxiliary program staff.

Grace Place has a broad base of financial support, with revenue to support our annual fund coming from Individuals (~40%), Foundations (~35%), Corporate partners (~20%) and Faith Groups (<5%), in addition to capital gifts, endowments and scholarship programs. Our total number of unique donors exceeds 800 and our donor retention rate is far above industry standard (averaging below 50 percent), currently over 90%. Grace Place has four full-time staff committed to donor retention and acquisition, including communications, special events and donor relations. In addition to our current revenue sources, Intellectual property protection was secured for the Grace Place Family Literacy Model®, positioning the Bright Beginnings program for national impact, with a sustainable revenue stream.