



Grace Place for Children and Families

Elementary School Project

Cohort 13 (Renewability)

SUMMATIVE EVALUATION REPORT

Project Year 2019-2020



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COMMUNITY LEARNING CENTERS
FLORIDA

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1.0 INTRODUCTION OF PROGRAM

Provide a narrative in the text box below that outlines the following:

- *this specific program's function and purpose*
- *the program's enhancement on the community and the students served*

**Note: Any information regarding 21st CCLC overall can be shared at the end of this report.*

The Grace Place (Elementary) program (Project Number: 93B-2440B-0PCC1) is a Cohort 13 program operated by the Grace Place for Children and Families. This 21st CCLC program has provided student-focused programming under the current grant for five years, having successfully navigated the competitive grant process in the 2014-2015 program year. Since beginning operations in 2014-2015, the Grace Place (Elementary) 21st CCLC program has worked to provide all services for which it was funded and has historically made progress towards the approved goals and objectives. As per the 2019-2020 grant application, The Grace Place (Elementary) program received \$201,902 to implement student-focused programming at one site: Grace Place for Children and Families. Overall, The Grace Place (Elementary) program proposed to serve students in grades K-5, with a proposed average daily attendance at the one site location of 142 students per day afterschool and 72 students per day during the Summer of 2019. The 21st CCLC program targeted the 1,854 students attending Golden Gate Elementary and Golden Terrace Elementary – with 88% of these targeted students qualifying for free or reduced-price lunch (an indicator of low-income families). Designed to complement and enrich regular school day instruction, the function of The Grace Place (Elementary) program was primarily designed to impact elementary school students in the following ways: (1) improve academic achievement in English Language Arts (ELA), mathematics, and science; (2) improve fitness and healthy lifestyle choices; (3) decrease school absences and (4) increase adult literacy and parenting skills.

Grace Place for Children and Families has provided academic and literacy programs for low-income children and families in Golden Gate for nearly 15 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 1,000 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 (grades 9-12) program for college and career readiness and preparation; (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; and (4) Adult English Language and

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Literacy Program, citizenship, and financial literacy classes for adult family members. In addition, for over 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,” a beacon of hope, and a lifeline to a more prosperous future for children and families.

Youth programming has expanded and improved each year for the past ten years. 21st CCLC has allowed for more effective services, increased operational hours, and increased numbers of student participants from kindergarten through high school. Additional evidence of Grace Place’s experience includes: 1) Growth from an initial 40 students in 2004 to almost 800 students weekly in 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; and 7) 2014 County Development Block Grant. Grace Place is also regularly in the news for outstanding programming, tremendous commitment to the community, and regular donations and gifts to support the services provided at Grace Place for Children and Families. Moreover, 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 directly access individual student data (testing, grades, assessments) through a robust district database system: STOPwatch.

While the focus of Grace Place programming is clearly on educational outcomes, they recognize that a myriad of social problems contributes 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. Grace Place is a trusted leader in Golden Gate and in

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Collier County. Letters of support from community and school leaders included with the original application further provide evidence of the caliber of Grace Place services.

Overall, The Grace Place (Elementary) program designed a strong academic component to support three core areas: (1) reading and language arts, (2) mathematics, and (3) science. The staffing plan implemented by the program allowed each of these academic components to be supervised by teachers certified by the Florida Department of Education (FLDOE). The Grace Place (Elementary) program wrote detailed lesson plans for all academic activities, ensuring that the activities provided during the 21st CCLC program did not mirror the regular school day, but reinforced topics taught during the regular day school. The Grace Place (Elementary) program also offered eligible students a broad array of personal enrichment activities that reinforce and complement the regular academic program and help participating students meet local and state academic standards in core subjects. Further, the program offered families of actively participating 21st CCLC students the opportunity for literacy and related educational development. The Grace Place (Elementary) program provided as many adult family member services as possible during the 2019-2020 program year.

The Grace Place (Elementary) program also offered many intangible benefits to students, such as the opportunity to engage in activities that help them realize they have something to contribute; the opportunity to work with diverse peers and adults to create projects, performances, and presentations; and the opportunity to develop a vision of life's possibilities that, with commitment and persistence, are attainable. Overall, The Grace Place (Elementary) program was designed to provide a wide range of enhancements for the community, families, and students served.

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2.0 STUDENT CHARACTERISTICS

2.1 Student Enrollment Total and Regularly Participating Students

Provide a narrative overview of student enrollment in the program in the text box below. This may include, but is not limited to:

- enrollment processes
- orientation(s)
- efforts to preserve enrollment
- daily attendance

**Note: Do not replicate the numbers shared in Table 1.*

To better understand the population of students and families impacted by the 21st CCLC program, this section provides information about attendance, enrollment, and demographics of those students participating in The Grace Place (Elementary) program activities during the Summer of 2019 and the 2019-2020 Academic Year.

Student Recruitment: As per the grant application, the Grace Place (Elementary) program proposed to target specific students and their families. The Grace Place (Elementary) program proposed to target a total of 142 students per day afterschool and 72 students per day during the Summer of 2019. The program proposed to target elementary school students (Grades K-5) attending the following two schools: Golden Gate Elementary and Golden Terrace Elementary. By focusing enrollment efforts on all students attending these schools, the program was able to recruit from all 1,854 students within the targeted grade levels. Overall, there appears to be a sufficient population of students at the targeted schools to drive enrollment in the 21st CCLC program at the proposed attendance levels. Moreover, the students at these schools have a tremendous need for free out-of-school programming, with a reported 'free or reduced-price' lunch rate of a depressing 88% across students at both targeted schools. The program focused recruitment efforts on those students needing to (1) improve academic achievement in English Language Arts (ELA), mathematics, and science; (2) improve fitness and healthy lifestyle choices; (3) decrease school absences and (4) increase adult literacy and parenting skills (among their adult family members).

Historically, low-income students, as a group, have performed below higher-income students on most measures of academic success, including standardized test scores, grades, high school completion rates, and college enrollment. To address the specific needs of those students, the program targeted recruitment efforts on students who were low performing or at-risk of failure. While Grace Place (Elementary) program was open to all students attending the two targets schools, priority was given to those identified 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. Making an

intentional effort to reach these students ensured the program offered academic and enrichment support to the most vulnerable students. The program proposed to keep a waitlist of demand exceeded capacity.

Student Enrollment: Any actualized impact of the 21st CCLC program requires successful implementation of the recruitment and enrollment plan, thus ensuring the highest level of student participation. The Grace Place (Elementary) program successfully engaged the participation of 119 students during the Summer of 2019 and 241 students during the 2019-2020 Academic Year. Based on data submitted, as shown in Table 1, 34 of these students attended both the summer and academic year program, an important consideration for the program moving forward with recruitment and retention plans. As with all 21st CCLC programs in Florida, the enrollment numbers were negatively impacted by the unexpected closure of all on-site operations on March 13, 2020, due to the global pandemic and overarching health concerns. Regardless, prior to the closures, The Grace Place (Elementary) program recruited student participants throughout the operating year as slots for students opened up in the program. The enrollment numbers appropriately exceed the proposed daily attendance for the afterschool portion of this 21st CCLC project - an important characteristic of successful 21st CCLC programs, as students may have other options afterschool (sometimes even going home alone) and not all enrolled students come each day. The program has been encouraged to keep track of the daily attendance to avoid exceeding the approved student-to-staff ratios. Ultimately, the program successfully enrolled more students than required to meet the average daily attendance proposed and approved by the FLDOE.

Regular Student Attendance: In addition to student enrollment (representing the number of students attending the 21st CCLC program for at least one day of activities), it is important to explore regular student attendance. Attendance, as an intermediate outcome indicator, reflects the breadth and depth of exposure to afterschool programming. The Grace Place (Elementary) program collected data on both (1) the total number of students who participated in 21st CCLC programming over the course of the year, and (2) the number of these students meeting the United States Department of Education (USED) definition of “regular attendee” by participating in 21st CCLC activities for 30-days or more during the program year. The first indicator (total participants) can be utilized as a measure of the breadth of reach of the Grace Place for Children and Families, whereas the second indicator (regular participants) can be construed as a partial measure of how successful the program was in retaining students in 21st CCLC services and activities across the program year.

The Grace Place (Elementary) program was highly successful in retaining student participants – achieving an 83.3% rate of regular attendees compared to total enrollment. This is higher than many 21st CCLC programs, with an average rate of regular participants

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being 69.6% across all established programs evaluated by CASPER. This is particularly impressive for a program serving a population with large proportions of low-income, at-risk students. This is even more impressive given the shortened academic year due to unexpected closures of all schools and in-person 21st CCLC programs in mid-March. The program is encouraged to explore the reasons why the small proportion of students left the program and, if necessary, consider procedures or programmatic changes that could increase the overall rate of regular participation. It is likely that increased and more regular attendance will result in more positive academic and behavioral outcomes.

Average Daily Attendance: For the purposes of this evaluation, in addition to assessing progress towards regular student attendance, it is also important to explore whether the program is making progress towards meeting the proposed average daily attendance of student participants. As part of the application approved by the Florida Department of Education, the Grace Place (Elementary) program proposed to serve an average of 142 students per day afterschool and 72 students per day during the Summer of 2019. As demonstrated by submitted data, the program achieved 97.9% of the proposed average daily attendance (ADA) for the 2019-2020 Academic Year and 97.2% of the proposed ADA during the summer of 2019. The Florida Department of Education expects programs to achieve at least 95% of the proposed ADA. Ultimately, the Grace Place (Elementary) program is surpassing the expected level of daily attendance for the afterschool program, which is an outstanding achievement that was realized prior to the March 13th closing of all 21st CCLC programs in Florida. The program is encouraged to continue tracking daily attendance to ensure continued compliance with FLDOE expectations and proposed service levels under the 21st CCLC grant.

Table 1 Guidance

1. *Separate both Total and Regularly Participating Students.*
2. *Subgroup totals should add to the total number of students enrolled or regularly participating (with the exception of Racial/Ethnic Group for which students may fall into multiple categories).*

Table 1. Student Enrollment: Total and Regularly Participating Students for Summer 2019 and 2019-2020 Academic Year

Center Name	Total Participating Enrollment <i>(Attending at least one day)</i>			Regularly Participating Enrollment <i>(Attending 30 days or more)</i>		
	Total	Summer 2019	Academic Year (19-20)	Total	Summer 2019	Academic Year (19-20)
Grace Place (Elementary)	275	119	241	229	53	219

Note: Summer 2019 attendance does not match EZReports, as the program did not maintain accurate attendance on EZReports (as it was not required for Summer 2019). A separate database was maintained by the program for Summer 2019 attendance.

2.2 Student Demographics

Provide a narrative overview of the students served by this program in the text box below.

This may include, but is not limited to:

- *student demographics*
- *daily attendance*
- *positive impact of students served*
- *student enrollment*

**Note: Do not replicate the numbers shared in Tables 2-11.*

When educators, administrators, and policymakers look at the academic and developmental impacts of out-of-school programming, it is imperative that they attend to the issues of access and equity by addressing two important questions: who is being served and how equitable is the quality of services across centers? Indeed, Florida's 21st CCLC programs provide services to a wide range of student participants and their adult family members. To better understand the types of students being served in 21st CLCC programming, the Grace Place (Elementary) 21st CCLC program submitted data on characteristics (e.g., grade levels, race and ethnicity, gender, and participation in special services) of all student participants served during the 2019-2020 program operational year.

Gender: It is important to understand the degree to which the Grace Place (Elementary) program achieved gender equity in their enrollment. Of the 241 students served during the 2019-2020 academic year, 49.4% of student attendees were identified as male and 50.6% were identified as female. With a difference of 1.24%, it does not appear that activities or recruitment efforts were overly gender-biased, as the distribution of regular students is similar to that of all students (within 10%). The program is encouraged to continue ensuring activities and program offerings are equally attractive and engaging to both male and female students.

Race and Ethnicity: To better understand the types of students being served and to examine access to 21st CCLC services, the Grace Place (Elementary) program submitted racial and ethnic data about those students participating in the program. Of the 241 students enrolled in the 21st CCLC program during the 2019-2020 academic year, a total of 235 students (97.5%) were identified as being within a traditionally defined "minority group" or as multi-racial. When looking at the students served across all of Florida's 21st CCLC centers during the most recent prior program year with federal data, the majority of 21st CCLC student participants across Florida were from traditionally-defined "minority groups" (72.1%).

Students with Special Needs: In accordance with State and Federal laws, Florida's children with special needs that meet enrollment criteria for the 21st CCLC program must be afforded the same opportunities as children in the general population. Eligibility for funding under

Florida's 21st CCLC initiative requires all programs to demonstrate the capacity to equitably serve students with special needs. In Florida, students with special needs include those who may be identified as Limited English Proficient (LEP), homeless, migrant, or with a physical, developmental, psychological, sensory, or learning disability that results in significant difficulties in areas such as communication, self-care, attention or behavior, and are in need of more structured, intense supervision. In Florida, no child may be excluded from the 21st CCLC program, regardless of the level or severity of need, provided that they can be safely accommodated. The Grace Place (Elementary) program reported data on the number of students eligible for three primary special services: Limited English Proficiency, Free or Reduced-Price Lunch, and services for students with a Special Need or Disability. Of the 241 students served during the 2019-2020 program year, the program reported that 95.9% of the students were identified as being eligible for free or reduced-price lunch, 66.4% were identified as having limited English proficiency (LEP), and 2.1% were identified as having some other exceptionality (ESE). Overall, data show that the Grace Place (Elementary) program is providing 21st CCLC services to students that demonstrate the identified needs and target population proposed in the original grant application submitted to the Florida Department of Education.

Grade Levels: Florida's 21st CCLC programs provide services to a wide range of student participants and their adult family members. To better understand the characteristics of students served by the Grace Place (Elementary) 21st CCLC Program, data were provided on the school grade levels of those students served during the 2019-2020 program year. As expected, the program served students in Grades K-5, which is consistent with the approved grant proposal and site profile worksheets. The program is encouraged to ensure students from all proposed and approved grade levels are served within the 21st CCLC program.

Positive Impacts on Students Served: Overall, the Grace Place (Elementary) program worked to provide a full array of services to all eligible students without regard to student demographics – focusing on providing equitable access to 21st CCLC activities for all students. It is incredibly important to ensure the 21st CCLC program has a wide range of students, as diversity helps improve both cultural sensitivity and tolerance among all students. It is this diversity of culture, thoughts, and experiences that helps create impactful 21st CCLC programs that fulfill numerous needs of children, families, and communities, while also providing safe and positive environments to nurture the cognitive, social, physical, and emotional development of youth (Reno & Riley, 2000). Consensus usually exists that 21st CCLC activities during out-of-school hours serve the following four key program objectives: (1) scholastic development, grade improvement, and increased performance on standardized tests (e.g., disguised learning, homework assistance, academic remediation, career awareness, and technology education); (2) improve behavior and

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develop social skills (e.g., behavior modification, character development, social skills education, conflict resolution; and substance abuse education); (3) provide a caring and safe environment, thus reducing negative impacts of unsupervised activities and allowing parents to be less worried about their child's safety after school, more appreciative of their child's talents, and more comfortable concentrating on their vocations (Wallace, 2002); and (4) provide children with personal inspiration, thus improving feelings of self-worth, self-concept, self-confidence, overall self-esteem, and self-perceptions of ability (Davis, 2001; Sanacore, 2002; Sanderson, 2003), as well as motivation to succeed in life and school. Specific outcomes of the Grace Place (Elementary) program are discussed later in this summative evaluation report.

Tables 2 – 11 Guidance:

- *Separate Total and Regularly Participating student enrollment by **Summer 2019 term and 2019-2020 Academic Year.***
 - *Total Participating students are those that participated in the program for at least one day.*
 - *Regularly Participating students are those that participating in the program for at least 30 days or more.*
- *The sum of each category should equal the respective population being measured for that table (i.e. Total Participating or Regularly Participating).*

Table 2. Summer 2019 – Student Gender and Age Range for Total Participating Students (All Students Served) and Regularly Participating Students

Center Name	Total Participating Students				Regularly Participating Students			
	Gender			Age Range	Gender			Age Range
	Male	Female	Data Not Provided		Male	Female	Data Not Provided	
Grace Place (Elementary)	54	65	--	5 - 11	26	27	--	5 - 11

* Data Not Provided = Gender is unknown, cannot be verified, or not reported.

Table 3. 2019-2020 Academic Year – Student Gender and Age Range for Total Participating Students (All Students Served) and Regularly Participating Students.

Center Name	Total Participating Students				Regularly Participating Students			
	Gender			Age Range	Gender			Age Range
	Male	Female	Data Not Provided		Male	Female	Data Not Provided	
Grace Place (Elementary)	119	122	--	5 - 12	112	107	--	5 - 12

* Data Not Provided = Gender is unknown, cannot be verified, or not reported.

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Table 4. Summer 2019 – Population Specifics: Total Participating Students

Summer 2019 All Students	Limited English Language Proficiency			Identified with Special Needs			Free or Reduced-Price Lunch			
	Center Name	Yes	No	Data Not Provided	Yes	No	Data Not Provided	Yes	No	Data Not Provided
	Grace Place (Elementary)	68	51	--	76	43	--	112	7	--

* Data Not Provided = Information is unknown, cannot be verified, or not reported.

Table 5. 2019-2020 Academic Year – Population Specifics: Total Participating Students

Academic Year All Students	Limited English Language Proficiency			Identified with Special Needs			Free or Reduced-Price Lunch			
	Center Name	Yes	No	Data Not Provided	Yes	No	Data Not Provided	Yes	No	Data Not Provided
	Grace Place (Elementary)	160	81	--	5	236	--	231	10	--

* Data Not Provided = Information is unknown, cannot be verified, or not reported.

Table 6. Summer 2019 – Population Specifics: Regularly Participating Students

Summer 2019 Regular Students (30+)	Limited English Language Proficiency			Identified with Special Needs			Free or Reduced-Price Lunch			
	Center Name	Yes	No	Data Not Provided	Yes	No	Data Not Provided	Yes	No	Data Not Provided
	Grace Place (Elementary)	26	27	--	36	17	--	49	4	--

* Data Not Provided = Information is unknown, cannot be verified, or not reported.

Table 7. 2019-2020 Academic Year – Population Specifics: Regularly Participating Students

Academic Year Regular Students (30+)	Limited English Language Proficiency			Identified with Special Needs			Free or Reduced-Price Lunch			
	Center Name	Yes	No	Data Not Provided	Yes	No	Data Not Provided	Yes	No	Data Not Provided
	Grace Place (Elementary)	146	73	--	5	214	--	213	6	--

* Data Not Provided = Information is unknown, cannot be verified, or not reported.

Table 8. Summer 2019 – Student Race and Ethnicity: Total and Regularly Participating Students

Summer 2019	Total Participating Students								Regularly Participating Students							
	American Indian / Alaska Native	Asian	Black or African American	Hispanic or Latino	Hawaiian or Pacific Islander	White	Two or More Races	Data Not Provided*	American Indian / Alaska Native	Asian	Black or African American	Hispanic or Latino	Hawaiian or Pacific Islander	White	Two or More Races	Data Not Provided*
	--	--	38	73	--	6	--	--	--	--	15	34	--	4	--	--

* Data Not Provided = Race/ethnicity is unknown, cannot be verified, or not reported.

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Table 9. 2019-2020 Academic Year – Student Race and Ethnicity: Total and Regularly Participating Students

Academic Year 2019-2020	Total Participating Students							Regularly Participating Students								
	American Indian / Alaska Native	Asian	Black or African American	Hispanic or Latino	Hawaiian or Pacific Islander	White	Two or More Races	Data Not Provided*	American Indian / Alaska Native	Asian	Black or African American	Hispanic or Latino	Hawaiian or Pacific Islander	White	Two or More Races	Data Not Provided*
Center Name																
Grace Place (Elementary)	--	--	51	184	--	6	--	--	--	--	46	170	--	3	--	--

* Data Not Provided = Race/ethnicity is unknown, cannot be verified, or not reported.

Table 10. 2019-2020 Academic Year – Student Grade for Total Participating Students

Academic Year Only All Students	Grade In School*														TOT
	VPK	K	1	2	3	4	5	6	7	8	9	10	11	12	
Center Name															
Grace Place (Elementary)	--	33	41	42	42	36	47	--	--	--	--	--	--	--	241

* Grade levels are exclusive, as students can only be in one grade level.

Table 11. 2019-2020 Academic Year – Student Grade for Regularly Participating Students

Academic Year Only Regular Students (30+)	Grade In School*														TOT
	VPK	K	1	2	3	4	5	6	7	8	9	10	11	12	
Center Name															
Grace Place (Elementary)	--	28	40	37	38	31	45	--	--	--	--	--	--	--	219

* Grade levels are exclusive, as students can only be in one grade level.

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3.0 PROGRAM OPERATIONS

Provide a brief narrative of the program's operation in the text box below. This narrative may:

- *include the typical and total time of operation for various reporting timeframes*
- *include a summary or enhance the information provided in the tables below*
- *address the types of activities chosen for programming*
- *describe how transitions between activities are planned and executed*

Summer 2019 Operations

The National Summer Learning Association (www.summerlearning.org) recognizes the impact that high-quality, structured summer programs can have on students from high-poverty environments. Students attending programs such as the Grace Place (Elementary) program gain access to healthy food, academic experiences, personal enrichment, and opportunities for physical activity. Without idle-time and lack of supervision, opportunities to participate in unsafe behaviors are limited. Summer programs not only improve life for students and families, but the local workforce stays strong when adult family members are afforded the opportunity to work summer hours rather than remain home to care for their children during the day. Recognizing the dangers of the “Summer Slide” and the need in the community for summer services, the Grace Place (Elementary) program provided a comprehensive program during the Summer of 2019. The 21st CCLC program began providing services on June 10, 2019 and ended on July 31, 2019. This provided all participating students with 36 days of summer services focused on academic support and personal enrichment. With students not attending the regular school day, the 21st CCLC program was able to provide services for 5 days per week and 8 hours per day. As such, the program offered a total of approximately 40 hours per week of services and 288 hours (per student) across the entire summer. With a summer enrollment of 119 and an average daily attendance of 70, the Grace Place (Elementary) program provided a total of 20,088 student service hours over the course of the Summer of 2019.

Academic Year Operations (Face-to-Face)

As per the grant application, the Grace Place (Elementary) program was approved to operate an out-of-school program for 68 days starting January 08, 2020 and ending May 21, 2020 (it is important to note that the program operated earlier in the academic year under an extension from the prior year of funding). Ultimately, the Grace Place (Elementary) program began providing 21st CCLC academic-year services on August 19, 2019.

The program ended academic year operation on March 05, 2020, which was earlier than anticipated due to the global pandemic and school closures across Florida. All 21st CCLC programs had no alternative than to close when schools and community infrastructures were

shuttered on March 15, 2020. Unfortunately, the global health pandemic was not resolved prior to the end of the academic year, such that the Grace Place (Elementary) program did not restart in-person out-of-school services following the closure in March.

Regardless of the unanticipated closures, during the time when the program was operating face-to-face, the 21st CCLC program provided in-person afterschool services for a total of 89 days. During this time, the program typically operated 4 days per week and 3 hours per day afterschool. Ultimately, based on submitted data, the Grace Place (Elementary) program appeared to operate the in-person (face-to-face) 21st CCLC as proposed in the approved grant application.

In-Person Program Characteristics: During the course of the 2019-2020 academic year, the Grace Place (Elementary) program developed and implemented a comprehensive and structured out-of-school program with the overall goal of improving student academic achievement (as required by federal law). Within this overarching goal, the program intended to: (1) improve academic achievement in English Language Arts (ELA), mathematics, and science; (2) improve fitness and healthy lifestyle choices; (3) decrease school absences and (4) increase adult literacy and parenting skills. Having started services early in the academic year, the 21st CCLC program was able to design and fully implement an entire compliment of activities and services. The program developed project-based learning plans and lesson plans to support most activities, all of which are available for review and many of which were already submitted to the FLDOE by the program as part of the deliverable process.

More specifically, the program provided a breadth of academic activities to support student achievement, including: (1) project-based learning for all students for approximately 60 minutes per day to address student needs in English language arts, mathematics, and science; (2) homework assistance for all students for approximately 30 minutes per day to provide small group and individualized support; (3) 30 minutes of daily “Stop, Drop, and Read” time during the summer; and (4) access to “Footsteps2Brilliance,” a curriculum specializing in supporting ELL students. The program also provided a number of personal enrichment activities for 21st CCLC students, including: (1) Daily physical activity opportunities, for all students, focusing on non-exclusionary activities, such as soccer, yoga and field games, allowing everyone to participate, regardless of skill; (2) Junior Achievement’s curriculum, to all students, at least weekly, to encourage healthy habits, including decision making, resiliency, study skills, and refusal techniques; and (3) service learning projects throughout the summer for all students to develop community commitment and leadership skills. Further, the program provided adult family member events supporting parents through topics including literacy skills, health and wellness, and mental health resources. The program appropriately allowed student activities to “breathe” and “live” – allowing plans to change

based on student voice, student choice, and student interest (as is the best practices for project-based, problem-based, and theme-based learning initiatives).

Academic Year Operations (Virtual)

Due to a global pandemic and emergency health crisis, the FLDOE and the Florida Governor announced that all schools would be closed starting March 15, 2020. This resulted in all 21st CCLC programs closing and ceasing all operations after Friday, March 13, 2020. As school districts across Florida were implementing newly developed online and virtual learning options to continue student education, some Florida 21st CCLC programs were also developing strategies to provide much-needed supplemental services to students outside of the virtual school-day. The Grace Place (Elementary) program was one of those that developed and implemented a virtual afterschool program during the final quarter of the 2019-2020 academic year. There were certainly challenges in obtaining sufficient commitment from teachers, staff, families, and students – while also facing constant uncertainty “if” and “when” schools might reopen for students. Such uncertainty delayed the implementation of the virtual afterschool programming, with the Grace Place (Elementary) program beginning online programming on March 23, 2020 and ending on May 21, 2020. Overall, the program provided a total of 38 days of virtual programming to eligible 21st CCLC students. Operating an average of 3 hours per day and 4 days per week, as per reported data, the program provided a total of approximately 114 hours of virtual programming over the course of the last months of the academic year.

Virtual Program Characteristics: With such unexpected changes to program operations, as well as entirely untested methods to engage every student through virtual programming and enrichments, the Grace Place (Elementary) program took the necessary time to develop and implement a unique Virtual Afterschool Program. Grace Place for Children and Families was able to offer a wide range of supports for students and families through the 21st CCLC grant project. The Collier County School District was also able to offer a wide range of services, such as technology, special support, and meals. However, it was a challenge getting Grace Place families to access these resources and understand how to utilize what was being provided. With limited staffing, the 21st CCLC program was able to provide tracked outreach and follow-up, which included: (1) initial and ongoing phone, email, text contact; (2) weekly communication using ClassDojo; (3) ongoing reminders through the Remind App; (4) resources and updates provided through the Grace Place website; and (5) online collaboration and supports through Google Classroom. In addition to outreach, the 21st CCLC program provided academic learning activities and supports for ELA/literacy, mathematics, and science - including targeted supports for students with CCPS Canvas assignments and intensive supports for students struggling with CCPS online learning portal.

The Grace Place (Elementary) program accomplished this through daily Go to Meetings, online chat, email, and text conversations.

The 21st CCLC program also provided online Digital Learning Resources and Specialized Support for (1) 7 Habits Lessons for character education (weekly concept, daily activity, application and reflection); (2) math and science project-based learning lessons; (3) wellness activities and fitness activities; and (3) Leader in Me online curriculum with student incentives and recognitions (funded through other sources). The program utilized several platforms for virtual afterschool learning: Grace Place Website, Footsteps 2 Brilliance (ELEM), YouTube, Class Dojo, and Facebook. All activities were archived and were accessible continuously through the Grace Place website, including links to the various online platforms that housed resources and/or activities (e.g., YouTube, NASA Online, Franklin Covey's 7 Habits, Smithsonian, Ted Talks, etc.). Students received packets and materials to support virtual afterschool learning. Staff also participated in workshops through Department of Children and Families and Youth 4 Youth (Y4Y). The program also offered a myriad of services for families, including food pantry access, COVID information, hardship gift cards (provided through donations), links to CCPS support, and referrals to other community organizations. The 21st CCLC program collected and tracked attendance data through engagement in these online platforms and is ready to enter any necessary data on EZReports. The 21st CCLC program also collected and documented any student and family contact outside the scheduled activities. The Grace Place (Elementary) program reported the primary obstacles to implementing the virtual afterschool program were that (1) many staff were unsure about how to approach virtual afterschool programming and (2) many students had a steep learning curve and issues with being independent. The program was able to overcome these obstacles through patience, retraining, and constant feedback and encouragement to both staff and students. Ultimately, Grace Place for Children and Families implemented a comprehensive 21st CCLC virtual afterschool program for targeted elementary school students.

In addition to submitting project-plans and lesson plans for review by the FLDOE, the program was visited by the external evaluator during the course of the program year. During these visits, program lesson plans and project-based learning plans were reviewed with the program director program staff members, while student activities were directly observed during on-site visits. Teachers and students were interviewed and provided verbal descriptions and explanations of their projects and activities, as well as hands-on examples of most projects and theme-based activities (when available). During every visit, it was apparent that the project-based learning plans and theme-based program units were carefully developed by teachers or adopted from research-based curricula. Overall, program staff members were provided opportunities to make modifications to the activities based on their personal interests and student feedback. Any such changes were reviewed and approved by

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the program director prior to implementation. Not all activities were project-based or theme-based, such as some personal enrichment activities. However, all activities provided appeared to meet the expectations of the FLDOE and the approved activities within the grant application.

Complete the table below as indicated in the headers.

Table 12. Summer 2019 Operation

Center Name	Total number of weeks THIS center was open	Typical number of days per week THIS center was open	Typical number of hours per day THIS center was open		
			WEEKDAYS	WEEKDAY EVENINGS	WEEKENDS/ HOLIDAYS
Grace Place (Elementary)	8	5	8	--	--

Table 13. 2019-2020 Academic Year Operation

Center Name	Total # weeks THIS center was open	Typical # days per week THIS center was open	Typical # hours per day THIS center was open				Total # days THIS center was open			
			Before School	During School	After School	Weekend / Holiday	Before School	During School	After School	Weekend / Holiday
Grace Place (Elementary)	32	4	--	--	3	--	--	127	--	

<<< ---- End of Section ---- >>>

4.0 STAFF CHARACTERISTICS

Provide a brief narrative of the composition of staff at each center in the text box below. This narrative may include, but is not limited to:

- *staff demographics,*
- *ratio of students to staff, staff quality (training and certifications) and*
- *turnover*

Regardless of the adequacy and depth of proactive planning and regardless of the quantity of operations and services, implementing and maintaining high-quality out-of-school programming depends upon consistently effective program management and staffing. Indeed, a high-quality program relies heavily upon well-qualified and experienced core program staff and service providers. Overall, the Grace Place (Elementary) program attracted experienced staff members to provide both core academic enrichment and personal development activities to actively participating 21st CCLC students. The Grace Place (Elementary) program developed a staffing plan and received necessary funding under the 21st CCLC grant to fully staff a comprehensive, structured, and student-focused 21st CCLC program.

General Staffing Plan: While the Grace Place (Elementary) program was forced to close earlier than expected due to the global health pandemic, the regular-program staffing model was fully implemented prior to such closures. The staffing plan includes certified teachers, non-certified instructors, and contracted staffing from partnering agencies working with these students and communities. Each classroom is staffed by a high-school student (AP Leader) and a college student (Lead Program Assistant), as well as a certified teacher, thus reducing stress on the teachers and ensuring a more interactive environment for the students. Several groups have high-school students training to be staff. Some groups (primarily reading and math labs) also have an adult volunteer who support the other staff and assist in mentoring the students. In addition to these staff and supports, the program receives staffing support from the David Lawrence Center (2 staff, 3 hours weekly), the United Arts Council (1 staff, 2 hours weekly), Drug Free Collier (2 staff, 2 hour weekly), Conservancy of Southwest Florida (2 staff, 4 hours annually), and Gulfshore Opera (1 staff, 2 hours weekly). As shown by submitted data, the 21st CCLC program reported employing a total of 94 staff members during the Summer of 2019, 125 staff members during the Fall of 2019, and 124 staff members during the Spring of 2019. In total, the program employed 145 staff members across the entire 2019-2020 reporting year.

Use of Certified Teachers: As required by the FLDOE, academic-based 21st CCLC activities were provided and/or supervised by certified teacher (e.g., reading, writing, mathematics, and science). Personal enrichment activities were provided by certified teachers, qualified

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non-certified instructors, and/or a combination of staff members. While the program was not necessarily required to have certified teachers provide all aspects of the lesson plans, best-practices for afterschool programs suggest an importance to having certified teachers directly provide the academic activities to maximize impact and effectiveness. As noted, of all 145 staff members, the program reported utilizing 11 certified teachers for use primarily during the English Language Arts, mathematics, science, and homework assistance components of the 21st CCLC program. The program may have utilized other certified teachers, but the reporting system only allows one category to be selected for each staff (e.g., an “administrator” can also be a “certified teacher”, but if they did not provide academic remediation they would not be considered herein as a “certified teacher”). Overall, the Grace Place (Elementary) program reports having utilized certified teachers as proposed in the approved grant application, as approved budget narrative, and as required by the Florida Department of Education.

4.1 Staff Demographics

Report the data elements outlined in the table below. Provide a brief narrative describing the data. (A bulleted summary is acceptable.) Note: This data must be reported for each center. Table 14 must be replicated if your program has more than one center.

Table 14a. Regular Staff by Paid and Volunteer Status

<i>Grace Place for Children and Families</i> Staff Type*	Summer 2019		2019-2020 Academic Year	
	Paid ¹	Volunteer	Paid	Volunteer
Center Administrators and Coordinators	3	--	5	--
College Students	--	--	--	--
Community Members	--	55	--	85
High School Students	--	--	--	--
Parents	--	--	--	--
School Day Teachers (former & substitute)	4	--	9	--
Other Non-teaching School Day Staff	--	--	--	--
Sub-contracted Staff	29	--	25	--
Other**	2	--	2	--

¹ For all staff categories, only staff paid with 21st CCLC funds are reported herein.

* These categories represent the regular responsibilities of program staff during the regular school day.

** This category is for staff members that do not fit in specific categories provided.

4.1 Staff Demographics Narrative

The Grace Place (Elementary) program recruited and retained staff members from a range of backgrounds and demographic groups. It certainly enhances the overall 21st CCLC model to include some level of diversity among staff members - whether that be cultural, personal, or professional characteristics and backgrounds. The Grace Place (Elementary) program collected several demographics to better understand and demonstrate who is staffing the program and working with students. The 21st CCLC program is encouraged to ensure all demographic staffing data are entered into the EZReports system, including pay status, gender, and highest educational degree. The program is encouraged to maintain these records on an ongoing basis, such that changes in program administrators and site coordinators do not impact the accurate reporting of staffing data. Certainly, maintaining an ongoing and living list of staff members will help alleviate the 'lost data' caused by any unexpected leadership changes. The following provides a general briefing as to the most pertinent characteristics of staff members from data collected and provided by the 21st CCLC program.

- Staff Members Supporting Program
 - 145 -- Total Staff Members
- Compensation Methods
 - 59 -- Staff Members Paid by 21st CCLC
 - 1 -- Staff Members Paid by Other Funds (Not Included in Tables)
 - 85 -- Staff Members Volunteering to Support 21st CCLC
- Staff Gender
 - 49 -- Paid Female Staff
 - 11 -- Paid Male Staff
 - 50 -- Volunteer Female Staff
 - 35 -- Volunteer Male Staff
- Staff Educational Levels (Highest Level Only)
 - 126 -- Bachelor's Degree
 - 1 -- Associate's / Professional / Technical Degree
 - 18 -- High School Diploma / GED / HS Student
- Staff Member "Regular Day" Assignment (No Duplication)
 - 6 -- Administrators or Site Coordinators
 - 85 -- Community Member
 - 11 -- School Day Teachers (e.g., Certified, Substitute, Etc.)
 - 41 -- Sub-Contracted Staff Member
 - 2 -- Other Type of Staff Member

4.2 *Students-to-Staff Ratio*

Provide a narrative describing the ratio of students to staff at each center in the text box below. Explain how the ratio affects programming and instruction.

The Grace Place (Elementary) program appears well-staffed and capable of maintaining the proposed ratio of students-to-teachers in both academic and personal enrichment activities. Within the afterschool and summer services, the 21st CCLC program ensured the student-to-staff ratio was at or below a 13:1 ratio for academic activities and 20:1 ratio for personal enrichment activities. In general, to maintain quality while controlling costs, the FLDOE allows personal enrichment activities to have a higher ratio than academic activities. Certainly, when the student-to-staff ratio is kept low in out-of-school programs, the students benefit from extra attention and instruction, while staff members are better able meet the needs of all students in their care. It is important to note that the table presented earlier in this section does not necessarily suggest that these are the number of staff members working each day of programming, but indicates only the total number of staff members that worked in the Grace Place (Elementary) program during the entire operational year (Summer 2019 and 2019-2020 Academic Year). When necessary and prudent, staff members can share a single position and would appear as two staff within the staffing table, as required for reporting requirements.

4.3 *Staff Training*

Provide a narrative description of the professional development and training provided to staff at each center in the text box below. Explain how this training affects the delivery of services for the program.

"In designing and implementing a quality educational program it is vital to ensure all stakeholders (e.g., program staff, students, teachers, parents, and community partners) are equipped with the skills they need to help achieve and support program objectives. Overall, the Grace Place (Elementary) 21st CCLC teachers and staff appear to be adequately qualified to provide the specific activities within the approved 21st CCLC program. As per the program, all staff members were trained in the federal and state 21st CCLC initiative prior to or shortly after beginning their work with 21st CCLC students and families. In addition, all staff members are provided training in the specific model proposed by the Grace Place (Elementary) program, including programmatic objectives and allowable activities (as per the approved grant). In addition to structured trainings, the program provided in-vivo trainings for 21st CCLC staff members (e.g., demonstrations, walk-throughs, guided implementation, etc.). The program also supported other training and professional development opportunities for all staff members through regular meetings and outside

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training opportunity (e.g., FASA Learning Academy). Staff meetings helped review 21st CCLC policies and expectations, progress towards approved objectives, and continuous improvement of program activities. Indeed, program leadership report offering all 21st CCLC staff with professional trainings and providing technical assistance to ensure an optimal education program with measurable effects on students' academic performance and social behaviors.

Trainings are selected through informal surveying of all staff members to gather their interests and needs for professional development. However, most training tends to be governed by regulations and requirements of the grant (e.g., DCF trainings where required, CPR/First Aid, etc.). This year, trainings were focused on the 7 Habits to ensure program staff members were providing this keystone element of the program correctly and effectively. Ultimately, to support student services, the Grace Place (Elementary) program provided staff development through the following structured professional development opportunities:

September 2019

21st CCLC Training / Kick-off

Attending: Director and Asst. Coordinator

November 2019

21st CCLC training / Educational Strategies and Student Engagement Institute

Attending: Director

January 2020

7 Habits of Highly Effective People

Attending: Teachers, Group Leaders, Coordinator, Asst Coordinator

January 2020

7 Habits Leadership Coaching Days Virtual Trainings

Attending: All Key Staff

February 2020

7 Habits Symposium

Attending: Director

Ongoing (As Needed for Certification)

CPR Training / First Aid Training / Crowd Management Training

Attending: All Key Staff

4.4 Staff Turnover

Provide a narrative addressing the data and information on staff turnover at each center in the text box below. Explain the circumstances leading to turnover and the program's efforts to mitigate turnover.

The Grace Place (Elementary) program also provided data on staff turnover during the course of the 2019-2020 program year. As demonstrated by submitted data, the program had some turnover during the course of the program year, with 4 staff members leaving the program and being replaced by another staff member in the same position. With job sharing and back-up staff, as well as a large number of volunteers, the limited staff turnover did not impact the programming or the staffing provided. In every instance of the four departing staff members, the staff provided notice and the program was able to have a staff member trained and ready to take over for the departing staff. Had that not been the case, the shared staffing and back-up staff would have been able to cover for the departing staff member.

Turnover is not necessarily an indicator of program quality problems, as there are a number of non-performance reasons for staff members to depart the program (e.g., moving to new area, finishing their college degree, finding a new full-time job, being promoted, etc.). There are also performance-based reasons for staff turnover, such as the program firing a staff member due to poor performance or a staff member resigning under duress. However, due to confidentiality laws and restrictions about discussing personnel issues publicly, the program cannot provide specifics about why these staff members left the program. Regardless of the reasons for the staff turnover, the Grace Place (Elementary) program is encouraged to internally explore why staff left the program and ensure the program is being implemented in such a way as to promote satisfaction and engagement of all staff members, as well as the students. It is noted that the program employed several methods to reduce turnover, such as (1) providing helpful professional development and training for all staff members to help them understand expectations and feel more competent to do the job assigned; (2) employing more school day support staff to help reduce the workload for teachers; (3) focusing on hiring staff members that are more reliable and invested in the students and the program; and (4) providing flexibility with job sharing and back-up staff for when regular staff need time off. These methods seem consistent with research on reducing turnover and improving job satisfaction, such that it can be assumed these methods were helpful in reducing turnover. Without specific feedback from staff members that these are not desired, the program should continue applying these techniques for reducing turnover and improving satisfaction among staff members.

<<< ---- End of Section ---- >>>

5.0 OUTCOMES

This section should outline each program objective, how those objectives are measured, data analysis methods, progress toward meeting the objectives, and findings, implications, and recommendations, considering the impact of the program on the populations served.

The Grace Place (Elementary) program developed individual program-wide objectives based on an assessment of student, parent, family, and community needs in the year prior to the competitive grant submission in 2014-2015. In order to help ensure appropriate and challenging objectives were developed, the FLDOE provided programs guidance in developing strong goals and objectives prior to the first day of student services (programs are not permitted to change their objectives for the duration of the five-year grant award). Each of the annual objectives, as approved by the FLDOE, was designed to be measurable, quantitative, challenging (yet achievable), and assessed throughout the project year (continuous assessment). In essence, objective-focused implementation of the 21st CCLC program helps ensure a strong, consistent, and measurable impact on the students and families served. It is noted that these objectives are exactly as approved by the FLDOE using the Objective Assessment and Data Collection Tool (OADCT). Ultimately, the Grace Place (Elementary) program submitted elementary school objectives with the intent to: (1) improve academic achievement in English Language Arts (ELA), mathematics, and science; (2) improve fitness and healthy lifestyle choices; (3) decrease school absences and (4) increase adult literacy and parenting skills.

All objectives were assessed with similar activities. First, all programs were visited by the evaluator at least once during the course of the summer and academic year. This visit included a thorough review of program operations, data collection methods, and data integrity (including a check to matched entered data with hard-copy assessments). Site visits also provided a more subjective evaluation of program activities to inform both formative and summative recommendations for improvement. Second, in addition to site visits, data were reviewed throughout the year, including a thorough review of all data at mid-year (for mid-year reporting). Data were also reviewed at the end of the year, though no new performance data was added since March 15, 2020 (the due date for mid-year reporting and the date all programs due to the global health pandemic). During these evaluation events, data were reviewed for completeness, accuracy, and validity. At two points in the year, data were analyzed to determine progress towards the established objectives - first at mid-year and then at the end of the academic year (though the end-of-year analysis used the same data as mid-year due to no new performance data). Outcomes are reported both for all students (attending at least one day) and for regularly participating students (students attending 30 days or more). While the mid-year outcome data are being used for the summative evaluation (due to program closures of on-site operations), the FLDOE generally requests that end-of-

year analysis be based on regularly participating students (as noted in the text of each objective). As such, data are analyzed both ways, though the program should put greater emphasis on findings related to regularly participating students, as they most likely received sufficient dosage to drive continuous improvement.

5.1 Objectives, Activities, Data Collection Methodology and Outcomes

List the approved program objectives and the associated activities implemented to reinforce the content area along with the type of assessments used to measure the objective. Report the data elements outlined in the table below and provide a narrative describing the data presented. Be sure to include all approved objectives. For additional program objectives, add additional tables as needed. Include the following information:

- **Measures and Data Collected:** Provide a narrative description identifying in detail *ALL* specific measures and data sources used for the assessment of each objective (measures such as grades do not require detailed descriptions, though less standard measures and data sources require detailed descriptions). Indicate and define all variables examined using these measures and data sources.
- **Data Timeline:** Provide a detailed narrative of the data collection timeline for each of the measures and data sources identified. The narrative should reflect the data chain of custody from the moment the assessment score are collected to when the data is provided to the FDOE.
- **Data Quality:** Provide a narrative summary of the overall quality of data obtained for each program objective. If there are issues with data quality (e.g., a specific program center did not provide data, planned computer-based assessment system did not save data, etc.), provide a detailed plan for how to address quality issues in subsequent years.
- **Continuous Assessment:** Provide a detailed narrative account of how the data was used for continuous (formative) assessment of progress toward each objective. Include an account of when and how the data was analyzed for formative assessment and how findings were used to guide refinements to services.
- **Student Inclusion:** Provide a narrative indicating whether all students for whom each objective is relevant were assessed. If students were excluded, detail which students were excluded and the reason for the exclusion. Reasons for excluding groups of students statistically (e.g., statistical outliers) must include the exclusion decisions and statistical results supporting the exclusion.
- **Programmatic Changes and Rationale:** Describe and provide a rationale for any planned adjustments to 21st CCLC programming for the next grant year.
- **Data Collection Changes and Rationale:** Describe and provide a rationale for any planned adjustments to the data collection or evaluation plan for the next grant year.

The 2019-2020 school year was impacted by COVID-19. These objectives will be evaluated based on the comparison between the two available data points. The End-of-Year evaluation deliverable has been waived. If the program was able to collect post-assessment data, it should be addressed here.

Programs are **NOT** permitted to change their objectives without specific written approval from the 21st CCLC Program Office.

Table 15a. Objectives, Activities, Data Collection Methodology, and Outcomes (Objective 1)

Objective 1:	65 % of regularly participating students¹ will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.
Description of Activities:	<p>Regular Programming: Students were offered 30 minutes of homework time, daily. This academic support time allowed for students to: receive extra help on daily assignments, reinforce prior learning by participating in supplemental academic enrichment activities, and benefit from direction instruction in topics in which they are struggling. English language arts instruction was primarily supported through integration into hands-on, project-based learning activities.</p> <p>Virtual Programming: Students received academic support through “Footsteps2Brilliance,” a curriculum specializing in supporting ELL students.</p>
Description of Assessment:	Report Card Grades in English Language Arts
Measure and Data Collected:	This objective is measured using report card grades provided by regular day teachers based on student performance in their course work for this academic subject. Students are graded on the standard A-F grading scale. When students are enrolled in multiple classes under the same academic category, the highest-level ‘regular’ course is selected for consideration throughout the year (rather than remedial courses, pull out courses, or subject support courses).
Data Timeline:	All academic data is collected directly from the School District using the StopWatch system (an online dashboard that houses all student data and is made available under a formal data sharing agreement). When students are enrolled, site coordinators obtain their district student ID. The ID is placed on the master student database and added to the StopWatch system (to tell the system they are in our program). The program director then downloads all academic data and demographics from StopWatch and merges the file with the master student database (which houses all assessment data). In-kind staff then create the uploads for the EZReports.
Data Quality:	Data quality is excellent. The program has direct access to district data using the StopWatch dashboard developed by the School District of Collier County. Data are pulled directly from that system, such that the data are complete and accurate. There are no data quality issues with the data provided.

Continuous Assessment:	<p>Standard of Success Maintain or improve to an A/B grade or improve to a C from a D or F (or grading scale equivalent).</p> <p>Analysis and Interpretation: Grade analyses are based on simple “improvement” and/or "maintenance" measurements, such that each student is compared to their own baseline data for most of the associated metrics. Such within-subjects analysis is achieved by calculating whether each student increased, maintained, or declined in course grades from Quarter 1 to Quarter 2. Data are then aggregated to reveal the percent of all students with data that demonstrated improvement and maintenance based on success criteria.</p> <p>Continuous Assessment and Use of Data: Grace Place for Children and Families operates using a community-model approach, where they integrate with the community and are themselves a small community. Within this small community, Grace Place has created several mechanisms for consultation and discussion about how to improve the program based on data collected regarding student progress. Because the program can collect district data in “real time” (rather than having to request data), the teachers and staff can keep up to date with student performance in school. The dashboard provides data and also give early warnings about student challenges based on grades, assessments and other district data. The program uses these data to ensure students with the greatest challenges or lowest performance are given extra attention or extra activities that will help them push through and conquer their challenges. Weekly (sometimes daily) meetings with Grace Place administrators, program director, site coordinators, and other stakeholders include discussions of small changes that will help move the children towards their potential.</p>		
Student Inclusion:	All students on whom data were provided are included in the analysis. No students were excluded from the analysis and none were excluded from having data collected for this objective.		
Benchmark	Number of Students Assessed	Number of Students Achieving Benchmark	Percentage
65%	264	171	64.8%
<p>Narrative: Given the unreliability of fourth quarter grades, particularly as the 21st CCLC program did not operate in-person during the last part of the year, the Florida Department of Education instructed programs to utilize mid-year data for the summative evaluation report. When</p>			

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looking at all students attending the program (1+ day), 171 out of 264 elementary school students with comparison grades (64.8%) demonstrated improved knowledge based on their ELA grade performance from the first grading period to the second grading period of the 2019-2020 academic year. Similarly, 140 out of 218 regularly participating elementary school students (30+ days) with comparison grades (64.2%) demonstrated improved knowledge based on their ELA grade performance from the first grading period to the second grading period of the 2019-2020 academic year. This is lower than the proposed benchmark of 65% of elementary school students demonstrating progress.

Proposed Programmatic Changes and Rationale:

Increase the time allotted to reading by 30 minutes per week. We are not meeting this benchmark. Additional reading time has been shown to enhance reading skills among elementary school students. An additional 30 minutes will be added to the current reading times, thus providing a significant increase to reading throughout the week.

Proposed Data Collection Changes and Rationale:

No changes needed. We are provided access to all student academic and enrollment data directly from the Collier County School District using the StopWatch dashboard system - a system developed specifically for afterschool programs. We experienced no difficulty getting data on all enrolled students. We use the data from student academics to help inform our instruction by ensuring our teachers and staff know which students are struggling throughout the year and providing added supports to those with the greatest struggles. We have a large number of volunteers that are used to provide pull-outs for students we identify through StopWatch data as needing added supports.

Table 15b. Objectives, Activities, Data Collection Methodology, and Outcomes (Objective 2)

<i>Objective 2:</i>	65 % of regularly participating students¹ will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year.
<i>Description of Activities:</i>	Students were offered 30 minutes of homework time, daily. This academic support time allowed for students to: receive extra help on daily assignments, reinforce prior learning by participating in supplemental academic enrichment activities, and benefit from direction instruction in topics in which they are struggling. Mathematics instruction was an integral part of project-based learning time. Examples of integrated math skills used as a part of PBL exploration are computation, measurement, and order of operations.
<i>Description of Assessment:</i>	Report Card Grades in Science
<i>Measure and Data Collected:</i>	This objective is measured using report card grades provided by regular day teachers based on student performance in their

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	<p>course work for this academic subject. Students are graded on the standard A-F grading scale. When students are enrolled in multiple classes under the same academic category, the highest-level ‘regular’ course is selected for consideration throughout the year (rather than remedial courses, pull out courses, or subject support courses).</p>
<p><i>Data Timeline:</i></p>	<p>All academic data is collected directly from the School District using the StopWatch system (an online dashboard that houses all student data and is made available under a formal data sharing agreement). When students are enrolled, site coordinators obtain their district student ID. The ID is placed on the master student database and added to the StopWatch system (to tell the system they are in our program). The program director then downloads all academic data and demographics from StopWatch and merges the file with the master student database (which houses all assessment data). In-kind staff then create the uploads for the EZReports.</p>
<p><i>Data Quality:</i></p>	<p>Data quality is excellent. The program has direct access to district data using the StopWatch dashboard developed by the School District of Collier County. Data are pulled directly from that system, such that the data are complete and accurate. There are no data quality issues with the data provided.</p>
<p><i>Continuous Assessment:</i></p>	<p>Standard of Success Maintain or improve to an A/B grade or improve to a C from a D or F (or grading scale equivalent).</p> <p>Analysis and Interpretation: Grade analyses are based on simple “improvement” and/or "maintenance" measurements, such that each student is compared to their own baseline data for most of the associated metrics. Such within-subjects analysis is achieved by calculating whether each student increased, maintained, or declined in course grades from Quarter 1 to Quarter 2. Data are then aggregated to reveal the percent of all students with data that demonstrated improvement and maintenance based on success criteria.</p> <p>Continuous Assessment and Use of Data: Grace Place for Children and Families operates using a community-model approach, where they integrate with the community and are themselves a small community. Within this small community, Grace Place has created several mechanisms for consultation and discussion about how to improve the program based on data collected regarding student progress. Because the program can collect district data in “real time” (rather than having to request data), the teachers and staff can keep up to date with</p>

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	<p>student performance in school. The dashboard provides data and also give early warnings about student challenges based on grades, assessments and other district data. The program uses these data to ensure students with the greatest challenges or lowest performance are given extra attention or extra activities that will help them push through and conquer their challenges. Weekly (sometimes daily) meetings with Grace Place administrators, program director, site coordinators, and other stakeholders include discussions of small changes that will help move the children towards their potential.</p>		
<i>Student Inclusion:</i>	<p>All students on whom data were provided are included in the analysis. No students were excluded from the analysis and none were excluded from having data collected for this objective.</p>		
<i>Benchmark</i>	<i>Number of Students Assessed</i>	<i>Number of Students Achieving Benchmark</i>	<i>Percentage</i>
65%	264	178	67.4%
<p><i>Narrative:</i> Given the unreliability of fourth quarter grades, particularly as the 21st CCLC program did not operate in-person during the last part of the year, the Florida Department of Education instructed programs to utilize mid-year data for the summative evaluation report. When looking at all students attending the program (1+ day), 178 out of 264 elementary school students with comparison grades (67.4%) demonstrated improved knowledge based on their mathematics grade performance from the first grading period to the second grading period of the 2019-2020 academic year. Similarly, 146 out of 218 regularly participating elementary school students (30+ days) with comparison grades (67.0%) demonstrated improved knowledge based on their mathematics grade performance from the first grading period to the second grading period of the 2019-2020 academic year. This is higher than the proposed benchmark of 65% of elementary school students demonstrating progress.</p>			
<p><i>Proposed Programmatic Changes and Rationale:</i> No changes needed. We will continue providing the high-quality mathematics support and direct instruction activities as currently provided. We are meeting this benchmark at the mid-year assessment period.</p>			
<p><i>Proposed Data Collection Changes and Rationale:</i> No changes needed. We are provided access to all student academic and enrollment data directly from the Collier County School District using the StopWatch dashboard system - a system developed specifically for afterschool programs. We experienced no difficulty getting data on all enrolled students. We use the data from student academics to help inform our instruction by ensuring our teachers and staff know which students are struggling throughout the year and providing added supports to those with the greatest struggles. We have a large number of volunteers that are used to provided pull-outs for students we identify through StopWatch data as needing added supports.</p>			

Table 15c. Objectives, Activities, Data Collection Methodology, and Outcomes (Objective 3)

Objective 3:	65 % of regularly participating students¹ will improve to a satisfactory science grade or above, or maintain a high grade across the program year.
Description of Activities:	<p>Regular Programming: Project-based learning activities rooted in science, technology, engineering, and math were completed daily. Hands-on activities addressing engaging topics, such as robotics, gardening, and changes in the weather allowed students to solve real world problems while collaborating with others.</p> <p>Virtual Programming: Science, technology, engineering, and math related videos found on YouTube and NASA.gov allowed students to continue receiving academic support.</p>
Description of Assessment:	Report Card Grades in Science
Measure and Data Collected:	This objective is measured using report card grades provided by regular day teachers based on student performance in their course work for this academic subject. Students are graded on the standard A-F grading scale. When students are enrolled in multiple classes under the same academic category, the highest-level ‘regular’ course is selected for consideration throughout the year (rather than remedial courses, pull out courses, or subject support courses).
Data Timeline:	All academic data is collected directly from the School District using the StopWatch system (an online dashboard that houses all student data and is made available under a formal data sharing agreement). When students are enrolled, site coordinators obtain their district student ID. The ID is placed on the master student database and added to the StopWatch system (to tell the system they are in our program). The program director then downloads all academic data and demographics from StopWatch and merges the file with the master student database (which houses all assessment data). In-kind staff then create the uploads for the EZReports.
Data Quality:	Data quality is excellent. The program has direct access to district data using the StopWatch dashboard developed by the School District of Collier County. Data are pulled directly from that system, such that the data are complete and accurate. There are no data quality issues with the data provided.
Continuous Assessment:	Standard of Success Maintain or improve to an A/B grade or improve to a C from a D or F (or grading scale equivalent).

	<p>Analysis and Interpretation: Grade analyses are based on simple “improvement” and/or "maintenance" measurements, such that each student is compared to their own baseline data for most of the associated metrics. Such within-subjects analysis is achieved by calculating whether each student increased, maintained, or declined in course grades from Quarter 1 to Quarter 2. Data are then aggregated to reveal the percent of all students with data that demonstrated improvement and maintenance based on success criteria.</p> <p>Continuous Assessment and Use of Data: Grace Place for Children and Families operates using a community-model approach, where they integrate with the community and are themselves a small community. Within this small community, Grace Place has created several mechanisms for consultation and discussion about how to improve the program based on data collected regarding student progress. Because the program can collect district data in “real time” (rather than having to request data), the teachers and staff can keep up to date with student performance in school. The dashboard provides data and also give early warnings about student challenges based on grades, assessments and other district data. The program uses these data to ensure students with the greatest challenges or lowest performance are given extra attention or extra activities that will help them push through and conquer their challenges. Weekly (sometimes daily) meetings with Grace Place administrators, program director, site coordinators, and other stakeholders include discussions of small changes that will help move the children towards their potential.</p>		
Student Inclusion:	All students on whom data were provided are included in the analysis. No students were excluded from the analysis and none were excluded from having data collected for this objective.		
Benchmark	Number of Students Assessed	Number of Students Achieving Benchmark	Percentage
65%	264	255	96.6%
<p>Narrative: Given the unreliability of fourth quarter grades, particularly as the 21st CCLC program did not operate in-person during the last part of the year, the Florida Department of Education instructed programs to utilize mid-year data for the summative evaluation report. When looking at all students attending the program (1+ day), 255 out of 264 elementary school students with comparison grades (96.6%) demonstrated improved knowledge based on their</p>			

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science grade performance from the first grading period to the second grading period of the 2019-2020 academic year. Similarly, 210 out of 218 regularly participating elementary school students (30+ days) with comparison grades (96.3%) demonstrated improved knowledge based on their science grade performance from the first grading period to the second grading period of the 2019-2020 academic year. This is higher than the proposed benchmark of 65% of elementary school students demonstrating progress.

Proposed Programmatic Changes and Rationale:

No changes needed. We are meeting this benchmark at the mid-year point. We will continue providing the same high-quality and engaging science programming as we have been providing all year.

Proposed Data Collection Changes and Rationale:

No changes needed. We are provided access to all student academic and enrollment data directly from the Collier County School District using the StopWatch dashboard system - a system developed specifically for afterschool programs. We experienced no difficulty getting data on all enrolled students. We use the data from student academics to help inform our instruction by ensuring our teachers and staff know which students are struggling throughout the year and providing added supports to those with the greatest struggles. We have a large number of volunteers that are used to provide pull-outs for students we identify through StopWatch data as needing added supports.

Table 15d. Objectives, Activities, Data Collection Methodology, and Outcomes (Objective 4)

<i>Objective 4:</i>	40 % of regularly participating students will achieve a satisfactory level or above on English language Arts/Writing.
<i>Description of Activities:</i>	<p>Regular Programming: Students were offered 30 minutes of homework time, daily. This academic support time allowed for students to: receive extra help on daily assignments, reinforce prior learning by participating in supplemental academic enrichment activities, and benefit from direction instruction in topics in which they are struggling. English language arts instruction was primarily supported through integration into hands-on, project-based learning activities.</p> <p>Virtual Programming: Students received academic support through “Footsteps2Brilliance,” a curriculum specializing in supporting ELL students.</p>
<i>Description of Assessment:</i>	Florida Standards Assessment (FSA) - ELA
<i>Measure and Data Collected:</i>	The Florida Standards Assessment is the statewide standardized test managed by the FLDOE and administered to all students starting in third grade. Scale scores on the FSA are converted into ‘levels’ for the purpose of general consumption

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	and comparison across students and grade levels. In general, a Level 3 is considered passing,
<i>Data Timeline:</i>	All academic data is collected directly from the School District using the StopWatch system (an online dashboard that houses all student data and is made available under a formal data sharing agreement). When students are enrolled, site coordinators obtain their district student ID. The ID is placed on the master student database and added to the StopWatch system (to tell the system they are in our program). The program director then downloads all academic data and demographics from StopWatch and merges the file with the master student database (which houses all assessment data). In-kind staff then create the uploads for the EZReports.
<i>Data Quality:</i>	The FLDOE canceled all statewide standardized testing due to unexpected school closures and challenges with switching to a virtual learning platform across the state. As there were no assessments administered, there are also no data for this end-of-year metric. The program did not propose and did not collect mid-year data pertaining to this objective.
<i>Continuous Assessment:</i>	<p><i>Standard of Success:</i> Attain an Achievement Level 3 (satisfactory) or higher.</p> <p><i>Analysis and Interpretation:</i> Analysis would be to identify students achieving a Level 3 or higher on the SSA. However, due to school closures across Florida, no SSA was administered in the 2019-2020 program year, such that no analysis could be performed.</p> <p><i>Continuous Assessment and Use of Data:</i> The program had full access to prior year FSA and SSA scores for all students taking the assessment in the prior year (through StopWatch) The program used these prior year scores to help place students in groups and differentiate some interventions provided during the program. For instance, students that struggled in reading would be encouraged to engage in more reading activities, while those that struggled in math would be encouraged to complete added math exercises.</p>
<i>Student Inclusion:</i>	The FLDOE canceled all statewide standardized testing due to unexpected school closures and challenges with switching to a virtual learning platform across the state. As there were no assessments administered, there are also no data for this end-of-year metric. The program did not propose and did not collect mid-year data pertaining to this objective.

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<i>Benchmark</i>	<i>Number of Students Assessed</i>	<i>Number of Students Achieving Benchmark</i>	<i>Percentage</i>
40%	--	--	--
<p><i>Narrative:</i> The FLDOE canceled all statewide standardized testing due to unexpected school closures and challenges with switching to a virtual learning platform across the state. There are no end-of-year data to narrate within this report.</p>			
<p><i>Proposed Programmatic Changes and Rationale:</i> No changes needed. There are no data to drive decision making for this objective.</p>			
<p><i>Proposed Data Collection Changes and Rationale:</i> No changes needed. We are provided access to all student academic and enrollment data directly from the Collier County School District using the StopWatch dashboard system - a system developed specifically for afterschool programs. We experienced no difficulty getting data on all enrolled students. We use the data from student academics to help inform our instruction by ensuring our teachers and staff know which students are struggling throughout the year and providing added supports to those with the greatest struggles. We have a large number of volunteers that are used to provide pull-outs for students we identify through StopWatch data as needing added supports.</p>			

Table 15e. Objectives, Activities, Data Collection Methodology, and Outcomes (Objective 5)

<i>Objective 5:</i>	55 % of regularly participating students will achieve a satisfactory level or above on mathematics.
<i>Description of Activities:</i>	Students were offered 30 minutes of homework time, daily. This academic support time allowed for students to: receive extra help on daily assignments, reinforce prior learning by participating in supplemental academic enrichment activities, and benefit from direction instruction in topics in which they are struggling. Mathematics instruction was an integral part of project-based learning time. Examples of integrated math skills used as a part of PBL exploration are computation, measurement, and order of operations.
<i>Description of Assessment:</i>	Florida Standards Assessment (FSA) - MATH
<i>Measure and Data Collected:</i>	The Florida Standards Assessment is the statewide standardized test managed by the FLDOE and administered to all students starting in third grade. Scale scores on the FSA are converted into ‘levels’ for the purpose of general consumption and comparison across students and grade levels. In general, a Level 3 is considered passing,

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Data Timeline:	All academic data is collected directly from the School District using the StopWatch system (an online dashboard that houses all student data and is made available under a formal data sharing agreement). When students are enrolled, site coordinators obtain their district student ID. The ID is placed on the master student database and added to the StopWatch system (to tell the system they are in our program). The program director then downloads all academic data and demographics from StopWatch and merges the file with the master student database (which houses all assessment data). In-kind staff then create the uploads for the EZReports.		
Data Quality:	The FLDOE canceled all statewide standardized testing due to unexpected school closures and challenges with switching to a virtual learning platform across the state. As there were no assessments administered, there are also no data for this end-of-year metric. The program did not propose and did not collect mid-year data pertaining to this objective.		
Continuous Assessment:	<p>Standard of Success: Attain an Achievement Level 3 (satisfactory) or higher.</p> <p>Analysis and Interpretation: Analysis would be to identify students achieving a Level 3 or higher on the SSA. However, due to school closures across Florida, no SSA was administered in the 2019-2020 program year, such that no analysis could be performed.</p> <p>Continuous Assessment and Use of Data: The program had full access to prior year FSA and SSA scores for all students taking the assessment in the prior year (through StopWatch) The program used these prior year scores to help place students in groups and differentiate some interventions provided during the program. For instance, students that struggled in reading would be encouraged to engage in more reading activities, while those that struggled in math would be encouraged to complete added math exercises.</p>		
Student Inclusion:	The FLDOE canceled all statewide standardized testing due to unexpected school closures and challenges with switching to a virtual learning platform across the state. As there were no assessments administered, there are also no data for this end-of-year metric. The program did not propose and did not collect mid-year data pertaining to this objective.		
Benchmark	Number of Students Assessed	Number of Students Achieving Benchmark	Percentage
55%	--	--	--

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Narrative:

The FLDOE canceled all statewide standardized testing due to unexpected school closures and challenges with switching to a virtual learning platform across the state. There are no end-of-year data to narrate within this report.

Proposed Programmatic Changes and Rationale:

No changes needed. There are no data to drive decision making for this objective.

Proposed Data Collection Changes and Rationale:

No changes needed. We are provided access to all student academic and enrollment data directly from the Collier County School District using the StopWatch dashboard system - a system developed specifically for afterschool programs. We experienced no difficulty getting data on all enrolled students. We use the data from student academics to help inform our instruction by ensuring our teachers and staff know which students are struggling throughout the year and providing added supports to those with the greatest struggles. We have a large number of volunteers that are used to provide pull-outs for students we identify through StopWatch data as needing added supports.

Table 15f. Objectives, Activities, Data Collection Methodology, and Outcomes (Objective 6)

<i>Objective 6:</i>	55 % of regularly participating students will achieve a satisfactory level or above on science.
<i>Description of Activities:</i>	<p>Regular Programming: Project-based learning activities rooted in science, technology, engineering, and math were completed daily. Hands-on activities addressing engaging topics, such as robotics, gardening, and changes in the weather allowed students to solve real world problems while collaborating with others.</p> <p>Virtual Programming: Science, technology, engineering, and math related videos found on YouTube and NASA.gov allowed students to continue receiving academic support.</p>
<i>Description of Assessment:</i>	Statewide Science Assessment (SSA)
<i>Measure and Data Collected:</i>	The Florida Standards Assessment is the statewide standardized test managed by the FLDOE and administered to all students starting in third grade. Scale scores on the FSA are converted into ‘levels’ for the purpose of general consumption and comparison across students and grade levels. In general, a Level 3 is considered passing,
<i>Data Timeline:</i>	All academic data is collected directly from the School District using the StopWatch system (an online dashboard that houses all student data and is made available under a formal data sharing agreement). When students are enrolled, site

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	<p>coordinators obtain their district student ID. The ID is placed on the master student database and added to the StopWatch system (to tell the system they are in our program). The program director then downloads all academic data and demographics from StopWatch and merges the file with the master student database (which houses all assessment data). In-kind staff then create the uploads for the EZReports.</p>		
Data Quality:	<p>The FLDOE canceled all statewide standardized testing due to unexpected school closures and challenges with switching to a virtual learning platform across the state. As there were no assessments administered, there are also no data for this end-of-year metric. The program did not propose and did not collect mid-year data pertaining to this objective.</p>		
Continuous Assessment:	<p>Standard of Success: Attain an Achievement Level 3 (satisfactory) or higher.</p> <p>Analysis and Interpretation: Analysis would be to identify students achieving a Level 3 or higher on the SSA. However, due to school closures across Florida, no SSA was administered in the 2019-2020 program year, such that no analysis could be performed.</p> <p>Continuous Assessment and Use of Data: The program had full access to prior year FSA and SSA scores for all students taking the assessment in the prior year (through StopWatch) The program used these prior year scores to help place students in groups and differentiate some interventions provided during the program. For instance, students that struggled in reading would be encouraged to engage in more reading activities, while those that struggled in math would be encouraged to complete added math exercises.</p>		
Student Inclusion:	<p>The FLDOE canceled all statewide standardized testing due to unexpected school closures and challenges with switching to a virtual learning platform across the state. As there were no assessments administered, there are also no data for this end-of-year metric. The program did not propose and did not collect mid-year data pertaining to this objective.</p>		
Benchmark	Number of Students Assessed	Number of Students Achieving Benchmark	Percentage
55%	--	--	--

Narrative:

The FLDOE canceled all statewide standardized testing due to unexpected school closures and challenges with switching to a virtual learning platform across the state. There are no end-of-year data to narrate within this report.

Proposed Programmatic Changes and Rationale:

No changes needed. There are no data to drive decision making for this objective.

Proposed Data Collection Changes and Rationale:

No changes needed. We are provided access to all student academic and enrollment data directly from the Collier County School District using the StopWatch dashboard system - a system developed specifically for afterschool programs. We experienced no difficulty getting data on all enrolled students. We use the data from student academics to help inform our instruction by ensuring our teachers and staff know which students are struggling throughout the year and providing added supports to those with the greatest struggles. We have a large number of volunteers that are used to provide pull-outs for students we identify through StopWatch data as needing added supports.

Table 15g. Objectives, Activities, Data Collection Methodology, and Outcomes (Objective 7)

<i>Objective 7:</i>	75% of regularly participating students will maintain high performance or improve their physical fitness as measured by pre-post assessment.
<i>Description of Activities:</i>	<p>Regular Programming: Students were offered daily physical activity opportunities, focusing on non-exclusionary activities, such as soccer, yoga and field games, allowing everyone to participate, regardless of skill.</p> <p>Virtual Programming: Supplemental fitness materials found on YouTube and posted to the Grace Place website allowed students to stay activity and healthy at home.</p>
<i>Description of Assessment:</i>	Physical Fitness Combined Assessment
<i>Measure and Data Collected:</i>	As per The Cooper Institute, the FitnessGram “has set the standard of youth fitness measurement and data collection. Research gives decision-makers at all levels the data needed to improve fitness and fight childhood obesity.” The FitnessGram measures are designed to help child build healthy habits and demonstrate their needs regarding fitness and wellness. There are five components of the FitnessGram: aerobic capacity; body composition; flexibility; muscular strength; and muscular endurance. The 21 st CCLC program focused on the aerobic capacity and muscular strength components for all measures used to assess this objective. Only tests with “counts” were used so that they could be readily added as an overall score.

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	<p>Scores could range from 0 to infinity (while there is certainly a ceiling, most children would not be able to hit that ceiling). With this system, higher scores indicate higher performance.</p>
<p>Data Timeline:</p>	<p>All assessment data are collected during the course of normal program operations. The assessments are administered and collected by the site teachers and volunteers working with the students. They are then provided to the site coordinator who, in turn, provides them to the program director. The program director works with in-kind Grace Place staff to help enter the scores into the master database (which has the student ID and connects to other data for each student). In kind staff then create the uploads for EZReports when necessary.</p>
<p>Data Quality:</p>	<p>Overall, the quality of the data that was provided is strong. The data appear accurate and there are no concerns that would preclude the analysis of available data.</p>
<p>Continuous Assessment:</p>	<p>Standard of Success: Maintain the pre-score or above. Analysis and Interpretation: Analysis of comparative assessment scores (pre-mid) is based on “improvement” and/or "maintenance" measurements (as indicated in the standards of success), such that each student is compared to their own baseline data. Such within-subjects analysis is achieved by calculating whether each student increased, maintained, or declined in each of the grade-based metrics (as detailed in the 'success criterion' indicated immediately above). After individual calculations, aggregation indicates the percent of these students meeting the criteria for success. Continuous Assessment and Use of Data: Grace Place for Children and Families operates using a community-model approach, where they integrate with the community and are themselves a small community. Within this small community, Grace Place has created several mechanisms for consultation and discussion about how to improve the program based on data collected regarding student progress. Because the program can collect district data in “real time” (rather than having to request data), the teachers and staff can keep up to date with student performance in school. The dashboard provides data and also give early warnings about student challenges based on grades, assessments and other district data. The program uses these data to ensure students with the greatest challenges or lowest performance are given extra attention or extra activities that will help them push through and conquer their challenges. Weekly (sometimes daily) meetings with Grace Place administrators, program director, site coordinators, and other</p>

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		stakeholders include discussions of small changes that will help move the children towards their potential.	
<i>Student Inclusion:</i>		All students on whom data were provided are included in the analysis. No students were excluded from the analysis and none were excluded from having data collected for this objective.	
<i>Benchmark</i>	<i>Number of Students Assessed</i>	<i>Number of Students Achieving Benchmark</i>	<i>Percentage</i>
75%	213	117	54.9%
<i>Narrative:</i> The 21st CCLC Program collected performance-based pre-mid assessments in physical fitness from a total of 210 out of 221 regularly participating elementary school students during the course of the 2019-2020 program year. Due to the closure of all schools in Florida and subsequent closure of the 21st CCLC program to on-site programming, there were no post-tests collected at the end of the year (as students did not return to in-person programming prior to the end of the academic year). Of these 210 regularly participating elementary school students (attending 30+ days), a total of 116 students (55.2%) demonstrated achievement of this performance-based objective during the course of the program year. When looking at all 275 students who attended at least one day during the academic year, the program collected pre-mid comparison data on 213 students, with 117 of these students (54.9%) demonstrating achievement of this objective at the end of the year (based on mid-year data). Based on results from regularly participating students, the program did not meet the established benchmark for this objective.			
<i>Proposed Programmatic Changes and Rationale:</i> We will provide a training to all staff members on SPARK PE, which will include specific skills for chosen curriculum components (i.e., which fitness activities will be provided). SPARK PE is provided each day for 30 minutes, which will be continued (with greater focus on improving reading). We will select three new fitness activities from the SPARK PE manual to help bolster the current fitness component. We are not meeting the benchmark at mid-year, but we believe the SPARK PE curriculum has been effective and can be more effective with better training. Selecting new activities under SPARK PE will help improve the overall program while providing new fitness skills for all students.			
<i>Proposed Data Collection Changes and Rationale:</i> Develop a new plan to collect fitness data using the same 'assessor' to help improve accuracy and reliability of data. We do not understand why the fitness data shows a decrease over the course of time, as the students have been engaged in regular daily fitness activities based on established curriculum. We believe the demonstrated decline is due to a different staff member doing the pre-test and mid-test, and we believe this will be rectified for the post-test by using the same assessor as the pre-test.			

Table 15h. Objectives, Activities, Data Collection Methodology, and Outcomes (Objective 8)

Objective 8:	65% of regularly participating students will maintain high performance or improve their absences as measured by school/district records.
Description of Activities:	The program utilized Junior Achievement’s curriculum to encourage healthy habits including decision making, resiliency, study skills, and refusal techniques.
Description of Assessment:	School Absences
Measure and Data Collected:	School Absences represent the number of days the student was absent from the regular school day.
Data Timeline:	All academic data is collected directly from the School District using the StopWatch system (an online dashboard that houses all student data and is made available under a formal data sharing agreement). When students are enrolled, site coordinators obtain their district student ID. The ID is placed on the master student database and added to the StopWatch system (to tell the system they are in our program). The program director then downloads all academic data and demographics from StopWatch and merges the file with the master student database (which houses all assessment data). In-kind staff then create the uploads for the EZReports.
Data Quality:	Data quality is excellent. The program has direct access to district data using the StopWatch dashboard developed by the School District of Collier County. Data are pulled directly from that system, such that the data are complete and accurate. There are no data quality issues with the data provided.
Continuous Assessment:	<p>Standard of Success: For Mid-Year progress monitoring, students who were absent 9 days or less are considered to have met this metric.</p> <p>Continuous Assessment and Use of Data: Grace Place for Children and Families operates using a community-model approach, where they integrate with the community and are themselves a small community. Within this small community, Grace Place has created several mechanisms for consultation and discussion about how to improve the program based on data collected regarding student progress. Because the program can collect district data in “real time” (rather than having to request data), the teachers and staff can keep up to date with student performance in school. The dashboard provides data</p>

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	<p>and also give early warnings about student challenges based on grades, assessments and other district data. The program uses these data to ensure students with the greatest challenges or lowest performance are given extra attention or extra activities that will help them push through and conquer their challenges. Weekly (sometimes daily) meetings with Grace Place administrators, program director, site coordinators, and other stakeholders include discussions of small changes that will help move the children towards their potential.</p>		
<i>Student Inclusion:</i>	<p>All students on whom data were provided are included in the analysis. No students were excluded from the analysis and none were excluded from having data collected for this objective.</p>		
<i>Benchmark</i>	<i>Number of Students Assessed</i>	<i>Number of Students Achieving Benchmark</i>	<i>Percentage</i>
65%	275	268	98%
<i>Narrative:</i>			
<p>Of the 221 regularly participating students, a total of 216 students had fewer than 10 school absences during the first half of the 2019-2020 program year. Across all 275 students with at least one day of program attendance, 268 had fewer than 10 days of attendance (98%).</p>			
<i>Proposed Programmatic Changes and Rationale:</i>			
<p>No changes needed. We will continue providing a high-energy and engaging afterschool program for the students. As part of the program, we encourage and support students in attending school regularly. As of mid-year assessment, we are doing well and are on-track to meet this metric at the end of the academic year.</p>			
<i>Proposed Data Collection Changes and Rationale:</i>			
<p>No changes needed. We are provided access to all student academic and enrollment data directly from the Collier County School District using the StopWatch dashboard system - a system developed specifically for afterschool programs. We experienced no difficulty getting data on all enrolled students. We use the data from student academics to help inform our instruction by ensuring our teachers and staff know which students are struggling throughout the year and providing added supports to those with the greatest struggles. We have a large number of volunteers that are used to provide pull-outs for students we identify through StopWatch data as needing added supports.</p>			

Table 15i. Objectives, Activities, Data Collection Methodology, and Outcomes (Objective 9)

<i>Objective 9:</i>	<p>50% of the adult family members of regularly participating students will report their knowledge (in a specified area) as measured by perceptual survey (parent).</p>
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<p>Description of Activities:</p>	<p>Regular Programming: The program proposed to provide four adult family literacy sessions. As per the program, adult family member events were designed to provide support in topics including literacy skills, health and wellness, and mental health resources</p> <p>Virtual Programming: While the global pandemic and unexpected closures may have impacted the program’s ability to provide all proposed events, the program strived to engage parents and adult family members in grant related services through emails, and well check phone calls</p>
<p>Description of Assessment:</p>	<p>Adult Literacy Performance Survey (ALPS)</p>
<p>Measure and Data Collected:</p>	<p>The Adult Literacy Performance Survey (ALPS) is a seven-question inventory with face-validity that is completed after an adult family member literacy event. Success is measured by the number of parents responding positively to the seven questions on the ALPS. The ALPS assesses self-reported impact on knowledge and conative impacts on parenting and educational involvement. Using a Likert-Type scale from 5 (Strongly Agree) to 1 (Strongly Disagree), the ALPS asks adult family members to indicate whether the information provided in the training: (1) increased knowledge in the content area; (2) taught them something new; (3) will be useful in helping their family and children; (4) will change how they parent their children; (5) provided resources to help their children succeed; (6) will increase their involvement in their child’s education; and (7) helped them understand the importance of education. Although not all questions are used for this metric, the program is able to mine the responses to help guide future adult family member events. Only parents actively participating in the adult family literacy events will be assessed with the ALPS.</p>
<p>Data Timeline:</p>	<p>The survey is provided at the start of each family event, asking parents to fill it out before leaving at the end of the event. The parents are asked to complete the survey if they are comfortable doing so, and they turn in the survey as they leave. Providing it during the event has proven the most effective for response rates. The completed surveys are given to the program director, who works with in-kind Grace Place staff and volunteers to enter the surveys into a special database (designed for these surveys). That database is then uploaded in its entirety to the EZReports by the program director.</p>
<p>Data Quality:</p>	<p>The program collected accurate ALPS data from most adult literacy events. The surveys were completed at the end of the adult literacy event, and the program states that there were no systematic issues or indications that specific groups of adults</p>

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	<p>did not complete the survey (which was provided in four languages). Based on an analysis of data and response patters (using color-based response analysis to identify patterns), there appear to be no data quality issues, with most adults attending the literacy events receiving the and completing the surveys.</p>		
<p>Continuous Assessment:</p>	<p>Standard of Success: The number of participants measured represents the number of surveys collected, while the number meeting success criteria are the number indicating they 'agree' (Score 4) or 'strongly agree' (Score 5) with the item from the ALPS pertaining to whether the information provided at the adult family member increased their knowledge (Question 1).</p> <p>Analysis and Interpretation: This survey-based program objective is assessed with the number of adults endorsing the question(s) of interest as 'Agree' or 'Strongly Agree' (scores of 4 or 5). Completed surveys meeting this objective will report that the training or literacy event improved their literacy skills.</p> <p>Continuous Assessment and Use of Data: Grace Place for Children and Families operates using a community-model approach, where they integrate with the community and are themselves a small community. Grace Place used data from the ALPS during planning meetings to determine which events were well-received and which had the greatest impact on the adults attending. Those that scored the highest were brought back, if possible. Those that scored low were not included in the scheduling of future adult literacy events.</p>		
<p>Student Inclusion:</p>	<p>No adults completing the surveys or attending the adult literacy events were excluded from the analyses, with all adults on whom data were submitted being included. Overall, all adult family members providing data were included in the data collection and analysis process.</p>		
<p style="text-align: center;">Benchmark</p>	<p style="text-align: center;">Number of Students Assessed</p>	<p style="text-align: center;">Number of Students Achieving Benchmark</p>	<p style="text-align: center;">Percentage</p>
<p style="text-align: center;">50%</p>	<p style="text-align: center;">56</p>	<p style="text-align: center;">53</p>	<p style="text-align: center;">94%</p>
<p>Narrative: According to data submitted by the program at the end of the operational year, the program was able to collect a total of 56 completed ALPS, which are anonymous and are not connected to individual students. A single adult could complete multiple surveys over the course of several events, though would not complete more than one per event. In looking at all 56 ALPS completed during the 2018-2019 program year, 53 surveys indicated progress towards this</p>			

metric. More specifically, data reported by the program indicated that 94% of adults felt the program increased their knowledge in the content area.

Proposed Programmatic Changes and Rationale:

No changes needed. We will continue providing outstanding adult literacy events to support our students and the communities in which they live.

Proposed Data Collection Changes and Rationale:

No changes needed. We will continue collecting data using the ALPS survey. The method we have used has been successful in collecting surveys from nearly every adult attending (we cannot force them to complete them if they do not want). We have the survey in four languages (English, Spanish, Portuguese, and Haitian-Creole), so all adults should be able to complete without issue. We then use these surveys to see whether our programming was impactful and whether we need to change the focus of our parent events.

5.2 Stakeholder Surveys

Provide a brief narrative summary of the findings from the student, family member, and teacher end-of-year stakeholder surveys as a program. This summary does not need to be broken out by center.

Statewide Teacher Survey of Student Progress

The Grace Place (Elementary) program was able to obtain a limited number of completed 21st CCLC end-of-year teacher surveys. As with most programs in Florida, the 21st CCLC program experienced some challenges in obtaining completed surveys from teachers, largely because the teachers were otherwise occupied trying to redevelop their entire teaching method to provide virtual instruction. The 21st CCLC program would have been able to engage teachers directly had they been teaching live classes, but they found it harder to reach out to teachers and provide reminders while the teachers were working from home. More specifically, the program was able to obtain 39 completed teacher surveys, which is equivalent to 15.1% of the 259 students regularly participating in the 21st CCLC program (attending at least 30 days of programming). In general, a 25% response rate is acceptable for drawing conclusions as to whether the surveys demonstrate change in students and/or families, and the Grace Place (Elementary) program approached this threshold, such that results can be considered relatively valid for interpretation. The following represent a general overview of findings from the 21st CCLC Teacher Survey:

- Of students needing to improve, teachers reported that 72.7% of 21st CCLC students demonstrated improvement in their effort towards completing assigned work; and 70.3% of regularly participating students demonstrated improvement in their overall academic performance.

- Teachers reported 76.5% of students in need of improvement demonstrated improvement in completing their homework to the teacher's satisfaction.
- Of students needing to improve, 78.8% of students paid more attention and participated more in class; 63.6% volunteered more in class; and 65.5% attended class more regularly - all indicators of increased motivation and dedication to the overall educational process.
- While in the classroom environment, teachers reported that 71.9% of students needing to improve were more attentive in class and 78.1% came to school more motivated to learn.
- Of students needing to improve behaviors, teachers reported that 65.4% improved their in-class behavior and 82.1% improved in getting along with other students (i.e., positive interactions).
- 75.0% of participating students in need of improvement demonstrated teacher-rated improvement in self-efficacy (i.e., belief they can do well in school).
- Of those families where teachers felt improvement was needed, regular-day teachers reported 59.4% of 21st CCLC student's parents were more interested and involved in their child's education.

Statewide Student Satisfaction Survey

In addition to the teacher survey, the Grace Place (Elementary) program collected data using the statewide student satisfaction and feedback survey. A total of 33 students completed the required statewide student satisfaction inventory. The 21st CCLC program experienced some difficulties in collecting student surveys at the end of the year, as the program had ended in-person operations due to the global pandemic. If still providing on-site services, the program would have collected the student satisfaction surveys during program hours to ensure completion and accuracy. Regardless, of the students completing the survey, 100.0% reported enjoying the activities in the program and 100.0% felt safe in the afterschool program. Overall, the program was relatively successful in producing satisfaction among regularly participating students based on the questions within the statewide student survey. However, should the program continue providing services under the 21st CCLC model or other structured model (as this is the final year of this grant funding cycle), then the program is encouraged to explore why some students were not “definitely” satisfied with the 21st CCLC program and only “somewhat” or “not at all” satisfied. The following provides the overall findings from the student satisfaction survey provided by the FLDOE at the end of the 2019-2020 academic year.

- Academics
 - 97.0% of students reported the 21st CCLC program definitely helped them with their homework.
 - 90.9% of students reported the 21st CCLC program definitely helped them improve their course grades.
- Behavior
 - 87.9% of students reported the 21st CCLC program definitely helped them get along better with others.
 - 75.8% of students reported the 21st CCLC program definitely helped them learn to solve problems in positive ways.
 - 93.9% of students reported the 21st CCLC program definitely helped them understand that following rules is important.
- Overall Satisfaction
 - 90.9% of students reported the 21st CCLC program definitely provided enjoyable activities.
 - 97.0% of students reported the 21st CCLC program definitely had adults who cared about them.
 - 93.9% of students reported the 21st CCLC program definitely helped give them a safe place to learn.

Statewide Parent Satisfaction Surveys

The Grace Place (Elementary) program was successful in obtaining responses to the state-mandated end-of-year parent satisfaction inventory administered in April 2020 (after the closure of all on-site 21st CCLC programs in Florida). The satisfaction survey assessed parental opinions on several aspects of the 21st CCLC program and perceived impacts on the participating students. The survey is focused on more general aspects of satisfaction, with some specific items regarding expected outcomes of all 21st CCLC programs. Overall, of the 234 regular student participants (and 259 total student participants) a total of 54 were returned partially or fully completed, which represented approximately 85 student participants (based on parent responses). Most definitely, the global pandemic and program closure negatively impacted the response rate on this statewide survey, as most programs had difficulty connecting with parents to get this survey completed without in-person contact. Regardless of the challenges, the completed surveys are evaluated to help guide continuous improvement of the 21st CCLC program. Overall, 100.0% of parents responding to the survey reported general satisfaction with the 21st CCLC program, with none of the parents reporting a lack of satisfaction. The Grace Place (Elementary) program is specifically encouraged to work towards improving all parent satisfaction survey responses

to 100% satisfaction, where possible. It is important to note that 94.3% of respondents indicated they would sign up their child(ren) again next year if the program is offered, 62.3% of the responding adults reported participating in adult family events, and 87.2% indicated they found the adult family member events helpful to their needs as family members of the students. Overall, the parents appeared to be satisfied with the Grace Place (Elementary) program. The following are the most salient findings of the overall parent satisfaction survey using those variables most commonly reported by Florida's 21st CCLC programs.

- 100.0% of parents reported being satisfied with the 21st CCLC program as a whole, with 100.0% of parents being 'very satisfied' or 'satisfied' with the warmth and friendliness of the 21st CCLC staff members.
- 100.0% of parents reported being 'very satisfied' or 'satisfied' with the ability of the 21st CCLC staff to relate to their child(ren).
- 96.3% of parents reported satisfaction with the variety of 21st CCLC activities provided to their child(ren); 98.1% reported satisfaction with their child(ren)'s happiness with the overall 21st CCLC program; and 100.0% reported satisfaction with the 21st CCLC program providing a safe environment for activities.
- 94.3% of parents reported they would again sign up their child(ren) for this 21st CCLC program, and only 5.9% stated their children would be in another afterschool program if the 21st CCLC program was not available.
- 98.1% of parents reported being 'very satisfied' or 'satisfied' with the ability of the 21st CCLC staff to relate and reach out to them as parents.
- 98.1% of parents reported satisfaction with the 21st CCLC program helping them become more involved with their child(ren)'s education.
- 98.1% of parents reported satisfaction with their child(ren)'s improvement in their overall academic performance, and 92.3% were satisfied with their child(ren)'s improvement in completing their homework.
- 96.2% of parents reported satisfaction with their child(ren)'s improvement in getting along with others, and 98.0% reported satisfaction with their child(ren)'s improvements in staying out of trouble.

Stakeholder Survey Response Rates

While the program felt that they had a respectable amount of stakeholder survey responses, they also understand that the number returned is less than would have been possible if the students were still being served on-site at the end of the academic year. The program felt

like the students, parents, and teachers did not feel 'compelled' or motivated to complete these surveys, as they were not actively at Grace Place or with Grace Place staff members. Certainly, all stakeholders were tending to other pressures related to the pandemic, such as day school, virtual learning, work, family, and possibly illness. The program also notes that the communities surrounding the centers are among the lowest income areas in the state, and these families had significant connectivity issues, such that completing online surveys may have been a challenge. To be certain, afterschool and the 21st CCLC grant were not high on their list of priorities (versus safety and security). Having only a skeleton staff during the pandemic closures, Grace Place staff expended many hours contacting, re-contacting, and supporting stakeholders with these surveys - though with only limited success. The program notes that the response rates would have been far higher without the site closures, as students would have completed the surveys at the site, parents would have completed surveys when picking up their children or at a parent night, and teachers would have been easier to approach and request they complete the surveys.

5.3 Student Success Snapshot

Select a participating student that has demonstrated success on one or more of the program's objective assessments. In the text box below, create a brief narrative of

- *the student's experiences with the 21st CCLC program,*
- *the student's progress and outcomes (based on data collected during the year and prior years if available) and*
- *how the program may have played a role in the student's success.*

Be sure NOT to identify the student by name or through other student identifying information. If a picture is included, it should be angled in a way that the student's face is not identifiable.

The 21st CCLC program prides itself on providing the most comprehensive and structured programming to students. For the purposes of this snapshot, the student will be referred to as "Lohan", a name chosen by the Site Coordinator. Lohan, a tall, thin 7 year old is a Hispanic female, who moved to the United States with her father in 2019. Lohan's father is illiterate in Spanish and speaks no English. Due to his lack of literacy skills, Lohan's father was unable to register her for school. A kind neighbor reached out them and suggested services through Grace Place Children and Families. Lohan was eventually registered for Kindergarten during the 2019-2020 school year. Prior to attending school in the United States, Lohan had not been in any sort of structured school setting. She is still at least a year behind her classmates academically and her living conditions are difficult as her father works in Sarasota (at least an hour away) and get home late at night. She began the school year with very poor attendance because of her father's work schedule and childcare issues.

Once enrolled in the program, Lohan began attending daily and would stay the duration. Snack and dinner time are very important to Lohan, as this is the only food she receives until she gets breakfast at school in the morning. After mealtime Lohan is able to work with a

bilingual staff member who helps her with her homework. Similar to her father, Lohan is illiterate in Spanish and is learning to read and write both languages. After homework Lohan participates in all academic activities and enrichment opportunities offered by the 21st CCLC program. Physical fitness, gardening and hands-on STEM activities interest Lohan greatly and she readily participates. During virtual programming a staff member was able to assist Lohan via video conferencing every day to assist her with her homework.

Since joining the 21st CCLC program, Lohan's letter and sound recognition has improved and she is now able to identify 59 sight words. She follows simple directions in English and has started communicating with the other students in her class. Her father is grateful to the 21st CCLC program, providing opportunities for his daughter he never enjoyed. He knows his daughter is well taken care of, fed, and supported emotionally and academically during this difficult time.

5.4 Other Outcomes

In the text box below, include any other relevant findings pertaining to this 21st CCLC program. Potential findings could address, but are not limited to,

- *statements from students and family members,*
- *administrators and/or teachers,*
- *community impact,*
- *performance outcomes and*
- *results of recent needs assessments.*

Adult Literacy Outcomes: Adult Literacy Performance Survey (ALPS)

In addition to the statewide parent survey, the Grace Place (Elementary) program utilized the Adult Literacy Performance Survey (ALPS) to assess the impact of adult family literacy events and trainings on participating adults. The program is reminded that 'literacy' is not limited to reading and writing, but covers any knowledge-based enhancement. This can include a wide range of programing, such as reading literacy, homework literacy, computer literacy, financial literacy, or parenting literacy. The ALPS assesses self-reported impact on knowledge and conative impacts on parenting and educational involvement. As per the instructions on the ALPS: 'Literacy is more than reading – it is competence or knowledge in any specific area. Today's training was focused on providing you information about specific topics to help your family and your student(s) succeed. We are interested in whether the training was helpful and whether your knowledge was improved. Please answer the following questions to the best of your ability. It is okay to leave questions blank if you do not know how to answer.'

For the 2019-2020 program year, data collected by the ALPS may not have been connected to a specific student, as anonymous data are most likely to provide realistic and more accurate responses and feedback. After collection, data are provided to the evaluator for analysis and feedback to the program. The following table provides the outcomes of the ALPS based on data submitted by the program and provided by adult family members. Note that surveys are provided after the adult literacy events, such that there can be more surveys returned than students in the program. While the objectives may have explored a limited number of ALPS questions, this section provides the findings from the entire seven-question survey. The following are the most salient findings from the survey:

- Of the 56 surveys received following adult literacy trainings and events, 94.6% of adults reported they 'strongly agree' or 'agree' that the information provided during the training(s) increased their knowledge in the content area.
- Of the 56 surveys received following adult literacy trainings and events, 98.2% of adults reported they 'strongly agree' or 'agree' that the training(s) would increase their involvement in their child's education.
- Of the 56 surveys received following adult literacy trainings and events, 94.6% of adults reported they 'strongly agree' or 'agree' that the information provided would be useful in helping their family and children.

ALPS Program Level Survey Result Table

The information provided in this training ...	N	Agree	Neutral	Disagree
... has increased my knowledge in the content area.	56	53 (94.6%)	3 (5.4%)	0 (0.0%)
... has taught me something new.	56	54 (96.4%)	2 (3.6%)	0 (0.0%)
... will be useful in helping my family and child(ren).	56	53 (94.6%)	3 (5.4%)	0 (0.0%)
... will change how I parent my child(ren).	56	53 (94.6%)	2 (3.6%)	1 (1.8%)
... provided resources to help my child(ren) succeed.	56	53 (94.6%)	3 (5.4%)	0 (0.0%)
... will increase involvement in my child's education.	56	55 (98.2%)	1 (1.8%)	0 (0.0%)
... helped me understand the importance of education.	56	54 (96.4%)	2 (3.6%)	0 (0.0%)

Note: The number of surveys submitted can exceed the number of students in the program, as the program collects the ALPS after the adult family literacy events and adults can attend multiple events in the year.

6.0 CHALLENGES AND ADAPTABILITY

In the text box below, provide a narrative of the challenges and disruptions faced during the 2019-2020 grant year and how the program's staff worked to become adaptable during this time. This may include, but is not limited to:

- *school closures*
- *epidemics and pandemics*
- *natural disasters*
- *district changes*
- *extreme staffing turnover*
- *curricula*
- *enrollment changes*
- *grant processes*
- *renewability*

As with any educational program, the Grace Place (Elementary) program endured several challenges and disruptions during the 2019-2020 grant year. Certainly, the program worked to overcome these challenges and address the disruptions the best they could. For instance, the program worked quickly to create a virtual afterschool program to maintain their connection with 21st CCLC students while schools were closed and students were thrust into unknown territory (virtual learning). When dedicated program leadership and staff members focus on the needs of students, almost no obstacle is 'too big' to overcome. However, as with any grant-funded program in their fifth year of operations, the Grace Place (Elementary) program faced some unique challenges this past year. Without a doubt, every program in Florida was impacted by the global health pandemic and the unexpected closures of all 21st CCLC programs and all public schools on March 15, 2020. After 89 days of afterschool operations, the program was shuttered overnight and left with more questions than answers. Every agency coped with the shutdown and impacts in their own ways, but all remained focused on students and families. The following provides the most salient challenges of 2019-2020, as provided by the program director and/or agency leadership. While the statements and explanations were modified for grammar and structure, the information provided below comes directly from the program.

- The COVID19 crisis shut down our offices and schools after spring break. We were not given much direction but proactively planned to serve our families in the best ways possible. COVID19 presented many problems to which we deftly responded creating program modifications, advance outreach tracking, documentation, wrap-around services and appropriate programming. Through the tumult, staff have remained very dedicated to students and families. We are committed to delivering

top-quality quality programs—in person or virtually. We stuck to the plan and responded well to our community.

- Staff, youth and families were tending to other pressures related to the pandemic including day-time school, virtual learning, jobs, family, sickness, etc. We know that overall our neighborhood had issues with connectivity (access and quality of internet services). Afterschool was not high on the priority list (versus safety, food security, housing, etc.). We were operating only with a skeleton staff during the spring. Still staff used a lot of hours contacting, re-contacting, and supporting families.
- This was a challenging year with the re-application process for 21st CCLC programming. We were denied RFP funding for the Elementary program, but were awarded 5 year maximum funding GGMS. We have made the most of it and our team has done a great job staying ahead of the changes and being proactive and thorough with communication with 21st CCLC. Our work has been thorough and reliable again this year—we have asked for help and received it through our PDS and the REU team when needed.
- Turnover was difficult. We started the year with many new staff including coordinators in August 2019. Dr. Tim Ferguson, the former CEO, resigned in May 2020, and was not quickly replaced. As a result, another staff member was asked to oversee all school age programs. We have maintained a steady vision through these turbulent times, continuing to get the most out of our staff. Their dedication to the mission is deep and demonstrated daily.

<<< ---- End of Section ---- >>>

7.0 PROGRESS TOWARD SUSTAINABILITY

7.1 Partnerships and Contracts

Report the data elements outlined in the table below and provide a brief narrative on the partnerships designed to enhance the quality of services offered and to ensure the sustainability of the 21st CCLC program (bulleted summary is acceptable). The narrative should include:

- the total estimated value of contributions to the program,
- the annual budget amount required to fund the program,
- the percentage toward sustainability, and
- how the program plans to meet any gaps in funding before the grant ends.

Note: There are two types of collaboration: partnerships and contractors. Partners do not receive any monetary compensation for services rendered, while subcontractors receive payment. The aim of this section is to measure sustainability through financial contributions to the program, therefore only contractors who charge less than full value should be included in the contractor section.

One of the goals of the Grace Place (Elementary) programs is to continue activities beneficial to students and their families after the end of grant funding. In fact, federal law requires 21st CCLC sub-grantees to have a plan for sustainability and ideally show progress towards implementing the sustainability plan throughout the funded years of 21st CCLC programming. However, sustainability is an extraordinarily difficult task for 21st CCLC programs across the nation – with the United States Government Accountability Office (GAO, 2017 - <https://www.gao.gov/assets/690/684314.pdf>) indicating that as few as 10 percent of 21st CCLC sites are able to maintain any level of services following the end of 21st CCLC funding. In fact, as per the GAO, only about half of all states reported having 21st CCLC programs with some success towards sustainability - with the primary methods of sustainability being charging student fees, obtaining private foundation funding, and obtaining public and non-profit funding (e.g., from universities). As with most 21st CCLC programs, the strongest foundation of sustainability planning is the development and maintenance of high-quality partners that provide free or discounted services, staffing, facilities, and materials.

Total Estimated Value of Contributions: Based on data provided by the program regarding partnerships and contractors tracked throughout the 2019-2020 program year, the Grace Place (Elementary) program received an estimated total of \$416,976 in contributions to support 21st CCLC activities and services. As a Cohort 13 grant, any assessment of progress towards sustainability must account for the fact that this is the final year of the 21st CCLC program under this grant cycle.

Annual Budget Amount to Fund Program: In order to fully operate the program as it was implemented during the 2019-2020 program year (prior to the unexpected closures due to the global health pandemic), the Grace Place (Elementary) program would require the full amount of the grant award (estimated annual budget of \$252,378 at 100% of funding request guides). However, not all aspects of the grant would necessarily need to be maintained and other aspects could be scaled back with a reduction in program quantity and quality (e.g., some certified teachers could be replaced with non-certified staff, materials and supplies could be more limited). Based on an analysis of how much the program could scale back operations and costs, a ‘barebones’ program would be approximately 80% of the estimated annual budget provided under the grant.

Progress Towards Sustainability: As of the end of the 2019-2020 program year, the Grace Place (Elementary) program had tracked and reported a total of \$416,976 in contributions since beginning operations. This is equivalent to 206.5% of the project award from 2019-2020 (\$201,902) and 165.2% of the estimated annual project budget at 100% funding (\$252,378).

Addressing Gaps in Contributions: In order to address gaps in funding and help maximize the potential for continuing the out-of-school services after the end of the 21st CCLC grant funding, the Grace Place for Children and Families has proposed several techniques based on best practices and past successes. Rich in partner connections, Grace Place for Children and Families benefits from a very generous partner base. With 13 returning partners and 1 new partner, it appears the current focus of the Grace Place (Elementary) program are organizations and businesses offering enrichment or financial support for items not approved by the grant (meals, etc.) The program will begin to see out partners that support the general fiscal development of the program, allowing for sustainability after the grant ends. Grace Place will utilize an effective combination of traditional and non-traditional communication channels 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, meetings with teachers and school leadership; Local media: press releases to local radio, web, newspaper, and television. Social media is 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+.

One of the most impactful methods of engaging partners and other stakeholders is through membership on the 21st CCLC Advisory Board. The Advisory Board should be comprised of a number of important stakeholders, including district administrators, 21st CCLC team members, school administrators, site-level leadership, partners, parents, and students. The

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advisory board can be a tremendous asset to enhance sustainability, as partners like to know (1) what is happening with a program they are supporting, (2) how they can support the program (and what kind of support is needed), and (3) how they can be publicly recognized for their contributions and impacts from their contributions.

To ensure broad based community, student, and parent involvement and support, the program will continue to maintain an advisory board made up students, parents, teacher, and community members allowing the program to receive a well-rounded perspective. The community partners are in a unique position to support the program while engaging their peers which, in turn, creates more opportunities for volunteers and potential monetary partners. In addition, the program will continue to seek out potential members of the advisory board who could also serve as partners in the future. Inviting these individuals to attend an adult family literacy session or giving them a tour of the building while the program operates will help give a visual of the students and families their generosity would immediately impact.

Table 16. Partnerships and Contracts

Agency Name	Type of Service Provided	Estimated Value (\$) of Service*	Amount (\$) Paid**	Estimated Value (\$) of Contribution***
----- PARTNERSHIPS -----				
Boy Scouts of Collier County	Boy Scout Troop program	\$630	\$0	\$630
Boys and Girls Club of Collier County	Snacks or Meals	\$34,560	\$0	\$34,560
Childcare of SWFL	Snacks or Meals	\$99,036	\$0	\$99,036
Collier County Public Schools	Data Collection, Administrative Support	\$3,500	\$0	\$3,500
Conservancy of SW FL	Conservation and Environmental programs	\$300	\$0	\$300
David Lawrence Center	Health Services	\$3,780	\$0	\$3,780
Drug Free Collier	Staff	\$700	\$0	\$700
Girls on the Run	Staff	\$700	\$0	\$700
Grace Place	Volunteers	\$27,510	\$0	\$27,510
Grace Place	Facilities, Utilities, Support Staff, Administrative Support	\$242,000	\$0	\$242,000

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Agency Name	Type of Service Provided	Estimated Value (\$) of Service*	Amount (\$) Paid**	Estimated Value (\$) of Contribution***
Naples Art Association	Weekly PBL programs	\$600	\$0	\$600
Naples Botanical Gardens	Materials, Gardening Supplies	\$500	\$0	\$500
United Arts Council	Weekly PBL programs	\$2,520	\$0	\$2,520
----- CONTRACTOR CONTRIBUTIONS -----				
Gulfshore Opera	Enrichment Programming	\$1,440	\$800	\$640
Total:				\$416,976
Annual Budget Amount:				\$201,902
% toward Sustainability:				206.52%

* Estimated total value if the service were paid for in full, regardless of the amount actually paid, if any.
 ** Amount paid to a subcontractor for the service. If the subcontract is paid in full, it should not be listed on this table.
 *** For partners, this is the total estimated value of the service (i.e., nothing paid by the program). For subcontractors, this is the total estimated value of the service minus the amount paid.

7.2 Closeout Program Requirements (Outgoing Cohorts)

In the text box below, provide a narrative that encompasses the following four elements.

- Community Relationships**
Describe the strategies your organization employed to build and sustain broad-based community support, detail the strategies your organization employed to identify, cultivate and sustain community partners, and list any strategic partnerships your program was able to develop. Describe what strategies you employed to build and sustain strong strategic partnerships.

Grace Place for Children and Families holds a core value to provide opportunities for people and organizations to experience the power of working together to transform lives and improve the quality of life in their community. The 21st CCLC program has engaged in numerous methods to reach out to potential partners and volunteers, finding some success during the 2019-2020 program year. Partnerships are critical to the sustainability of both the afterschool and summer programming, as well as helping provide new ideas to enhance the implementation of the program and the experiences of the participating students. Overall, the program developed a limited number of new partnerships with a focus on enhancing the programming for students during the 2019-2020 program year, rather than an eye towards sustainability beyond the end of the grant funding period. Most notably, the program continued staffing support for activities provided by Drug Free Collier and new staffing support provided by Girls on the Run.

- **Accounting for Change**

Explain the strategies your organization employed to address current and future student and organization needs, and describe the strategies your organization employed to adapt to a changing environment.

The Grace Place 21st CCLC program was designed to specifically address the needs of students, particularly in terms of academic achievement and community service. The program was designed to address the national need for incorporation of informal and hands-on academic-focused activities to help students perform better on state assessments and consider pursuit of college degrees and careers after high school. Grace Place conducted a needs assessment at the beginning of the program (when writing the original application) and engaged in needs-based programming in each year thereafter. Follow-up needs assessments were conducted each year following the release of standardized test scores, and incorporated results from pre-post assessments and stakeholder surveys (i.e., student, teachers, and parents). While the FLDOE did not permit significant changes over the course of the five years, the program was able to make minor changes and incorporate additional curriculum and materials to address new needs or previously unrealized needs.

Grace Place actively sets and communicates high expectations and standards for the quality of work and results they require from every staff member, student, board member, and volunteer who works with Grace Place. Grace Place strives to set the bar high and challenge the status quo every day. While Grace Place did not have tremendous changes at the administrative level, there was constant change with staff members due to them leaving the district and/or finding better jobs. Grace Place often encouraged and supported staff members in finding employment that provided better pay than could be provided under the grant, often helping staff members get into college or find advanced positions. It is certainly a strength of Grace Place to support their staff, but it did result in some turnover every year for the past five years. Fortunately, Grace Place was able to adapt to these changes by having strong training procedures, employee handbooks, and supports to get all new staff members acclimated quickly and effectively. There were changes where the 21st CCLC program and administrators struggled – namely decisions made by the school district and school principals that inadvertently impacted the 21st CCLC program. In these instances, the CEO of Grace Place was able to step in and provide hands-on assistance and support. Indeed, the entire administrative team at Grace Place took an active and passionate role in supporting the 21st CCLC program.

- **Strategic Financing**

Summarize the resources that were required to carry out these strategies, describe the strategies your organization employed to coordinate resources and control costs, and provide a brief profile of current funding sources along with strategies for diversifying and sustaining future funding streams.

Grace Place for Children and Families believes in providing a “hand up” not a “hand out”, with a focus on encouraging and embracing innovative practices which result in positive outcomes. Grace Place does this by teaching families necessary skills to be self-sufficient and sustainable. However, in terms of the 21st CCLC program, the only method of funding the sustainability of the Grace Place 21st CCLC program at this time lies with the receipt of a new competitive RFP for 21st CCLC programming. None of the partners can continue to support the 21st CCLC program at the level necessary to provide the same level of services. All the materials and supplies can continue to be used within the same curriculum, such that this is not considered a significant cost that would inhibit sustainability. The primary costs for sustainability are the teachers and staff to provide the 21st CCLC program services. Grace Place never moved into sustainability options regarding the materials and equipment remaining under the grant, as Grace Place for Children and Families submitted a competitive proposal to refund this site.

<<< ---- **End of Section** ---- >>>

8.0 LESSONS LEARNED AND RECOMMENDATIONS

Provide a narrative with an overall assessment of your 21st CCLC program impact in the text box below. This may include, but is not limited to:

- *reflection of the lessons learned throughout the grant year*
- *impact on the students*
- *impact on the community*
- *recommendations to enhance program quality for the next grant year*
- *recommendations specific to program areas and activities*
- *recommendations specific to program objectives*
- *discuss any recommended changes for data collection or other evaluation methods*

In the final year of operations under this grant, the Grace Place (Elementary) program strived to provide a strong out-of-school program during the 2019-2020 operational year. Using a variety of engaging activities and wraparound services, the 21st CCLC program focused on enriching the minds and bodies of 115 middle school students and their families. Concluding their first year of operation, the 21st CCLC program ensured all activities supported the approved objectives to (1) improve academic achievement in English Language Arts (ELA), mathematics, and science; (2) improve self-efficacy; (3) improve transition to adulthood skills; and (4) increase adult literacy and parenting skills.

Through all this angst and uncertainty about the future, the program leadership and staff remained focused on the students and on providing the best possible out-of-school program. For instance, as discussed previously, the 21st CCLC program refocused and developed a unique virtual afterschool program that aligned with the overall grant objectives and ensured students maintained their connection to the afterschool program. Ultimately, the program persevered through all these challenges (and more) and escaped with some important lessons that will certainly inform future operations should the program continue in some format. Some of these lessons learned are provided below, as are several recommendations for further enhancing any future program that this agency might provide to these children. These are not considered 'weaknesses,' but serve to document some of the 'growth edges,' or those areas where the agency could focus attention if planning on reapplying for 21st CCLC funding in the future.

Strengths and Lessons Learned

Lessons Learned: Program-Defined Strengths

When asked to discuss the strengths of the program, the director responded with the following:

- Grace Place, a well-known non-profit in the Naples areas continues to support children and youth through the 21st CCLC grant. Due to its stellar reputation, Grace Place attracts high quality staff, seasoned teachers and eager volunteers. With 5 new buildings and a recently added computer lab, the children attending Grace Place receive wrap around services in a welcoming and modern atmosphere. Familiarity with both students and families allows the program to support the entire family.

Lesson Learned: Navigating Agency Changes

All grants under Grace Place for Children and Families were faced with a changing administrative structure at the agency, with the agency CEO leaving and interim administrators being placed in charge. While these interim administrators were supportive of the 21st CCLC programs, all three 21st CCLC programs (elementary, middle, and high school) learned the importance of having organized information to share with administrators and stakeholders, as the program was able to quickly locate and share information about programming when requested. This helped the program director, site coordinator, and program staff present a consistent picture of the program, demonstrating its importance to both the students served and the community served by Grace Place. The 21st CCLC staff members and administrators will continue to ensure updated information is available for all stakeholders, including any new administrators at Grace Place.

Lesson Learned: Importance of Maintaining Connection with School District

As noted earlier in the report, Grace Place for Children and Families has a strong partnership with the Collier County School District, wherein a formal data-sharing agreement allows Grace Place to access all district data on students, including grades, assessments, attendance, and early warning indicators. Grace Place has learned (and re-learned every year) that this level of partnership and sharing is absolutely critical to the success of the program, as it allows staff members to track student progress in the regular school day and focus on those needs within the afterschool program. The relationship also helps ensure data are available throughout the year for program deliverables. This past year, with the challenges of COVID and closures, we learned that the availability of data through StopWatch (the online data system provided by the district) was particularly useful when completing well-checks and helping students with specific academic needs through virtual outreach (e.g., knowing a student was struggling in math would help focus the virtual discussion for that student). Beyond StopWatch, we have learned that hiring strong school leaders (teachers who are leaders during the school day) has allowed Grace Place to do more with the students and has helped Grace Place serve families better (by learning of their needs sometimes only seen by the student's teachers).

Lesson Learned: Flexibility

Grace Place was fortunate to have existing resources, administrative support, and overall infrastructure to provide virtual afterschool program after the unexpected closures of face-to-face programming. Within two weeks (we started providing virtual programming on March 23), we were able to start providing a virtual program to students who were previously enrolled in the 21st CCLC afterschool program. Within this process, we learned that our staff members, teachers, and agency leaders were very flexible and willing to do whatever it took to start up the virtual programming and avoid "losing" our students and their commitment to the 21st CCLC program. Leadership initially anticipated significant challenges with implementation, but staff remained focused on providing the virtual program and were squarely focused on ensuring the students received what programming could be provided virtually (rather than being self-focused).

Lesson Learned: Community Presence and Support

The Grace Place (Elementary School) 21st CCLC program learned the importance of building and maintaining a strong community presence, particularly when unexpected changes impact program operations (e.g., COVID19 closures). Grace Place is an icon of the community served by the 21st CCLC program, a fact that helped reduce loss of enrollment and interest in the program following the closures. In fact, many of the students in the 21st CCLC program have been at Grace Place since pre-school and many of their parents have participated in English classes or other services during the day (Grace Place is a community center open to adults during the school day, but closes to the public when the 21st CCLC program is in operation during summer and afterschool hours). This level of commitment from families and students (and the entire community) helped smooth the transition to virtual learning in March. We also learned that the best method to maintain this level of commitment is through ongoing communication with parents - which we had to adapt when we closed on-site programming due to COVID (we moved from printed information to online information and phone calls - as many of our families do not have computer access at home).

Lesson Learned: Students WANT Homework Help

Grace Place provides all students with homework help in the standard schedule approved by the 21st CCLC program. We have learned that students and families truly appreciate the homework help that is provided, as it is a struggle for them to complete the homework at home (often due to limited technology, limited internet access, and limited ability of parents to help with homework). In several instances, students have asked for the schedule to allow for additional time with homework, which we are able to accommodate occasionally for students with increased homework demand or a special project due for their class. We have

learned that students asking for added homework time are often struggling in a specific class, so we are able to use our volunteer mentors and tutors to help those students more directly.

Lesson Learned: Food for the Mind

Grace Place learned that students were not eating dinner during the afterschool program (during face-to-face programming), which was initially thought to be the food choices. In discussing the concern with the students (elementary school students are very honest), we learned that providing both the snack and full meal was too much for the students (we provided them close together due to program hours). Some families were asking their children not to eat at the program, as they wanted them to eat at home. While we still provide both the dinner and snack, as some students will not have food at home, we find ourselves less concerned having learned the reasons why some students are not eating all their food.

Lesson Learned: Fewer Transitions

The Grace Place for Children and Families facilities include technology-enhanced classrooms designed specifically for our student-focused activities. Most of the classrooms are similarly designed, and we learned that it was less effective to have students change classrooms than have the teacher move classrooms. We also learned that limiting transitions increased time-on-task and was far easier for staff members to manage the students. We will continue this practice into any future years of operations.

Recommendations

Maintain the Advisory Board

One of the most impactful methods of engaging partners and other stakeholders is through membership on a program-level Advisory Board. The role of an advisory board is to provide important feedback and advice to the out-of-school program in matters regarding programmatic refinements and improvements. The 21st CCLC program is encouraged to maintain the advisory board from the 21st CCLC grant if planning to apply for new grants and/or if planning to continue some form of afterschool programming with the same students as served in the 21st CCLC program.

Continue Utilizing the Adult Literacy Performance Survey

The Grace Place (Elementary) program, though it the grant has ended, is invited and encouraged to utilize the free-use Adult Literacy Performance Survey (ALPS) for all adult literacy events that might be provided within future out-of-school programs. The ALPS provides for better and deeper data to assess the impact of programming provided for adult family members. The ALPS assesses self-reported impact on knowledge and conative

impacts on parenting and educational involvement. As per the instructions on the ALPS: 'Literacy is more than reading – it is competence or knowledge in any specific area. Today's training was focused on providing you information about specific topics to help your family and your student(s) succeed. We are interested in whether the training was helpful and whether your knowledge was improved. Please answer the following questions to the best of your ability. It is okay to leave questions blank if you do not know how to answer.' The data collected by the ALPS should be anonymous (except for 21st CCLC programs), as such data are most likely to provide realistic and more accurate responses and feedback from parents and adults. Note that surveys are designed to be provided after adult literacy events and trainings.

Explore Resources for Virtual Learning Afterschool

The 21st CCLC program is encouraged to explore some of the virtual afterschool resources that have become available over the past several months. While the program may be starting in-person (or hoping to start in-person soon), the global health pandemic is still in flux and nobody can predict what the future might hold. Creating a list of virtual resources or virtual programs would not be a wasted exercise, as many of the online programs and resources can also be used within an in-person program (e.g., virtual field trips, Sanford Harmony Online, etc.). The program is encouraged to explore the Afterschool Alliance COVID19 resources page, where the program can explore the resources put together by various state Afterschool Networks funded by the Mott Foundation (<https://afterschoolalliance.org/covid/>). Another resource would be Prime Time Palm Beach County which has several resources that might be helpful for programs across the state (<https://www.primetimepbc.org/covid19-ptupdates/>). The program is reminded that there are many free resources to support a virtual program and support the regular program using more technology.

<<< ---- End of Section ---- >>>

APPENDIX A

This section is optional. In this section's text box, subrecipients have the opportunity to provide additional information (including charts and graphs) that may enhance the stakeholders' understanding of the program. This can include items such as:

- *a national and/or state overview of the 21st CCLC program*
- *the history of the role of afterschool programming*
- *detailed information about partners and subcontractors*

THE UNIVERSAL NEED FOR AFTERSCHOOL

The National Center for Education Statistics (2020) reports that, across the United States, 50.9 million students in nearly 19,500 public school districts attended over 99,700 public elementary and secondary schools, with an additional 4.9 million students attending approximately 32,500 private schools. In Florida alone, the National Center for Education Statistics (2020) and the Florida Department of Education (EdStats, 2020) report that over 2.8 million students attend 4,233 public schools, with an additional 336,000 attending 1,851 private schools. With such staggering numbers of students, it is not surprising that a growing number of children are left alone and unsupervised after the regular school day ends, with an estimated seven million "latch-key" children in the United States alone. Indeed, parent surveys conducted for the "America After 3PM" survey (2014) showed that 19.4 million children not in an afterschool program would enroll if one were available. Certainly, a great need exists for out-of-school activities that provide appropriate youth supervision and involvement. Academic literature supports that children and parents are well-served by carefully organized and supervised youth programs during after school hours. These programs can extend social, educational, and recreational activities for children, while protecting them from unhealthy environments (Posner & Vandell, 1994; Riley, 1994). Although there is no established formula for quality out-of-school programs, most successful programs typically combine academic, social-emotional, recreational, physical, and artistic elements in a curriculum designed to engage youth in a variety of structured and supervised activities.

TYPES OF AFTERSCHOOL PROGRAMMING

It is important to distinguish between three major types of after school programs. Child Care and Day Care (or "after care") programs are typically the least structured programs with a primary focus on providing a supervised place for children while parents are still in work. Extracurricular programs are typically more structured, school-run programs with a primary focus in single areas (e.g., after school band, football, debate, etc.). Finally, "afterschool program" (or "Extended Learning Program") is a term typically used to describe the most

structured types of programs offering a wide breadth of activities to enrich the minds and bodies of participating students. The latter are those programs generally included in research studies and are more likely to receive federal, state, and local funding. Ultimately, 21st CCLC programs, including the one at focus of this evaluation, are some of the most structured, comprehensive, and diverse afterschool programs in Florida. Within Florida, 21st CCLC programs follow a highly structured model of educational enrichment and personal development through research-based and/or scientifically based programming and activities that serve the whole child, their families, and the communities where they reside.

THE 21ST CCLC INITIATIVE

The national need for structured afterschool programming spawned the creation of the 21st Century Community Learning Centers (CCLC) initiative in 1994, when the U.S. Congress authorized the establishment of the federal afterschool program. In 1998, the 21st CCLC program was refocused on supporting schools to provide school-based academic and recreational activities during after school hours, summer, and other times when schools were not in regular session. The development of the No Child Left Behind Act of 2001 brought further political focus and federal funding to after school programs, which signified the beginning of federal funding aimed at directly addressing the need for after school programs in a systematic manner. Total federal funding began with \$750,000 in 1995 and has grown to approximately \$1.206 billion dollars in 2019 (US Department of Education, 2019).

The Nita M. Lowey 21st Century Community Learning Center (21st CCLC) initiative, as outlined in federal law, is an opportunity for students to enhance and reinforce academic lessons of the regular school day, while also allowing them to learn new skills and discover new opportunities after the regular school day has ended. As described by the US Department of Education, the focus of this program “is to provide expanded academic enrichment opportunities for children attending low performing schools.” Authorized under Title IV, Part B of the Elementary and Secondary Education Act (ESEA; 2015), as amended by the Every Student Succeeds Act (ESSA) (20 U.S.C. 7171-7176; 2015), the specific purposes of this federal program are to:

- (1) provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards;
- (2) offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs,

internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and

(3) offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

Since the inception of the federal 21st CCLC initiative, Florida's 21st CCLC programs have been among the most structured and diverse out-of-school programs for students attending Florida's low-performing schools. In 2018, the Florida Department of Education (FLDOE) revised the requirements for eligible schools to those identified by the FLDOE as needing support (targeted support or comprehensive support) or identified by the local school district superintendent as needing supports provided by the 21st CCLC model. Private schools were not eligible as primary targets, as they do not receive school grades in Florida, but could be served as secondary targets for student participants. Overall, Florida remains focused on providing some of the most structured, wrap-around, and diverse out-of-school programming to students attending the state's most at-risk public schools and residing in the most at-risk communities.

GENERAL ACTIVITY REQUIREMENTS

Within Florida, every 21st CCLC program is required to provide a strong academic component in each of three areas: (1) reading and language arts, (2) mathematics, and (3) science. Each of these academic components must be supervised by teachers certified by the Florida Department of Education. Programs are encouraged to make each of these academic components creative, fun, and designed to foster a love of reading, math, and science – in addition to focusing all such activities on project-based learning plans approved by the Florida Department of Education. The 21st CCLC Program should write lesson plans for all academic activities, ensuring that the activities provided during the 21st CCLC program do not mirror the regular school day. Instead, the federal law encourages programs to design activities that reinforce topics taught during the regular day school. Florida programs are given some level of flexibility in the dosage of academic activities provided during any specific week of operation, with each student encouraged to receive at least one hour of academic-focused, teacher-supervised activities per day of out-of-school programming. Activities must be provided in such a dosage that the program is able to meet the proposed objectives included in the grant application. Programs are not permitted to reduce the level of academic services provided to students throughout the five-year term of the grant.

In addition to academic remediation and enrichment, a second specific purpose of the 21st CCLC initiative is to offer eligible students a broad array of personal enrichment activities

that reinforce and complement the regular academic program and help participating students meet local and state academic standards in core subjects. Including a variety of personal enrichment activities helps retain and attract student participants, while also providing a well-rounded breadth of experiences to help increase student commitment to the educational process. As per rules established by the Florida Department of Education, personal enrichment must include a variety of structured activities, as well as encourage active participation regardless of individual student skill levels. All personal enrichment activities must directly or indirectly support the academic achievement of participating students. According to Section 4205(A) of ESEA, as amended, 21st CCLC programs are limited to providing additional services within the following categories: Physical Education and recreation activities; Dropout Prevention and Character Education activities; Tutoring and mentoring services; Educational arts and music activities; Entrepreneurial education programs; Programs for limited English proficient students; Telecommunications and technology education programs; Expanded library service hours; and/or Drug and violence prevention and/or counseling activities. Most 21st CCLC Programs propose activities in several of the personal enrichment categories focused on helping targeted 21st CCLC students meet the Florida Standards and Florida's Sunshine State Standards.

The third specific purpose of the 21st CCLC initiative is to offer families of actively participating 21st CCLC students the opportunity for literacy and related educational development. In particular, 21st CCLC programs are required to provide services designed to develop literacy or related educational skills that will enable adult family members to be supportive of the child's learning (e.g., GED preparation, computer literacy, financial literacy, parenting literacy, etc.). While programs are provided some flexibility with regards to the level of adult family member services they provide, the program must provide a minimum number of annual activities and/or services (set by the FLDOE), and must provide enough outreach to progress towards the proposed family-based objectives. Many programs in Florida limit adult family member activities to special events (e.g., student plays) and general meetings. Secondary to the difficulty in recruiting adult family member participation in these services, it is rare for Florida programs to serve a substantial percentage of adult family members. 21st CCLC programs may only provide services to adult family members of students participating in 21st CCLC services.

THE EVALUATION PROCESS

Given the impacts of high quality out-of-school programs, federal, state, city, and community efforts and numerous initiatives across the U.S. have established and expanded afterschool enrichment programs in both public and private settings. However, as afterschool enrichment programs move toward greater recognition and become more institutionalized social functions, they are continuously challenged to demonstrate quality by reaching more

children, strengthening programs and staff, and providing adequate facilities and equipment. Indeed, program quality has already become a public concern (Halpern, 1999) and, since the early 1990s, researchers have become more interested in identifying characteristics of quality and effective after school programs for children. In fact, poor quality educational programs have been reported to put children's development at risk for poorer language acquisition, lower cognitive scores, and lower ratings of social and emotional adjustment (Scarr & Eisenberg, 1993). Although hours of program operation, program stability, and type of activities can impact children's achievement, research has established the greatest influence to be program quality (Casparly et al., 2002). In fact, Title IV, Part B of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) (20 U.S.C. 7171-7176), requires all 21st CCLC programs to undergo periodic evaluation to “assess the program’s progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success.”

Evaluation of program quality is integral to maintaining high quality programs and assessing progress towards achieving the primary program objectives. Program evaluation provides information for curriculum and activity adjustment, reallocation of funding, staff development, decision-making, and accountability (McGee, 1989). However, it is critically important to carefully establish evaluation procedures to effectively and accurately monitor the quality of after school programs. Towards this end, it is impossible to determine the effectiveness of an afterschool program without an in-depth assessment of all aspects of an individual program. Methods of assessment tend to be qualitative in nature to ensure that program goals are being met, although quantitative data can often allow for more concrete conclusions about program effectiveness. Thus, a mixed method approach is typically the most advantageous, incorporating an exploration of quantitative and qualitative data (Halpern, 2002; Magnusson & Day, 1993; Miller, 2001; Owens & Vallercomp, 2003; Piha & Miller, 2003). In general, summative evaluations and data reports to the Florida Department of Education are based on quantitative data, though the program is always encouraged to explore qualitative responses and discussions from focus groups or advisory board meetings to help qualify the data presented within formal reporting processes.

Although assessing specific activities or services is often the basis for establishing program quality, it is also important to collect data from participants, parents, and program staff. For instance, recognizing that feedback from the participants is essential to assess program quality and to encourage continued participation, a number of assessments are available to measure participant perceptions and satisfaction with afterschool enrichment programs. Numerous researchers (e.g., Byrd et al., 2007; Deslandes & Potvin, 1999; Grolnick et al., 2000) have also indicated that parental involvement in the education of their children is an important aspect of effective education programs from the elementary through high school years. Indeed, children often make better transitions in educational programs and have a

more positive orientation if their parents are more involved in their learning. As such, it is important for an evaluation to include assessment of parent participation in and parent perceptions about the afterschool programs. Finally, the opinions of program staff are fundamental for recognizing the importance and future directions of after school enrichment programs. Program staff members are the first-line deliverers of the program and are best able to provide immediate feedback about program operation.

Byrd, et al. (2007) and Smith et al. (2002) have suggested that evaluating the effectiveness of structured afterschool programs necessitates the assessment of a number of variables in addition to the opinions of program participants, parents, and facilitators. These variables include: (a) characteristics of program sites; (b) program operations and finance; (c) characteristics of participants and staff members; (d) program curriculum; (e) program attendance; (f) academic achievement in test performance, school attendance, and school behaviors; and (g) prevention of delinquent behaviors and fostering of good citizenship. Other researchers have suggested that fundamental evaluations of implementing quality after school programs should generally include the following 10 areas: (a) community needs assessment, (b) clarification of goals and intended outcomes, (c) program structure, (d) curriculum content, (e) program environment, (f) program facilities and infrastructure, (g) staff competency, (h) community partnership, (i) parent involvement, and (j) linkage to regular day school (Byrd et al., 2007; Friedman, 2003; Halpern, 2002; Magnusson & Day, 1993; Miller, 2001; Owens & Vallercamp, 2003; Piha & Miller, 2003). Finally, Baker and Witt (1996) and Byrd et al. (2007) suggested reporting community characteristics and assessing the effect of after school achievement programs on the enhancement of participants' self-esteem levels. Clearly, there exists a plethora of variables from which an individualized, effective and accurate evaluation of program quality can be generated.

<<< ---- End of Report ---- >>>