Grace Place for Children and Families
High School Project
Cohort 15

SUMMATIVE EVALUATION REPORT
Project Year 2019-2020

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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 (High) 21st CCLC program (Project Number: 93B-2440B-0PCC3) is a Cohort 15 program operated by the Grace Place for Children and Families. This 21st CCLC program has provided student-focused programming under the current grant for four years, having successfully navigated the competitive grant process in the 2016-2017 program year. Since beginning operations in 2016-2017, the Grace Place (High) 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 (High) Program received $75,113 to implement student-focused programming at one site: Grace Place for Children and Families. Overall, the Grace Place (High) program proposed to serve students in grades 9-12, with a proposed average daily attendance at the one site location of 80 students per day afterschool and 56 students per day during the Summer of 2019. The 21st CCLC program targeted the 1,772 students attending Golden Gate High School – with 78% 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 (High) program was primarily designed to impact high 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; (4) increase high school graduation rate and (5) 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

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. The 21st CCLC program 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

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 (High) 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 (High) 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 (High) 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 (High) program provided as many adult family member services as possible during the 2019-2020 program year.

The Grace Place (High) 21st CCLC 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 (High) 21st CCLC 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 (High) program activities during the Summer of 2019 and the 2019-2020 Academic Year.

Student Recruitment: As per the grant application, the Grace Place (High) program proposed to target specific students and their families. The Grace Place (High) program proposed to target a total of 80 students per day afterschool and 56 students per day during the Summer of 2019. The program proposed to target high school students (Grades 9-12) attending Golden Gate High School. By focusing enrollment efforts on all students attending this school, the program was able to recruit from all 1,772 students within the targeted grade levels. Overall, there appears to be a sufficient population of students at the targeted school to drive enrollment in the 21st CCLC program at the proposed attendance levels. Moreover, the students at this school have a tremendous need for free out-of-school programming, with a reported 'free or reduced-price lunch' rate of a depressing 78% across all targeted students.

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 the Grace Place (High) program was open to all students attending the target school, priority was given to students who had been identified by the school as high-risk: academically low performing; demonstrating at-risk behaviors such as truancy, behavior concerns, or documented at-home issues; and/or at risk for grade retention. 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 wait list if demand exceeded capacity. If a student on the wait list demonstrated need, they were given priority when a space became vacant.

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 (High) program successfully engaged the participation of 68 students during the Summer of 2019 and 147 students during the 2019-2020 Academic Year. Based on data submitted, as shown in Table 1, 11 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 (High) 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 (High) 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 (High) program was somewhat successful in retaining student participants – achieving a 46.2% rate of regular attendees compared to total enrollment. This is a particularly impressive rate given the shortened academic year and unexpected closures of all schools and in-person 21st CCLC programs in mid-March. However, the program is encouraged to explore the reasons why a relatively large group of students left the program

before attending 30 days 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 FLDOE, the Grace Place (High) Program proposed to serve an average of 80 students per day afterschool and 56 students per day during the Summer of 2019. As demonstrated by submitted data, the program achieved 76.3% of the proposed average daily attendance (ADA) for the 2019-2020 Academic Year and 55.4% of the proposed ADA during the summer of 2019. The FLDOE expects programs to achieve at least 95% of the proposed ADA, and falling short of the proposed daily attendance could be considered an increased risk by the FLDOE and result in financial and operational consequences. The program did not achieve 95% of the proposed daily attendance for the afterschool component, such that the program is encouraged to work towards increasing enrollment, while also developing a plan to increase the daily attendance of those students already enrolled. It may be necessary for the program to consider new projects, new staffing plans, or new strategies to help encourage enrolled students to attend the program more regularly. The program may face funding reductions and/or other punitive ramifications from the FLDOE due to the lower-than-expected attendance of 21st CCLC students.

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 (Attending at least one day)			Regularly Participating Enrollment (Attending 30 days or more)		
	Total	Summer 2019	Academic Year (19-20)	Total	Summer 2019	Academic Year (19-20)
Grace Place (High)	158	68	147	73	0	69

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 (High) 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 (High) program achieved gender equity in their enrollment. Of the 147 students served during the 2019-2020 academic year, 38.1% of student attendees were identified as male and 61.9% were identified as female. With a difference of 23.8%, it seems that the program's recruitment efforts and/or program activities were more effective at attracting female students than male students. As such, the program is encouraged to explore which practices might have contributed to a greater enrollment of one gender over the other. While this is not necessarily considered a negative indicator of the general programming, it is relatively rare for students to be disproportionally distributed across genders.

Race and Ethnicity: To better understand the types of students being served and to examine access to 21st CCLC services, the Grace Place (High) Program submitted racial and ethnic data about those students participating in the program. Of the 147 students enrolled in the 21st CCLC program during the 2019-2020 academic year, a total of 145 students (98.6%) 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 (High) 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 147 students served during the 2019-2020 program year, the program reported that 78.9% of the students were identified as being eligible for free or reduced-price lunch, 28.6% were identified as having limited English proficiency (LEP), and none were identified as having some other exceptionality (ESE).

Overall, the Grace Place (High) 21st program indicated that no students were identified as requiring Exception Student Education (ESE) services, which seems highly unlikely given the distribution of all targeted students and the lure of a high-structured 21st CCLC program for such students and their families. This suggests that the program is either tailoring the program to exclude students with special needs, or the program did not accurately and fully collect these demographic data. It is imperative that the program ensure all demographic and student data are complete and accurate when entering data into the EZReports system. While this can be time consuming, it is important that the program be accurately represented when the FLDOE pulls data for statewide reporting. Moreover, it is critical that the 21st CCLC program know the ESE status of all students so that they can receive the services most appropriate to their needs. Failure to identify student's special needs will negatively impact the ability of the 21st CCLC program to impart change among students with special needs, and could open the program up to legal action if the submitted GEPA statement is not followed. The program is highly encouraged to review procedures for collecting demographic data (particularly related to students with special needs), entering all demographic data into EZReports, and using demographic data to help guide the program and ensure students receive programming tailored to their needs and abilities.

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 (High) 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 9-12, 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 (High) 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 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 (High) 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

| Summer 2019 | Total Participating Students | | | | Regularly Participating Students | | | |
| | Gender | | | | Gender | | | |
Center Name	Male	Female	Data Not Provided	Age Range	Male	Female	Data Not Provided	Age Range
Grace Place (High)	31	37	--	13 - 18	0	0	--	--

* 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.

| Academic Year 2019-2020 | Total Participating Students | | | | Regularly Participating Students | | | |
| | Gender | | | | Gender | | | |
Center Name	Male	Female	Data Not Provided	Age Range	Male	Female	Data Not Provided	Age Range
Grace Place (High)	56	91	--	14 - 19	29	40	--	14 - 19

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

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 (High)	16	52	--	5	63	--	50	18	--

* 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 (High)	42	105	--	0	147	--	116	31	--

* 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 (High)	0	0	--	0	0	--	0	0	--

* 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+) Center Name	Limited English Language Proficiency			Identified with Special Needs			Free or Reduced-Price Lunch		
	Yes	No	Data Not Provided	Yes	No	Data Not Provided	Yes	No	Data Not Provided
Grace Place (High)	28	41	--	0	69	--	54	15	--

* 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 Center Name	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*
Grace Place (High)	--	--	56	12	--	--	--	--	--	--	--	--	--	--	--	--

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

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

Academic Year 2019-2020 Center Name	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*
Grace Place (High)	--	--	109	35	--	2	1	--	--	--	58	10	--	1	0	--

* 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 Center Name	Grade In School*														
	VPK	K	1	2	3	4	5	6	7	8	9	10	11	12	TOT
Grace Place (High)	--	--	--	--	--	--	--	--	--	--	39	40	36	32	147

* 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+) Center Name	Grade In School*														
	VPK	K	1	2	3	4	5	6	7	8	9	10	11	12	TOT
Grace Place (High)	--	--	--	--	--	--	--	--	--	--	16	15	23	15	69

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

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

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 (High) 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 (High) program provided a comprehensive program during the Summer of 2019. The 21st CCLC program began providing services on July 01, 2019 and ended on July 25, 2019. This provided all participating students with 15 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 4 days per week and 4 hours per day. As such, the program offered a total of approximately 16 hours per week of services and 60 hours (per student) across the entire summer. With a summer enrollment of 70 and an average daily attendance of 31, the Grace Place (High) program provided a total of 1,840 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 (High) program was approved to operate an out-of-school program for 96 days starting October 01, 2019 and ending May 14, 2020 (it is important to note that the program operated in August and September under an extension from the prior year of funding). Ultimately, the Grace Place (High) 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 (High) 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 80 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 (High) Program appeared to operate the in-person (face-to-face) 21st CCLC program as proposed in the approved grant application.

In-Person Program Characteristics: During the course of the 2019-2020 academic year, the Grace Place (High) 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; (4) increase high school graduation rate and (5) 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; and (3) opportunities for industry certifications through the local high school. 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) "7 Healthy Habits" curriculum to support students as they progress towards self-efficacy; 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 health and wellness, community resources, college and career readiness. 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 (High) 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 (High) program beginning online programming on March 23, 2020 and ending on May 14, 2020. Overall, the program provided a total of 33 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 99 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 (High) 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 Grace Place (High) 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 (High) 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; (3) Leader in Me online curriculum with student incentives and recognitions (funded through other sources); and (4) College and Career Readiness activities for middle school students. The program utilized several platforms for virtual afterschool learning: Grace Place Website, 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 (High) 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 middle 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 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 (High)	4	4	4	--	--

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 (High)	29	4	--	--	3	--	--	--	113	--

<<< ---- 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 (High) program attracted experienced staff members to provide both core academic enrichment and personal development activities to actively participating 21st CCLC students. The Grace Place (High) 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 (High) 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 both certified teachers, non-certified instructors, and contracted staffing from partnering agencies working with these students and communities. Each classroom is staffed by a college student or school day support staff (Lead Program Assistant) and a certified teacher, thus reducing stress on the teachers and ensuring a more interactive environment for the students. Most groups have an adult volunteer who support the other staff and assists in mentoring the students. In addition to these staff and supports, the program receives staffing support from the David Lawrence Center (2 staff, 2 hours weekly), the United Arts Council (1 staff, 2 hours weekly), and Drug Free Collier (2 staff, 1 hour weekly). As shown by submitted data, the 21st CCLC program reported employing a total of 9 staff members during the Summer of 2019, 11 staff members during the Fall of 2019, and 14 staff members during the Spring of 2019. In total, the program employed 18 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 non-certified instructions, 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 18 staff members, the program reported utilizing 6 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 (High) program reports having utilized certified teachers as proposed in the approved grant application, as approved budget narrative, and as required by the (FLDOE).

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

Grace Place for Children and Families **Staff Type***	**Summer 2019**		**2019-2020 Academic Year**	
	Paid [1]	**Volunteer**	**Paid**	**Volunteer**
Center Administrators and Coordinators	1	--	1	--
College Students	--	--	--	--
Community Members	--	1	--	4
High School Students	--	--	--	--
Parents	--	--	--	--
School Day Teachers (former & substitute)	4	--	5	--
Other Non-teaching School Day Staff	2	--	2	--
Sub-contracted Staff	1	--	4	--
Other**	--	--	--	--

[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 (High) 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 (High) 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
  - 18 -- Total Staff Members
- Compensation Methods
  - 13 -- Staff Members Paid by 21st CCLC
  - 5 -- Staff Members Volunteering to Support 21st CCLC
- Staff Gender
  - 9 -- Paid Female Staff
  - 4 -- Paid Male Staff
  - 2 -- Volunteer Female Staff
  - 3 -- Volunteer Male Staff
- Staff Educational Levels (Highest Level Only)
  - 1 -- Master's Degree
  - 12 -- Bachelor's Degree
  - 5 -- High School Diploma / GED / HS Student
- Staff Member "Regular Day" Assignment (No Duplication)
  - 1 -- Administrators or Site Coordinators
  - 5 -- Community Member
  - 6 -- School Day Teachers (e.g., Certified, Substitute, Etc.)
  - 2 -- Other Non-Teaching School Day Staff
  - 4 -- Sub-Contracted 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 (High) 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 an 8:1 ratio for academic activities and 10:1 ratio for personal enrichment 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 (High) 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 (High) 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 (High) 21st CCLC 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 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 (High) 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 (High) 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 3 staff members leaving the program and being replaced by another staff member in the same position. In each instance, the departing staff member provided sufficient notice that they were replaced with a trained staff member before their actual date of departure. Had this not occurred, the program also has volunteers and back-up staff members that could have taken the classes until a new staff member was hired. Although not desired, the site coordinator is capable of supervising a class for a short period of time to maintain ratios.

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 (High) 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 (High) 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 2016-2017. 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 (High) program submitted high 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; (4) increase high school graduation rate and (5) 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:	**55% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.**
Description of Activities:	Students were offered 30 minutes of homework time, daily, supervised by a certified teacher. 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.
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:	**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).

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.

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.

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*
55%	**142**	**123**	**86.6%**

Narrative:
Given 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), 123 out of 142 high school students with comparison grades (86.6%) 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, 56 out of 68 regularly participating high school students (30+ days) with comparison grades (82.4%) 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 higher than the proposed benchmark of 55% of high school students demonstrating progress.

Proposed Programmatic Changes and Rationale:
No changes needed. We are meeting this metric at mid-year and believe the current program will ensure we meet this at the end of the 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 15b. Objectives, Activities, Data Collection Methodology, and Outcomes (Objective 2)

Objective 2:	**55% of regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year.**
Description of Activities:	Students were offered 30 minutes of homework time, daily, supervised but a certified teacher. 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.
Description of Assessment:	**Report Card Grades in Mathematics**
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).
	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.
	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.
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*
55%	**142**	**101**	**71.1%**

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), 101 out of 142 high school students with comparison grades (71.1%) 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, 47 out of 68 regularly participating high school students (30+ days) with comparison grades (69.1%) 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 55% of high school students demonstrating progress.

Proposed Programmatic Changes and Rationale:
No changes needed. We are meeting this metric at mid-year and believe the current program will ensure we meet this at the end of the 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 provided pull-outs for students we identify through StopWatch data as needing added supports.

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

Objective 3:	**65% of regularly participating students will improve to a satisfactory science grade or above, or maintain a high grade across the program year.**

Description of Activities:	**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, weather allowed students to solve real world problems while collaborating with others. Opportunities for industry certifications through the local high school were also available to students participating in the program. **Virtual Programming:** Science, technology, engineering, and math related videos found on YouTube and NASA.gov allowed students to continue receiving academic support.
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). **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.

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.

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%	143	107	74.8%

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), 107 out of 143 high school students with comparison grades (74.8%) 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. Similarly, 52 out of 69 regularly participating high school students (30+ days) with comparison grades (75.4%) 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 high school students demonstrating progress.	
Proposed Programmatic Changes and Rationale: No changes needed. We are meeting this metric at mid-year and believe the current program will ensure we meet this at the end of the 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)

Objective 4:	**60% of regularly participating students enrolled in Algebra I will pass the Algebra I End-of-Course (EOC) exam.**
Description of Activities:	Students were offered 30 minutes of homework time, daily, supervised but a certified teacher. 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.
Description of Assessment:	**Algebra I End-of-Course Exam**
Measure and Data Collected:	***Mid-Year Data***: Student progress ratings are calculated from student mid-year grades in Algebra I, with students earning either "On-Track", "Making Progress", or "Needs Improvement." This provides an estimation as to where students are tracking for the end-of-year EOC assessment. There is no baseline for this measure. ***End-of-Year-Data***: Scores on the Algebra I EOC range are then converted into 'levels' for the purpose of general consumption and comparison across students. In general, a Level 3 is considered passing, As such, for the purposes of this objective, students achieving the objective must achieve a Level 3 or higher on the Algebra I EOC at the end of the regular

	academic year. At the end of the year, data will be collected as to the Level (1 to 5) achieved by each student and aggregated to assess progress towards this objective.
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:** For Mid-Year progress monitoring, students who are subjectively considered "on-track" or "making progress" meet the mid-year standard of success. For end-of-year (in a typical year): Attain an Achievement Level 2 or higher on the Florida Standards Assessment - English/Language Arts.
	Analysis and Interpretation: Students receiving an "A" or "B" were considered "On Track"; students receiving a "C" were considered "Making Progress", and students earning a "D" or "F" were considered "Needs Improvement". This objective would have been measured with the end-of-year state assessment, but the FLDOE canceled all statewide assessments following the global health pandemic and school closures. Students "On Track" and "Making Progress" are considered to have met this metric in the absence of standardized test data.
	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.
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*
60%	**4**	**3**	**75%**

Narrative:
For the 2019-2020 program year, the Florida Governor and the Florida Department of Education waived all state standardized assessments – including the Algebra I End-of-Course Exams (EOCs). Because this objective was designed to be measured using the Algebra EOC, it was obviously not possible to assess progress towards this objective with end-of-year data. However, the program was able to use student grades to help demonstrate progress of this metric at mid-year using converted grades. As such, the mid-year data are presented within the summative evaluation, as per instructions from the Florida Department of Education. Based upon submitted data, 3 of 4 total high-school students attending at least one day with mid-year progress data were 'on-track' or 'making progress' towards earning a passing Algebra EOC score. In addition, based upon data for regularly participating high-school students (attending 30+ days), 1 of 2 regular participants with mid-year progress data were 'on-track' or 'making progress' towards earning a passing score on the Algebra EOC. Based on performance of regularly participating high-school students, results are lower than the proposed benchmark of 60% of students demonstrating progress.

Proposed Programmatic Changes and Rationale:
No changes needed. We are meeting this metric at mid-year and believe the current program will ensure we meet this at the end of the 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 provided pull-outs for students we identify through StopWatch data as needing added supports.

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

Objective 5:	**75% of regularly participating students will graduate within their 4-year cohort.**
Description of Activities:	**Regular Programming:** The program continually offered career and college readiness support. Students learned strengthened study skills, time management strategies and were afforded mentorship opportunities. Student led service-learning projects promoted personal and social growth, as well as career development and civic responsibility. **Virtual Programming:** Students participated in a food drive, helping to prepare food bags for local families.
Description of Assessment:	**High School Graduation**
Measure and Data Collected:	Graduations represent the whether the student graduated with standard diploma, received a certificate of completion, or did not graduate from high school. Only standard diplomas are considered "graduation."
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. The program did not collect final graduation data, as the success or failure of students to graduate this year was out of the program's influence after students stopped attending school live.

Continuous Assessment:	**Standard of Success:** Students are on track or making progress to meet standard of success (graduation from school).
	Analysis and Interpretation: Students "On Track" and "Making Progress" are considered to have met this metric in the absence of graduation data.
	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.
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*
75%	**27**	**24**	**88.8%**

Narrative:
The program was able to collect data on student progress towards graduation for analysis at mid-year. Based upon submitted data, 24 of 27 total high-school students attending at least one day with mid-year progress data were 'on-track' or 'making progress' towards earning a high school diploma. In addition, based upon data for regularly participating high-school students (attending 30+ days), 10 of 11 regular participants with mid-year progress data were 'on-track' or 'making progress' towards earning a high school diploma.

Proposed Programmatic Changes and Rationale:

No changes needed. We are meeting this metric at mid-year and believe the current program will ensure we meet this at the end of the 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 15f. Objectives, Activities, Data Collection Methodology, and Outcomes (Objective 6)

Objective 6:	**75% of regularly participating students will maintain high performance or improve their physical and personal wellness as measured by pre-, mid-, post-assessment.**
Description of Activities:	**Regular Programming:** Students were offered daily physical activity opportunities, focusing on non-exclusionary activities, such as soccer, basketball, dance, yoga, Zumba, other activities based on student surveys. **Virtual Programming**: Supplemental fitness materials found on YouTube and posted to the Grace Place website allowed students to stay activity and healthy at home.
Description of Assessment:	**Physical Fitness Combined Assessment**
Measure and Data Collected:	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 21st 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. 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.

Data Timeline:	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.
Data Quality:	Overall, the quality of the data that was provided is relatively strong for a high school program. This is the only assessment that requires the student to be present and willing to take during program hours (all other metrics do not require the student to be present on a specific day. There are some students that do not have comparison data because they refused the assessment or did not come consistently enough to be "caught" and measured. However, the data that were completed appear accurate and there are no concerns that would preclude the analysis of available data.
Continuous Assessment:	**Standard of Success:** For Mid-Year progress monitoring, students who were absent 9 days or less are considered to have met this metric.
	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 stakeholders include discussions of small changes that will help move the children towards their potential.
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*
75%	**126**	**41**	**32.5%**

Narrative:
The 21st CCLC Program collected performance-based pre-mid assessments in physical fitness from a total of 73 out of 73 regularly participating high 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 73 regularly participating high school students (attending 30+ days), a total of 28 students (38.4%) demonstrated achievement of this performance-based objective during the course of the program year. If looking at all 158 students who attended at least one day during the academic year, the program collected pre-mid comparison data on 126 students, with 41 of these students (32.5%) 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.

Proposed Programmatic Changes and Rationale:
We will engage our student advisory board to discuss what activities and interests would increase participation in the fitness and personal wellness activities provided afterschool. With this information we will design activities that both focus on the most desirable topics for fitness and wellness, while also following the high school curriculum and best practices for fitness. We will engage a high school coach to help us design a set of lessons and activities that can be applied by our regular staff and teachers without specific fitness training. We will continue to provide the activities for 30 minutes per day, with the new lessons and activities taking the place of prior, less impactful activities.
We are not meeting this benchmark. It is very difficult to engage high school students in any type of structured activity, as they tend to "vote with their feet" and will not stay for a program that they are not interested in (or they will just not engage in activities they don't like). We will work with the student advisory board to help establish a new set of topics and activities that will better interest the high school students. We are very careful to not make the program a "sport program" or a "free play" program for the high school students, but it might be

necessary to bring more focused sport to the high schoolers (still aligned to curriculum and focused on education). We believe more targeted activities will = better engagement.

Proposed Data Collection Changes and Rationale:
No changes needed. We will continue to work towards collecting mid-assessment and post-assessment on all high school students as they attend the program.
We have developed a timeline to ensure data are collected on all students within the established measurement dates, as presented on the codebook. Is it notoriously difficult to obtain data from high school students due to their often transient status and multiple afterschool options (including just going home if they want), but we have developed a rather strong system to ensure all data possible are collected - with only one pre-post assessment proposed for this population. We continue to collect mid-year data as students come to the program - and program staff are reminded daily to collect any missing data from any attending students.

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

Objective 7:	**75% of regularly participating students will maintain high performance or improve their absences as measured by school/district records.**
Description of Activities:	The program chose to integrate "7 Habits of Highly Effective Teens," into all programming. This research-based curriculum support students as they progress towards self-efficacy.
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:	**Standard of Success:** For Mid-Year progress monitoring, students who were absent 9 days or less are considered to have met this metric. **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.
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*
75%	**158**	**156**	**98.7%**

Narrative:
Of the 73 regularly participating students, a total of 73 students had fewer than 10 school absences during the first half of the 2019-2020 program year. Across all 158 students with at least one day of program attendance, 156 had fewer than 10 days of attendance.

Proposed Programmatic Changes and Rationale:
No changes needed. We will continue to provide programming that encourages students to attend the regular school day, particularly mentoring and character education.

> *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 provided pull-outs for students we identify through StopWatch data as needing added supports.

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

Objective 8:	**50% of regularly participating family members will report their literacy skills as measured by perceptual survey (parent).**
Description of Activities:	**Regular Programming:** The program proposed to provide six adult family literacy sessions. As per the program, adult family member events were designed to provide support in topics including conflict resolution, health and wellness bullying prevention **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
Description of Assessment:	**Adult Literacy Performance Survey (ALPS)**
Measure and Data Collected:	The Adult Literacy Performance Survey (ALPS) is a seven-question inventory designed to be 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. Created by the Center for Assessment, Strategic Planning, Evaluation and Research (CASPER), 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.
Data Timeline:	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.
Data Quality:	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 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.
Continuous Assessment:	**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).
	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.
	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.

Student Inclusion:	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.

Benchmark	*Number of Students Assessed*	*Number of Students Achieving Benchmark*	*Percentage*
50%	**2**	**2**	**100%**

Narrative:
According to data submitted by the program at the end of the operational year, the program was able to collect a total of 2 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 both ALPS completed during the 2018-2019 program year, all surveys indicated progress towards this metric. More specifically, data reported by the program indicated that 100% 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. While we met this metric under the ALPS, we realize that more effort needs to be taken to increase parent attendance and involvement. This is very difficult with high school students in this community. We will work with our PDS to determine some best practices used by other high school programs in impoverished areas.

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 (High) 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 31 completed teacher surveys, which is equivalent to 19% of the 163 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 (High) 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 82.4% of 21st CCLC students demonstrated improvement in their effort towards completing assigned work; and 90.0% of regularly participating students demonstrated improvement in their overall academic performance.

- Teachers reported 80.0% of students in need of improvement demonstrated improvement in completing their homework to the teacher's satisfaction.

- Of students needing to improve, 85.7% of students paid more attention and participated more in class; 38.1% volunteered more in class; and 41.7% attended class more regularly - all indicators of increased motivation and dedication to the overall educational process.

- While in the classroom environment, teachers reported that 82.4% of students needing to improve were more attentive in class and 75.0% came to school more motivated to learn.

- Of students needing to improve behaviors, teachers reported that 58.3% improved their in-class behavior and 58.3% improved in getting along with other students (i.e., positive interactions).

- 73.7% 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 26.3% 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 (High) program collected data using the statewide student satisfaction and feedback survey. A total of 15 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, 93.3% 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, 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

    o 73.3% of students reported the 21st CCLC program definitely helped them with their homework.

    o 73.3% of students reported the 21st CCLC program definitely helped them improve their course grades.

- Behavior

    o 53.3% of students reported the 21st CCLC program definitely helped them get along better with others.

    o 80.0% of students reported the 21st CCLC program definitely helped them learn to solve problems in positive ways.

    o 93.3% of students reported the 21st CCLC program definitely helped them understand that following rules is important.

    o 100.0% of students reported the 21st CCLC program definitely helped them understand violence is wrong.

    o 92.3% of students reported the 21st CCLC program definitely helped them understand doing drugs is wrong.

- Citizenship / Career

    o 69.2% of students reported the 21st CCLC program definitely helped them understand that setting goals is important.

    o 45.5% of students reported the 21st CCLC program definitely helped them understand how to make career choices.

- Overall

    o 60.0% of students reported the 21st CCLC program definitely provided enjoyable activities.

    o 86.7% of students reported the 21st CCLC program definitely had adults who cared about them.

    o 80.0% of students reported the 21st CCLC program definitely helped give them a safe place to learn.

Statewide Parent Satisfaction Surveys

The Grace Place (High) 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 90 regular student participants (and 163 total student participants) a total of 8 were returned partially or fully completed, which represented approximately 15 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 (High) program is specifically encouraged to work towards improving all parent satisfaction survey responses to 100% satisfaction, where possible. It is important to note that 100.0% of respondents indicated they would sign up their child(ren) again next year if the program is offered, 37.5% of the responding adults reported participating in adult family events, and 75.0% 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 (High) 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).

- 100.0% of parents reported satisfaction with the variety of 21st CCLC activities provided to their child(ren); 100.0% 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.

- 100.0% of parents reported they would again sign up their child(ren) for this 21st CCLC program, and only 50.0% stated their children would be in another afterschool program if the 21st CCCL program was not available.

- 87.5% 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.

- 87.5% of parents reported satisfaction with the 21st CCLC program helping them become more involved with their child(ren)'s education.

- 87.5% of parents reported satisfaction with their child(ren)'s improvement in their overall academic performance, and 100.0% were satisfied with their child(ren)'s improvement in completing their homework.

- 100.0% of parents reported satisfaction with their child(ren)'s improvement in getting along with others, and 100.0% 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 "Love", a name inspired by the student's participation on the tennis team.

Love arrived in the United States 4 years ago. She spoke very little English but had a drive to succeed. In her home country of Haiti, education is a privilege and her family worked very hard to provide occasional academic experiences for her. When Love arrived at Golden Gate High School she began staying after school as part of the Grace Place 21st CCLC program. She was motivated to earn good grades against insurmountable odds. She never made excuses, and always tried her best.

As she has become more confident in her English speaking skills, she now assists other students struggling with their English Language proficiency. She encourages students new to the United States to get involved in extracurricular activities, like she did by joining the tennis team, knowing these opportunities for conversational English practice are priceless. Love now participates in a Girls' Support Group at Grace Place, a program tailored to help high school girls support each other as they tackle life's obstacles together. The 21st CCLC program not only helped Love to establish herself in the United States but has now provided opportunities for students like her to succeed.

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 (High) 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 2 surveys received following adult literacy trainings and events, 100% 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 2 surveys received following adult literacy trainings and events, 100% of adults reported they 'strongly agree' or 'agree' that the training(s) would increase their involvement in their child's education.

- Of the 2 surveys received following adult literacy trainings and events, 100% 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.	2	2 (100.0%)	0 (0.0%)	0 (0.0%)
… has taught me something new.	2	2 (100.0%)	0 (0.0%)	0 (0.0%)
… will be useful in helping my family and child(ren).	2	2 (100.0%)	0 (0.0%)	0 (0.0%)
… will change how I parent my child(ren).	2	2 (100.0%)	0 (0.0%)	0 (0.0%)
… provided resources to help my child(ren) succeed.	2	2 (100.0%)	0 (0.0%)	0 (0.0%)
… will increase involvement in my child's education.	2	2 (100.0%)	0 (0.0%)	0 (0.0%)
… helped me understand the importance of education.	2	2 (100.0%)	0 (0.0%)	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 (High) 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 fourth year of operations, the Grace Place (High) 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 80 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.

- Much of the 21st CCLC paperwork and reporting had to be done and done over and over. This was related to grant cycles the state being backed up and new systems being put into place. These were often explained after-the-fact. At times, contradictory information was delivered. This year our patience was often tried. It was a great challenge that we responded well to. 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.

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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 (High program 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 (High) program received an estimated total of $83,295 in contributions to support 21st CCLC activities and services.

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 (High) 21st CCLC program would require the full amount of the grant award (estimated annual budget of $93,891 at 100% of funding

request guides). However, not all aspects of the grant would necessarily need to be maintained (e.g., administrative costs, evaluation costs, technology costs) 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).

Progress Towards Sustainability: As of the end of the 2019-2020 program year, the Grace Place (High) program had tracked and reported a total of $83,295 in contributions since beginning operations. This is equivalent to 110.9% of the project award from 2019-2020 ($75,113) and 88.7% of the estimated annual project budget at 100% funding ($93,891). Although this seems that sustainability has been met, it is important to note that the support provided would only exist in the presence of the 21st CCLC program and does not support the most expensive and important component of the program: paid staff and teachers. Without the 21st CCLC grant or some other funding source beyond these partners, the program would not have staff members and, thus, the program would not exist.

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 a large number of returning partners, it appears the current focus of the Grace Place (High School) 21st CCLC program are organizations and businesses offering enrichment or financial support for items not approved by the grant (meals, etc.). The program will begin to seek 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+.

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 ------------------				
Collier County Public Schools	Data Collection, Administrative Support	$3,500	$0	$3,500
Collier County Public Schools	Meals	$41,265	$0	$41,265
Collier County Public Schools	Meals	$8,000	$0	$8,000
Grace Place	Volunteer Staff	$27,510	$0	$27,510
Naples Botanical Gardens	Curriculum materials, gardening supplies	$500	$0	$500
United Arts Council	Weekly PBL programming	$2,520	$0	$2,520
---------------- CONTRACTOR CONTRIBUTIONS ------------------				
N/A	N/A	$0	$0	$0
			Total:	$83,295
			Annual Budget Amount:	$75,113
			% toward Sustainability:	110.89%

* 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 the total estimated value of the service minus the amount paid.

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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*

Overall, the Grace Place (High) 21st CCLC 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 163 high school students and their families. Concluding their fourth 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 fitness and healthy lifestyle choices; (3) decrease school absences; (4) increase high school graduation rate and (5) 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 and outlooks. Some of these lessons learned are provided below, as are several recommendations for further enhancing the Grace Place (High) 21st CCLC program. These are not considered 'weaknesses,' as the program is already focused on addressing many of these challenges and/or implementing these recommendations. Rather, these serve to document some of the 'growth edges,' or those areas where the program is planning or could plan to focus additional attention during the next operational year.

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 though virtual outreach (e.g., knowing a student was struggling in math would help focus the virtual discussion for that student).

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: Maintain Strong Relationship with School

The Grace Place (High School) 21st CCLC program operates at the high school where students attend the regular school day. With some programs, this might present a challenge, but for Grace Place, this has been a tremendous asset. When the students must simply walk to the cafeteria at the end of the day, they are less likely to 'disappear' than if we were at an off-site location (the food provided by the school also helps draw them to the cafeteria to start the 21st CCLC program). To help support the program, the school provides access to more classrooms than needed, including the computer lab for students to complete their homework (which limits the cost of technology to the 21st CCLC program). We have learned that maintaining this partnership and their contributions require constant contact with the school administrators and school faculty, with the benefits of the partnership far outweighing any time commitment necessary to hold regular meetings and phone calls.

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: Leadership and Service Learning

The Grace Place (High School) 21st CCLC program learned that leadership skills are some of the most important lessons students can learn in 21st CCLC, with students appreciating having "jobs" and responsibilities in the classrooms, and participating in the 7-Habits

curriculum. Moreover, the high school students have thrived doing service learning activities. The program was recognized in the community paper and social media for all the students were doing to contribute as citizens. We learned that students need service hours for some scholarships, and the 21st CCLC program was providing them the hours needed to gain these scholarships.

Recommendations

Ensure Identification of Students with Special Needs

In accordance with State and Federal laws, Florida's students with special needs that meet enrollment criteria for the 21st CCLC program must be afforded the same opportunities as all students, provided that they can be safely accommodated. The Grace Place (High) 21st CCLC program indicated that no students (out of 150 total students participating in the academic year) were identified as requiring Exception Student Education (ESE) services, which seems highly unlikely given the distribution of all targeted students and the lure of a highly structured 21st CCLC program for such students and their families. This suggests that the program is either tailoring the program to exclude students with special needs, or the program did not accurately and fully collect these demographic data. It is imperative that the program ensure all demographic data are complete and accurate. While this can be time consuming, it is important to know the ESE status of all students so they can receive the services most appropriate to their needs. Failure to identify student's special needs could negatively impact the ability of the 21st CCLC program to impart change among these students, and could expose the program to legal action if the submitted GEPA statement is not followed. The program is highly encouraged to review procedures for collecting demographic data (particularly related to students with special needs), entering all demographic data into EZReports (if allowed by the FLDOE), and using these demographic data to help guide the program and ensure all students receive programming that matches their needs and abilities.

Improve Average Daily Attendance

As part of the application approved by the Florida Department of Education, the Grace Place (High) 21st CCLC Program proposed to serve an average of 80 students per day afterschool and 56 students per day during the Summer of 2019. As demonstrated by submitted data, the program achieved 76.3% of the proposed average daily attendance (ADA) for the 2019-2020 Academic Year and 55.4% of the proposed ADA during the summer of 2019. The FLDOE expects programs to achieve at least 95% of the proposed ADA, and falling short could demonstrate increased risk by the FLDOE. Even using a lower threshold, the program did not achieve at least 90% of the proposed daily attendance for the afterschool component,

such that the program is encouraged to work towards increasing enrollment, while also developing a plan to increase the daily attendance of those students already enrolled. It may be necessary for the program to consider new projects, new staffing plans, or new strategies to help encourage enrolled students to attend the program more regularly. With approximately 1,772 students attending the targeted school, the program should have a sufficient population of students from which to recruit.

Enhance Sustainability in Final Grant Year

The program is entering the 5th year of funding under a 5-year grant, such that the project must move into 'overdrive' on engaging and enhancing partnerships. Federal law and the FLDOE expect programs to demonstrate progress towards sustainability, as the federal law was originally written with the idea that programs would use the five-year grant to build a community presence and that the community would then fund the program (freeing the federal funds for a new program in another community). The program found outstanding success in developing partnerships to supplement the 21st CCLC grant in the 2019-2020 program year, securing partnerships that equaled approximately 110.9% ($83,295) of the total grant ($75,113). Certainly, partnerships are a great way to build sustainability as they provide project enhancements that either the grant cannot fund (e.g., food for parent nights) or the grant was not designed to fund (e.g., expensive software). However, as the program moved into the last year of funding and might need the community to fully support the afterschool program. It is important to note that a partner providing added services and supports will not necessarily lead towards sustainability. For the program to sustain after the end of federal funding, the program would need partners or other funding sources that could cover the actual staffing and materials necessary to run a comprehensive afterschool program.

Improve Use of the Adult Literacy Performance Survey

In addition to the statewide parent survey, the Grace Place (High) 21st CCLC program is highly encouraged ensure the Adult Literacy Performance Survey (ALPS) is administered for all parent literacy events, while also increasing the number of adult family members attending the literacy events. The program was only able to collect 2 ALPS surveys during the course of the 2019-2020 program year. The ALPS provides for better and deeper data for adult performance impact, but is most useful if administered at all events. The ALPS assesses self-reported impact on knowledge and conative impacts on parenting and educational involvement. The data collected by the ALPS should now be connected to all students represented by the adult completing the survey. While anonymous data are more likely to provide realistic and more accurate responses and feedback, it creates an unnecessary complication with EZReports and for the FLDOE. Note that surveys are

provided to be completed immediately after the adult literacy events. In addition, the program should ensure all parents complete the end-of-year survey provided by the FLDOE.

Enhance Collection of Statewide Stakeholder Surveys

The Grace Place (High) 21st CCLC program is required to administer statewide stakeholder surveys distributed by the Florida Department of Education. While these surveys include more questions than necessary to evaluate the specific objectives for this program, the additional questions are used by the FLDOE to help evaluate the overall state of Florida. As such, these surveys are critical for the program to collect – both to support the evaluation of this program and the evaluation of the state. The 21st CCLC program is encouraged to develop and implement a comprehensive plan for collecting the three statewide surveys at the end of the academic year (i.e., teacher survey, student survey, and parent survey). The FLDOE has not codified an expected percentage of return, but most research sets a minimum return rate of 25% to validly interpret the data. It is noted that gathering these data were particularly difficult in 2019-2020 because of the unexpected closures due to the global health pandemic and the program having to try to collect surveys when none of these stakeholders could come to school. Regardless, using 25% as a minimum threshold, the program did not receive at least a 25% return rate for the Student Survey (16.7% Response Rate) and Parent Survey (16.7% Response Rate). Certainly, the FLDOE would like a response rate closer to 100%. The program should be aware that the FLDOE can reduce the program budget or terminate the program if these data are not collected as instructed.

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 (Caspary 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 & Vallercamp, 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.

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