

PROJECT SCOPE OF WORK/NARRATIVE FOR GRACE PLACE

3.1 SUMMARY

Grace Place seeks funding to continue the Academy of Leaders program for families without access to affordable out-of-school-time academic programming. The program targets 220 K-5 students, from Golden Gate, Golden Terrace and Mike Davis Elementary. The program operates Monday-Thursday from 2:50-5:35pm, throughout the academic year August 17, 2020 to May 27, 2021, 15 school holidays from 9:00 am—5:00pm, and for 36 days Monday-Friday, 8:00 am—4:00 pm during summer terms. Six adult education activities strengthen families and learning.

The mission is to improve student academic achievement; develop confidence, character, and leadership; promote fitness and wellbeing; and teach the skills needed to become college and career-ready.

3.2 Experience and Capacity

Grace Place has provided academic and literacy programs for low-income children and families in Golden Gate for over 16 years, pioneering holistic, two-generational family education in Collier County. Grace Place developed a dynamic program model that functions as a conduit for progress and produces long-lasting results. Currently over 700 students are enrolled in educational programs that include: (1) Academy of Leaders (AOL) School Age (K-12) after school and summer youth development programs, (2) Leaders Empowered to Achieve Dreams (LEAD) (9-12) program of college and career preparation; (3) Nationally recognized Bright Beginnings which encompasses Early Childhood Education as well as Parenting and Adult Education, which earned Grace Place the distinguished honor of becoming a Barbara Bush Foundation for Family Literacy program provider and Pearl Literacy Award Winner; (4) Adult English Language and Literacy Program, Citizenship, and financial literacy classes and (5) the Grace Place Food Pantry, supporting the importance of eating healthy for Students. Research has shown that students are able to learn better when they're well nourished, and eating healthy meals has been linked to higher grades, better memory and alertness, and faster information processing.

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

During the 2019-2020 school year, Grace Place provided reading and math instruction, homework help, and tutoring from qualified teachers to more than 200 elementary students. While 2020 FSA standardized testing has been cancelled due to the COVID-19 Pandemic, the results from the math and reading performance of the students assessed in 2019 demonstrate the success of the AOL program. These results are displayed in the table below. In 2018-19, all grade levels improved their performance in the academic assessments at the end of the school year, and overall, students improved their test scores as shown in the tables below.

Impacts on Academic ELA Grades

	Standard of Success	Benchmark	Total Participants Measured at End of Year	Participants Meeting Standard of Success	Percent Meeting Standard of Success
English Language Arts/Writing	Maintain an A/B grade or improve from lower grade	65%	231	151	65%
English Language Arts/Writing	Attain an Achievement Level 3 or higher	40%	124	42	34%

Impacts on Academic Mathematics Grades

	Standard of Success	Benchmark	Total Participants Measured at End of Year	Participants Meeting Standard of Success	Percent Meeting Standard of Success
Mathematics	Maintain an A/B grade or improve from lower grade	65%	231	156	68%
Mathematics	Attain an Achievement Level 3 or higher	55%	124	57	46%

Impacts on Academic Science Grades

	Standard of Success	Benchmark	Total Participants Measured at End of Year	Participants Meeting Standard of Success	Percent Meeting Standard of Success
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Science	Maintain an A/B grade or improve from lower grade	65%	231	188	81%
Science	Attain an Achievement Level 3 or higher	55%	34	11	32%

Youth programming has expanded and improved each year for the past sixteen years and will continue to expand. Grace Place has expanded the physical facilities over the last six years through a now completed Capital Campaign and funding from 21st CCLC will allow more comprehensive services for our students within our state-of-the-art campus. Additional evidence of Grace Place’s experience includes: 1) Growth from an initial 40 students in 2004 to over 700 students weekly in 2019-20, including 197 children under age 5, more than 400 children ages 5-18, and over 300 adults; 2) Successful operation of extensive educational programs with measurable outcomes, managing private and grant funding, including federal funding, an annual budget of over \$3 million, a successful 990 audit and operating a busy and safe neighborhood educational center; 3) In July 2014, Grace Place was recognized by Eileen Connolly-Keesler, Executive Director of the Community Foundation of Collier County, as one of the most effective and efficient nonprofit agencies in Collier County; 4) Partner with Collier County Public Schools and Collier County Sheriff’s Department since 2004; 5) United Way of Collier County approved partner agency since 2008; 6) Barbara Bush Foundation for Family Literacy program provider; 7) Recipient of 21st CCLC Grant for Elementary and Middle School Programs in 2014/2019 and High School programming in 2016; 8) Achieved Charity Navigator Platinum status; 9) Only organization of our kind to achieve Lighthouse Certification in November 2018, a highly-regarded standard set by FranklinCovey for a *Leader in Me* school; and 10) Recipient of the first Pearl Literacy Award from the Barbara Bush Foundation for Family Literacy in 2019.

Efforts to Outcomes (ETO) and EZ Reports, provided through 21st CCLC, performance management software is utilized to track data on individual students and the whole family, translate data into knowledge about program performance, actively monitor progress toward

outcomes, and continuously improve service delivery. A Memorandum of Agreement with CCPS enables Grace Place to access individual student data (testing, grades, and assessments) through a robust district system called STOPwatch.

Grace Place leadership has the capacity and experience to effectively implement the proposed 21st CCLC program, including direct experience in delivery of academic and personal enrichment activities for students in Golden Gate, adult language and family literacy programming, and assessment of 21st CCLC program success. The team includes: (1) Diane Ponton, M.Ed. (TESOL), Chief Program Officer, has been at Grace Place for 15 years, where she developed the successful Grace Place Family Literacy Model[®] and built the Adult Education program. Ms. Ponton is a graduate of Youngstown State University, and taught elementary, middle school, and adult ESOL evening classes. In 1997, she was named the Collier County Elementary Teacher of the Year; (2) Tom Powers, Director of School Age Programs, has 25 years of experience in youth organizations serving diverse populations, including 10 years overseeing 21st CCLC program and its leadership team for Boston Public Schools and Collier County Public Schools; (3) Tim Barone, Chief Financial Officer, holds a Bachelor's Degree in International Business, as well as an MBA, from Stetson University and has 14 years of experience in accounting, financial and operational management. Mr. Barone has been the primary contact for 21st CCLC reporting over the past 5 years and will continue to provide fiscal oversight and reporting for this grant. (4) Kelsi Matson, Site Manager, Elementary Program, holds a Bachelor's Degree in Child and Youth Services from Florida Gulf Coast University and has been with Grace Place for over 5 years. Ms. Matson holds multiple licenses and certifications from the Florida Department of Children and Families.

The executive leadership team is experienced in planning, overseeing and managing over \$3 million in yearly expenditures/budgets, along with a multi-million-dollar capital campaign. Significant funds are held in reserves to handle cash flow and contingencies and a professional audit has been conducted yearly for the past fourteen years. Financial and data support staff are

experienced in monitoring data to track progress. Policies and procedures are in place to assure the best possible oversight. The agency has the experience and the financial capacity to manage government grants as evidenced by successful management and reporting of local, national, corporate, and foundation grants for more than 15 years. Grace Place has successfully operated 21st CCLC programs for six years across all school ages and was awarded a second 21st CCLC grant for our Middle School program in 2019.

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

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

Grace Place has had six years of collecting, maintaining, analyzing and reporting evaluation data including yearly comprehensive summative reports on its 21st CCLC programs. As noted in the most recent Summative Evaluation Report, "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). Grace Place has continuously used evaluation data to improve upon review of mid-year and end of year data. These ongoing improvements to better deliver the results desired

and to serve the students in Golden Gate have been documented in tables and end of year reporting. Focusing on high quality staffing, development of strong curriculum and activities, partnering closely with the school district, and maximizing use of after-school resources are just some of the improvements made throughout the first 5-year program.

Overall, the Grace Place (Elementary) 21st CCLC Program was a strong program and fully implemented the project-based learning plans, academic enrichment, and personal enrichment activities, as proposed in the previously approved grant application. Grace Place for Children and Families progressed towards all program objectives that could be assessed during the program years, as based on the objective rating system developed by the Florida Department of Education. More specifically, the Grace Place (Elementary) 21st CCLC program met or exceeded the proposed benchmarks in six out of nine objectives (66.7%) for the 2018-2019 School Year.

3.3 Community Needs Assessment

Naples, Florida is known for its white sandy beaches, pristine waters, serene nature reserves, great shopping and its more than 80 championship golf courses. Touted by Forbes magazine as one of “America’s Millionaire Capitals,” this city by the sea is the southern home to some of the country’s wealthiest and most influential people. But there is a dense pocket of need in Naples not many people are aware of. Just six miles from one of the richest zip codes in America rests the four-square-mile Naples’ community of Golden Gate City. Contrary to the name, life is not so golden for many that live here. Golden Gate City is a four-square-mile neighborhood east of the City of Naples, northeast of I-75 as it turns east toward Miami, and has the highest population density in Collier County. Students from Golden Gate live in the highest pocket of need in Collier County, outside of Immokalee. Golden Gate City has a higher poverty rate, lower earnings, lower family income and higher rates of unemployment than the rest of the state.

The residents of Golden Gate face challenges associated with living in a distressed, high-poverty community – reduced likelihood of academic success and reduced access to mainstream social and economic opportunities. Over 85% of the approximately 700 families Grace Place

serves have a household income of less than \$20,400, 88% have less than a high school education, and almost 33% are functionally illiterate.

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

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

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

Data compiled over the past six academic years have demonstrated that we are successfully identifying and enrolling the school’s most at-risk students in the program. Focused recruitment targets students who have been identified by the school as high-risk: academically low-performing; demonstrating at-risk behaviors such as truancy, behavior concerns, or documented at-home issues; and/or at risk for grade retention.

There are a limited number of afterschool program slots available to the 2,500 students enrolled at Golden Gate's three elementary schools, all of which require a fee to attend. A study by the Naples Children and Education Foundation (NCEF) indicated that over 60 percent of school-aged students living in Golden Gate do not have adult supervision at home when they return from school each day. This lack of adult supervision increases the probability of students engaging in risky or aggressive behaviors, being injured or victimized, and losing interest in education.

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

Data evaluated from a variety of sources during the needs assessments include Collier County Public Schools (CCPS) Assessments & Data Management (Strategic Planning and Needs Assessment, student achievement data, school performance and demographic data, School Improvement Plans, Florida Department of Education Differentiated Accountability Reports, U.S. Department of Education Reports (OST best practices, youth and poverty), Collier Sheriff's Department Reports (crime and youth indicators), Kids Count Data Center (Florida indicators), U.S. Census Data (poverty and employment rates, education levels, family demographics), Surveys and Focus Groups (student, parent, and community), adequate yearly progress (AYP) status, School Accountability Reports (SAR), and National Census data (poverty, literacy, educational attainment, employment, family demographics).

Across all of Collier County, only 60% of students were proficient on the FSA Reading exam in 2019 and only 55% made learning gains in ELA from 2017-18 to 2018-19. The targeted elementary schools performed slightly lower than the district, with only 46.5% of students in the

two currently served elementary schools proficient in ELA in 2019 and only 53.3% making learning gains. The metric was set at 65%, significantly higher than prior year performance. Similar data was collected for Math. Across Collier County, only 66% of students were proficient on the FSA Mathematics exam in 2019 and only 59% made learning gains in Math from 2017-18 to 2018-19. The targeted elementary schools performed slightly lower than the district, with only 52% of students in the two currently served elementary schools proficient in ELA in 2019 and only 56.0% making learning gains. On the SSA Science evaluation, across Collier County only 61% of students were proficient in 2019. The targeted elementary schools performed slightly lower than the district, with only 50.0% of 5th grade students in the two currently served elementary schools proficient in Science in 2019. With 94.8% and 93.2% economically disadvantaged students (FLDOE, 2019), the need for 21st CCLC assistance in closing the achievement gap cannot be overstated.

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

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

At meetings on the development of the 21st CCLC programming, the elementary schools have all stated the need for support for English Language Learners and students with special needs. They have also noted that students need to be supported with homework by reinforcing lessons and making sure it is fully complete. Students also need access to rich books and time for guided, one-on-one reading. Leadership has asked us to support gaps in reading and writing in particular for their students, especially in Kindergarten through third grades.

Grace Place leadership has communicated with school system leadership including coaches/specialist, administrators and guidance counselors through phone calls, emails, face-to-face meetings, focus groups and stakeholder surveys.

Research also suggests that afterschool programs have a unique potential to impact student social-emotional wellness. Social-Emotional Learning (SEL) benefits all children, but has a distinct benefit for children from low-income, at-risk communities. Durlak, Weissberg & Pachan (2010) completed a meta-analysis of 75 reports of SEL impacts from afterschool programs, finding mean effects less than half the current 80% benchmark. Our staff has collected a wealth of information on the needs and wants of families, including the need for social emotional learning including accessing behavioral health services and strengthening relationships with peers.

Families have also noted the importance of safety; many families do not have access to other child care during afterschool hours. They appreciate the opportunity for their children to have more academic learning time and homework help as opposed to returning to an empty home. Parents also want to make sure that children have time to exercise outside and understand the importance of fitness for them.

Grace Place also has adult education programs. In an effort to address the educational needs of the entire family, the Adult Education program utilizes a comprehensive approach that supersedes a limited definition of education characterized solely by academics. The guiding mission of Adult Education programming is to equip students with the needed language and life skills to strengthen their ability to participate in the workforce, improve their quality of life, and

enhance their self-sufficiency and engagement within the community. The Adult Education program includes English language, financial literacy, citizenship and computer literacy classes. English language classes provide one-on-one and small group English language and literacy lessons guided by the Side-by-Side curriculum. English classes are led by trained volunteer instructors who are often retired teachers themselves. Small groups are arranged both by English knowledge and education level. Our Rosetta Stone language lab offers supplemental support to both current and incoming students. These concentrated classes enable adult learners to improve their language, literacy and life skills unlocking new opportunities for superior job placement with higher compensation and improved community involvement.

In addition to the Early Childhood, Parenting, School-age and Adult Education programs, Grace Place has a food pantry that serves the Golden Gate Community. Food insecurity is a crisis for families all over the world, including families' right here in Collier County. According to Collier County Public School's website, 66% of students in Collier County qualify for the free-and-reduced lunch program, meaning they fall below Florida's income eligibility gap lines. This number is much higher in our targeted schools, between 86-89%. Hunger places unfair demands on parents, requiring them to make tough choices between food and other necessities. This can include the challenging decision to purchase inexpensive, but less nutritious food to stretch the household budget. The Food Pantry supports Grace Place's mission by meeting the basic need for nourishment and health, which are essential for strong mental and physical development. Thanks to our supporters, we helped provide an incredible 395,000 plus pounds of food, including fresh fruits, vegetables, meats, and dairy products, to people facing hunger in our community.

The Grace Place for Children and Families (Elementary) 21st CCLC program was successful in obtaining responses to the state-mandated end-of-year parent satisfaction inventory administered in April 2018. The satisfaction survey assessed parental opinions on several aspects of the Grace Place for Children and Families (Elementary) 21st CCLC program and perceived impacts on the participating parents, students, and teachers.

The parent survey was originally designed by the Center for Assessment, Strategic Planning, Evaluation and Research (CASPER) and modified by the Florida Department of Education as a statewide assessment of parent satisfaction. The survey is focused on more general aspects of satisfaction, with some specific items regarding expected outcomes of all 21st CCLC programs. Overall, an estimated 238 surveys were distributed and 89 were returned partially or fully completed – representing a 37.4% response rate (with a 25.0% response rate generally considered the minimum acceptable rate for reliability). Overall, 98.9% of parents responding to the survey reported general satisfaction with the 21st CCLC program, with only 1.1% of parents reporting a lack of satisfaction. Additionally, 94.1% of parents reported satisfaction with their child(ren)'s improvement in their overall academic performance, and 94.3% were satisfied with their child(ren)'s improvement in completing their homework.

The Student survey was originally designed by the University of Florida (Zhang &Byrd, 2004) to help determine student beliefs about the impact of 21st CCLC programming on several primary aspects of their academic life (e.g., schooling, citizenship, friendships, etc.). A total of 213 students (89.5% of the 238 regularly participating 21st CCLC students) completed the required statewide student satisfaction inventory, as altered and provided by the FLDOE. Of these students, 97.7% enjoyed the activities in the program, 99.1% felt safe in the afterschool program and 98.1% of students reported the 21st CCLC program definitely or somewhat helped them with their homework.

Given the unique position of out-of-school programs, teacher surveys are used to collect information about changes in each individual student's behavior during the program year, and are considered more robust and more specific to the Grace Place for Children and Families (Elementary) 21st CCLC program than are school grades and standardized achievement tests. The teacher survey used by Grace Place for Children and Families (Elementary) for the 2018-2019 program year was provided by the FLDOE and was based on the questionnaire developed by the US Department of Education and required in prior years for the federal data collection

system. Overall, results suggest the 21st CCLC program had a very positive and significant impact on the majority of 21st CCLC students. The following represent some of the most notable findings from the 21st CCLC Teacher Survey:

- Of students needing to improve, teachers reported that 74.3% of 21st CCLC students demonstrated improvement in their effort towards completing assigned work; and 82.4% of regularly participating students demonstrated improvement in their overall academic performance.
- Teachers reported 76.2% of students in need of improvement demonstrated improvement in completing their homework to the teacher's satisfaction.
- Of students needing to improve, 75.3% of students paid more attention and participated more in class; 64.6% volunteered more in class; and 77.9% attended class more regularly -all indicators of increased motivation and dedication to the overall educational process.

Great care has been taken to assess community need and Grace Place is ready to respond by implementing comprehensive services. Our schools, partners and families have great confidence in our ability to run a successful program.

3.4 Community Notice Dissemination of Information

A notice was placed in the Naples Daily News at the time of the submission of the Grace Place Letter of Intent to Apply on April 4, 2020. Local public and private schools were consulted and included in the proposal development. During a series of meetings with the school district this spring we were encouraged to expand programming. This proposal will be accessible on the Grace Place website following submission, and the programming will be continuously promoted through our website, mailings, social media, community bulletins, and other venues.

An effective combination of traditional and non-traditional communication channels will be used to inform the Golden Gate community, school staff, partners, parents and other stakeholders about AoL (e.g. services, activities, goals) and the importance and promise of the 21st CCLC

federally funded OST program. Schools: daily announcements, automated ParentLink calls, meetings with teachers and school leadership; Local media: PSAs, press releases to local radio, web, newspaper, and television; Newsletters/flyers distributed at community churches, local markets, and libraries. Non-English speaking households: local media and organizations, including D'Latino's TV and Media, 92.1 FM La Ley, and the Haitian Coalition of Collier. In addition, Social media will be used to announce the program and to update the community and program stakeholders. Grace Place's existing social media sites: Facebook, Twitter, YouTube, Instagram and LinkedIn.

The existing Grace Place website currently includes a sub-site for the 21st CCLC program. This site contains pages devoted to sharing program information (including a copy of the approved grant narrative as well as copies of the 2018-2019 21st CCLC Summative Evaluation), progress in meeting the proposed goals and objectives, successes and highlights, all scheduled services, adult family member activities, and links to end-products of project-based learning activities. Social media will allow visitors to visually experience program activities. Parent information will be translated into both Spanish and Haitian Creole. The website is updated at least quarterly by the Manager of Communications. The date/time of the latest update will be displayed on the home page.

3.5 Partnerships and Collaborations

3.5.a. Partnerships

Grace Place has a strong history of working with parents, students and community partners, including the local public and private schools, agencies, organizations, and businesses. Grace Place intentionally and thoroughly included all of these stakeholders in the process of identifying needs and developing the proposed program. Grace Place has developed many community partnerships that will continue to contribute to implementing, evaluating, and sustaining Academy of Leaders. Many of the community partners, including Childcare of SW Florida, the David Lawrence Center, Junior Achievement, University of Florida and many others as outlined in the

Partners Table attachment, are making significant contributions to the ongoing implementation of an evidence-based, high quality program including having their paid staff onsite at Grace Place or through supervision of direct services to students and families. For instance, the David Lawrence Center works closely with Grace Place staff to provide social-emotional wellness curriculum and training for Grace Place staff to deliver as well as collaborate with staff to refer students and families to other behavioral health services as available and will. Drug Free Collier is another example that provides one of their own staff to lead program activities for at least one day per week for 2 hours.

Grace Place also receives over 300 volunteers (retirees, college students, high school students) and in-kind gifts from community and service organizations, including five Rotary Clubs, three Kiwanis Clubs, six Key Clubs, Leadership Collier and Greater Naples Leadership, Council of Hispanic Business Professionals, newcomers and neighborhood clubs, local large corporations including Arthrex and Moorings Park, and over twenty churches.

Grace Place has three full-time staff committed to development and communications and one full-time staff member dedicated to Volunteer Management. Grace Place has established an impressive array of collaborative partners which contribute substantially to the services provided including daily meals and snacks, classes and programs in the arts, music, nutrition, wellness, physical activities, behavioral health and prevention services, career education, books, and field trips. Our AoL program has provided a healthy dinner and snack every day, provided by Child Care of Southwest Florida through Food Program grants. We have successfully provided thousands of meals through partnerships over the past six years of offering 21st CCLC programming. Child Care of SW Florida, Inc. will ensure access to catered daily snacks afterschool and in summers. They will provide training and education for staff on food safety and data tracking.

Collier County School District and the three schools to be served will provide access to STOPwatch data base to track student progress. They will provide staff professional development

in using the database and resolve data issues. They will communicate with program staff for referrals and student support. They will provide staff professional development in academic support.

We are partnering with three leaders in behavioral services. David Lawrence Center is a local leader in mental health and substance abuse services who will provide training and education for program staff. They will provide staff and curriculum and lead program activities for at least one day per week for two hours. They will provide behavioral support for staff and students and other services as available / including special event projects. They will collaborate with staff to refer students and families to other behavioral health services as available. The Shelter for Abused Women and Children will provide training and education for program staff. They will provide staff and curriculum and lead program activities for at least one day per week for two hours. They will provide behavioral support for staff and students and other services as available / including special event projects. They will collaborate with staff to refer families to other behavioral and domestic violence services as available. Drug Free Collier will provide training and education for program staff. They will provide staff and curriculum and lead program activities for at least one day per week for two hours. They will provide support for staff and students and other services as available / including special event projects. They will collaborate with staff to refer families to other counselling services as available.

We are partnering with two institutions of higher learning. University of Florida, Institute of Food and Agricultural Sciences Extension, Collier County will provide training and wellness education for program staff. They will provide staff and curriculum and lead program activities for at least one day per week for 2 hours. They will provide support for staff and students and other services as available / including special event projects. They will collaborate with staff to refer families to wellness / health services as available. Florida Gulf Coast University / College of Education will provide training and STEM education for program staff. They will provide student teaching staff using a field-based approach to teacher preparation using a Professional

Development Schools (PDS) framework. They will provide curriculum and lead program activities for at least one day per week for 2 hours. This is a collaborative effort including university faculty and teacher candidates working with our staff. Curriculum for arts and careers/social studies will also be supported by partners. United Arts Council will provide training and arts education for program staff. They will provide staff and curriculum and lead program activities for at least one day per week for 2 hours. They will provide support for staff and students and other services as available / including special event projects. Junior Achievement of Southwest Florida will provide training on how to select and lead JA curriculum.

Partnerships have been developed over years and we have learned that communication is key. There are regular quarterly check-ins with leadership including participation on the 21st CCLC advisory board. Our partners are all committed to Grace Place's mission and have a wealth of experience working in the neighborhood. Several partners will be leading parent education activities for our 21st CCLC families and professional development for staff. See the attached letters of commitment and completed partner table.

3.5.b. Collaboration

Grace Place leadership has worked closely with administrators from the target schools, including Principals, Assistant Principals, and Academic Coaches, to develop and advance the Academy of Leaders Program. Through this close collaboration, the program aligns with the school curriculum to help students meet state and local academic standards. Both school administrators and Grace Place staff are committed to building on this foundation and will continue to meet communicate regularly, work together to implement the plan as proposed. Private schools have been notified of our ability to serve their students and about professional development available to their staff.

As part of the partnership with CCPS, Grace Place has been provided access to student academic records through STOPwatch, a CCPS web-based system with direct access to the district academic records database. Program staff can export the academic records of program

participants, including data to measure and monitor program objectives, to produce annual formative and summative evaluations, to report performance to state (FDOE) and federal (USED) funding authorities. Such data sharing will be consistent with the requirements of Family Educational Rights and Privacy Act (FERPA) and related state law. This shall include receipt of parent waivers for the release of data.

The site coordinator's responsibilities include frequent collaboration with regular school-day and program staff, checking in weekly with instructional coaches to ensure comprehensive school-community involvement and alignment to in-school instructional plans. Furthermore, the Project Director will meet with the school principals quarterly to discuss student needs and program progress, and ensure that the activities and regular day school curricula align and support student success. Guidance counselors recommend high risk students to the program and help us meet the needs of children through the year.

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

Grace Place plans to combine or coordinate other funding with the proposed 21st CCLC program to make the most effective use of public resources and provide for sustainability. These include but are not limited to private funding of Grace Place facilities and family literacy programs, collaborative community partnerships, and corporate or foundation grants.

All of the partner schools are critical to the success of the program. In order to ensure the relationships are strong, we will share evaluation results including the formative summary and summative evaluations. Following evaluation reports, the findings and recommendations will be presented to for comment and feedback. Also, we will communicate through Advisory Board meetings and special school events and meetings.

3.6 Target Population, Recruitment and Retention

Golden Gate is one of the most impoverished communities in Florida and NCEF identified this community as one of the highest pockets of need (2017). In 2016, City-Data estimated the roughly four-square-mile community of Golden Gate city, Florida had a population of 35,761 people with a population density of 8,940 people per square mile and a median age of 32.7. Of the total population, more than 30 percent are under the age of nineteen. Golden Gate community has a higher poverty rate, lower earnings, lower family income and higher rates of unemployment and free/reduced lunch than comparative rates versus Collier County or for the state of Florida (see Table 1). Golden Gate had a 7.5% unemployment rate prior to the COVID-19 pandemic (which has negatively impacted more than two-thirds of Grace Place families), a 21.8% poverty rate and a per capita income of \$16,671 (www.census.gov, 2019). Of the families Grace Place serves, 95% live below the national poverty line, 64% have less than an 9th grade education, 35% have less than a 5th grade education and 99% live in non-English speaking households.

US Census data also indicates Golden Gate families are among the least educated at the local and state levels. Table 1 below shows the prominent disparity in socio-economics, education levels and rate of non-English speaking households between Golden Gate and Florida residents. The disparity with the County is greater, as Collier County is comprised of wealthy coastal neighborhoods and pockets of extreme poverty, such as the Golden Gate community (NCEF, 2017).

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

	Golden Gate Community	Florida	Collier County
Poverty Rate (below poverty level)	21.8%	11.1%	8.4%
Unemployment Rate	7.5%	7.2%	5.3%
Mean earnings for workers	\$ 21,290	\$ 29,386	\$ 28,135
Mean household income	\$ 55,059	\$ 72,993	\$ 101,492
High School Dropout Rate	32.4%	12.4%	18.2%
Less than 9th grade education	12.3%	5.1%	8.0%
High School graduate	69.3%	87.6%	81.8%
Bachelor's degree or higher	12.5%	28.5%	27.9%

Single parent household	21.0%	8.7%	7.1%
Foreign born persons	52.6%	20.2%	18.3%
Non-English speaking households	72.8%	28.7%	25.1%

www.census.gov/quickfacts

Educational attainment and poverty are also connected; young adults without a high school diploma are more likely to be living in poverty (USED, 2012). Table 2 indicates that approximately 50% of students at Golden Gate schools are performing below state/local academic standards in all core academic subjects (reading, math, and science). This deficit puts them at high-risk of dropping out of school prior to high school completion (AECF, 2011).

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

	Golden Gate Elementary	Golden Terrace Elementary	Mike Davis Elementary	Collier County
Enrolled	920	934	679	46,832
White	4%	7%	7%	34%
Black	15%	15%	24%	12%
Hispanic	78%	77%	67%	51%
Economically Disadvantaged	94%	94%	97%	66%
Free/Reduced Lunch	89%	86%	89%	62%
LEP*	50%	42%	47%	16%
ESE*	11%	14%	15%	14%
English Language Arts Achievement	41%	43%	45%	60%
Mathematics Achievement	47%	56%	57%	67%
Science Achievement	48%	51%	51%	64%
School Grade	C	C	C	A
Title 1 School	Yes	Yes	Yes	29/60

*Collier County Public Schools (CCPS) 2019

Focused recruitment will target students who have been identified by the schools as high-risk and/or special needs; academically low-performing; demonstrated at-risk behaviors such as truancy, behavior concerns, or documented at-home issues; and/or at risk for grade retention. A teacher/staff/parent recommendation form will be made available at the school and through the Family Involvement Specialist to help with recruitment of high-need students. The close partnership with school administration and the Grace Place track record of solid programming

and engaging activities will help ensure that families will seek our 21st CCLC program. Grace Place has established a selection matrix based upon the above identified risk factors for prioritization and have a waitlist based on criteria. Priority is given to families living in the 34116 zip code and to current Grace Place Families to support a consistent, early intervention, two-generational approach.

The breakdown of the students we serve is here:

School Name	School-wide Information			Grades Served by Program	After-school	Summer	Holidays
	Grades Served by School	Enrollment	Free and Reduced Lunch Rate				
Golden Gate Elementary School 110231	K,1,2,3,4,5	840	92	K,1,2,3,4,5	90	44	33
Golden Terrace Elementary School 110351	K,1,2,3,4,5	840	89	K,1,2,3,4,5	65	33	25
Mike Davis Elementary	K,1,2,3,4,5	613	93	K,1,2,3,4,5	65	33	25

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

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

surveys; and referrals to address family needs which are impacting student participation. All students will be encouraged to participate in the full program, maintaining daily attendance and staying until the program is finished each day.

Research also indicates that the more extensive the family involvement, the greater the impact on student achievement. A child's education is a responsibility shared by the school and family; however, lack of English language and functional literacy has hindered many Golden Gate families from fulfilling their share in the partnership, leaving them uncomfortable in school settings and preventing them from helping with school work. The proposed family services will be implemented to support the research and offer programming for adult family members weekdays, evenings, and during the summer. Grace Place has had tremendous success with participation in adult enrollment in ELL classes, with 175 adults enrolled this year, and in family literacy events. In addition to our Elementary OST AoL Program, we currently run an AoL program at the Middle and High School level and have an AP Leadership program for high school students designed to address the obstacles to higher education that students from households with low income face. Additionally, many of our school-age students have previously been enrolled in our nationally recognized Bright Beginnings Family Literacy Program, which includes Early Childhood Education and Parenting Education, and been recognized by the Barbara Bush Foundation.

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

Program leadership, teachers, and staff will begin the year with a 21st CCLC Open House, providing programs, calendars, kick-off newsletters, and administering a survey to identify areas of interest of the families. Each student will participate in at least two student-led conferences

each year. Students will be encouraged to participate in the whole array of services through ongoing communication by phone and newsletters through the school and program. Families are discouraged to take students earlier than the end of program.

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

Grace Place hopes to continue to offer the Academy of Leaders program to 220 elementary students, taking place from 2:50 pm - 5:35 pm, throughout the academic year from August 18, 2020 to May 27, 2025. All students will receive a minimum of 11 hours per week. A summer program for 110 students will be held Monday through Friday, 8 hours a day, 8:00 am – 4:00 pm, during the summer terms through 2025. We will also serve students on 15 school holidays throughout the year, offering a full day of activities. All services will be provided free of charge to all students. Each component of the planned program of AoL has been selected and will be staffed to foster maximum positive impact on students' development and learning. FDOE certified teachers will supervise all academic instruction, including Project-based Learning, Reading/Literacy and Math labs. FDOE certified teachers will also direct individualized intervention tutoring to students identified with remedial needs. All of the academic program components have been selected based on sound research and evidence-based outcomes. Each day students will receive 60 minutes of academic enrichment, 30 minutes of homework help and/or tutoring, and 60 minutes of personal enrichment activity.

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

As mentioned previously, parents and families of actively participating 21st CCLC students will be engaged in a variety of ongoing services which are language appropriate and relevant to their heritage, thereby creating a sense of inclusion, beginning with an informational session reviewing the 21st CCLC program requirements and activities. Grace Place will hold a minimum of 6 parent and family programs throughout the year to promote involvement and family literacy, including two open houses in the fall, as well as parent and family engagement training and support activities with our agency partners including Franklin Covey, and the Center for the Study

of Social Policies in Washington, DC. Topics will range from the importance of reading at home with their child(ren), regardless of what language they speak, social emotional learning, mental health resources, 7 Habits of Highly Effective Families and research based protective factors to families in order to build stronger more effective families. Research has found that the '7 Habits' are strongly connected to social-emotional learning, develop leadership skills and competencies that are aligned to social-emotional learning skills, sharing the related commonly used social-emotional terms as well as the learning outcomes from *The Leader in Me* (TLIM) practices and curriculum. All of the six family member activities will feature an English Language Arts and STEM component designed to help family members help students succeed academically. Grace Place empowers parents to find their voice and communicate openly with the schools. When needed staff assist in advocating for families with school staff with whom they have strong relationships. Adult education activities include family orientation with mental health resources, literacy and STEM learning, the 7 Habits of Successful Families to build a family plan to support living habits. Parent Café exploring social emotional health and wellness supports and provides tools and resources to families in order to build stronger more effective families.

3.8 Program Evaluation

In accordance with ESEA Sec. 4205(b), the Academy of Leaders 21st CCLC program will meet the Measures of Effectiveness by (1) basing all activities on evidence-based research or best-practices for afterschool programs to impact student achievement; (2) ensuring all activities are aligned to need-based objectives; and (3) ensuring all objectives are measured with performance indicators to assess student success and achievement. To achieve compliance with these federal expectations, the Academy of Leaders 21st CCLC program engaged an independent evaluator to help establish an evaluation plan that fully supports the needs of students and parents, faculty and staff, the Florida Department of Education (FLDOE), and the United States Department of Education (USED).

INDEPENDENT EVALUATOR SELECTION:

During the course of the creation of the 2020-2021 proposal for new 21st CCLC programming, the Grace Place for Children and Families utilized a competitive bidding process to select an independent evaluator to oversee all evaluation products and assist in the continuous improvement of the 21st CCLC program. In keeping with required procurement procedures, all bids submitted were reviewed by a panel of reviewers from the Grace Place for Children and Families. Ultimately, the Center for Assessment, Strategic Planning, Evaluation and Research (CASPER) received the highest score and was selected to be the independent evaluator for this 21st CCLC proposal. CASPER was established in January 2011, with the primary purpose of providing evaluation services to afterschool programs.

INDEPENDENT EVALUATOR QUALIFICATIONS:

CASPER has agreed to oversee all aspects of program evaluation, including formative, summative, and data reporting (as allowed) to both the FLDOE and USED. The selected firm is led by a professional evaluator and licensed psychologist, with the firm having overseen the evaluation of over 600 educational grants, schools, districts, and states. Over 90% of these evaluations have specifically supported 21st CCLC programs. As per agreement, the Lead Evaluator (Dr. Charles E. Byrd) will personally oversee all evaluation tasks for this project. The Lead Evaluator holds an earned doctorate (Ph.D.) from the University of Florida with a specialization in evaluation and assessments, and is also a Licensed Clinical Psychologist in the State of Florida. He began his career as a middle-school music director before being trained as an industrial/organizational psychologist specializing in program evaluation and statistics. He now serves as faculty in both the Department of Psychology in the College of Liberal Arts and Sciences and the Department of Community Health and Family Medicine in the College of Medicine at the University of Florida. Primarily trained as a psychologist, the lead evaluator is the author of several chapters within the Encyclopedia of Counseling Psychology regarding intellectual assessment and high-stakes achievement testing. An instructional evaluator will provide added support for the Academy of Leaders 21st CCLC program. This second evaluator holds a master's degree in

education and was a certified elementary school teacher prior to providing literacy education for students in Florida. As an active member of the American Evaluation Association and the American Psychological Association, all evaluations tasks will be conducted under the ethical codes and procedures of these professional organizations. CASPER has no vested interests in the Grace Place for Children and Families nor the operations of the proposed 21st CCLC program.

EVALUATION PLAN AND ACTIVITIES FOR EVALUATION:

Based on the research-based concept of M.Q. Patton, the evaluation plan is firmly rooted in the Developmental Evaluation model. This model is most appropriate for 21st CCLC programs, as it does not see the program as a static system (unlike traditional evaluation models). Rather, developmental evaluation brings rigor, method, and understanding to highly complex and evolving systems (which includes the vast majority of education programs). In essence, this developmental model evaluates programs in “real time”, embracing the plethora of complex interactions between the various stakeholders and environmental factors (e.g., students, parents, teachers, administrators, school district, community partners, the state, the feds, etc.). The evaluation plan is further enhanced with the use of Utilization-Focused Evaluation (developed to support developmental evaluation), which frames evaluation to focus on actionable results (rather than static numbers). Overall, these approaches form a system-oriented approach for 21st CCLC evaluation, with an emphasis on knowledge integration and the communication of evaluation results internally and externally.

Based on this developmental and utilization-focused evaluation approach, the 21st CCLC Evaluation Plan is firmly grounded in a commitment to continuous improvement of operations, services, and outcomes. The cornerstone is a logical process of planning, data collection, analysis, reporting, and refining. As such, evaluation will include three connected elements to help ensure the program being implemented is effective, efficient, and sustainable: continuous improvement, formative evaluation, and summative evaluation. Ongoing evaluation will be conducted using the Continuous Improvement Model (CIM), a quality-based approach used within

educational settings and particularly effective for reducing achievement gaps between student subgroups. The model focuses upon individualized assessment using both formal (e.g., surveys) and informal (e.g., meetings) techniques to guide incremental changes within ongoing services, adopt new ways to improve and measure outcomes, discontinue or adapt activities that have no value, and increase emphasis on program objectives and outcomes. With the support of the external evaluator, the 21st CCLC program will be supported in collecting and analyzing available data at least quarterly by comparing the obtained data using within-subject methods to determine individual changes among participating students.

The immediate and individualized feedback provided through CIM is particularly important for implementation of this 21st CCLC model to help guide/ensure the highest impact for each student. Evaluation will also be conducted through formative and summative evaluations, both of which incorporate elements from CIM and provide formal reports on processes/outcomes. The program will also be supported in utilizing CIM to help guide any immediate operational changes necessary to provide a high-quality program, including such areas as staffing changes, project-based learning plan adjustments, or increased resources to specific projects or subject areas. The evaluation process will provide a structure for (1) generating information needed for ongoing program refinement, (2) assessing progress in meeting outcomes, (3) documenting/analyzing how the model works in practice, (4) documenting/analyzing change in student's actions, attitudes, knowledge, performance.

Ultimately, CASPER believes the evaluator should be actively involved in designing the evaluation plan, applying the evaluation plan, identifying and addressing potential issues impacting the design and effectiveness of the program, and assisting with the understanding of any recommendations for program enhancement. While this process takes considerably more time than hands-off evaluation methods, CASPER believes this provides for the highest quality programming and greatest impact for students, families, and stakeholders. The evaluation process for this 21st CCLC program will include, at minimum, the following elements supported

by the independent evaluator: (1) comprehensive review, analysis, and synthesis of program data and measurements; (2) analysis of program effectiveness pertaining to student achievement; (3) itemization and description of useful data for providers for the ongoing evaluation and monitoring process; and (4) detailed recommendations for improvement and program enhancement. As with all relationships with contractors, the evaluator will be engaged under a written agreement that clearly identifies the scope of work to be completed; clear, quantifiable and specific deliverables and the assigned payment for each deliverable; financial consequences for non-performance; and any other information as required by applicable federal, state, and local rules and regulations. All Grace Place for Children and Families employees, officers or agents are free from any real or apparent conflict of interest.

TIMELINE FOR EVALUATION ACTIVITIES:

It is critical that 21st CCLC programs maintain an understanding of the general timeline for evaluation deliverables due to the Florida Department of Education and the United States Department of Education. The timeline is essentially established by the FLDOE. However, the general timeline follows, and is provided to help demonstrate Grace Place for Children and Families knowledge and commitment to the 21st CCLC evaluation process.

- * August: Establish Pre-Post Assessments for Fall
- * August: Create Master Database for All Required Student Data
- * August: Identify Potential Hurdles to Data Collection
- * August: Ensure pre-tests are provided for all students attending
- * September: Pull Baseline Data from Master Student Database (Submitted to EZReports)
- * October: First Evaluation Site Visit / Interim Report
- * December: Ensure mid-tests are provided for all students attending
- * January: Ensure mid-tests are completed for all students attending
- * January: Pull mid-year data from Master Student Database (Submitted to EZReports)
- * January: Develop Mid-Year Report and Submit through EZReports

- * February: Second Program Visit and Interim Report
- * February: Submit Formative Summary Report (through EZReports)
- * March: Submit Modifications from to Formative Summary (through EZReports)
- * April: Develop Summer Pre-Post Assessments
- * April: Develop new Master Student Database (Summer starts new data year for reporting)
- * April: Collect Student, Teacher, and Parent Surveys (Online or Paper-Pencil)
- * May: Ensure post-tests are provided for all students attending
- * June: Ensure summer pre-tests are provided for all students
- * June: Pull End-Of-Year Data from Master Student Database (Submitted to EZReports)
- * June: Develop End-of-Year Data Report and Submit to FDOE (through EZReports)
- * July: Ensure summer post-tests are provided for all students
- * July: Review Master Database (Summer) before Academic Year
- * July: Develop and Submit Summative Evaluation Report (through EZReports Upload)
- * July: Aggregate Data for Entry into Federal Data System (21APR)
- * July: Submit Federal Data (21APR)

The following provides a timeline for the types of data to be collected to assess project objectives and performance. Each type of data is followed by the estimated frequency the data will be collected. Details about measures specific to objectives are provided in the objectives table (attached to the application). Data collection will include: (1) student attendance (daily); (2) average daily attendance and student enrollment (Monthly); (3) State Standardized Assessments in Reading, Math, and Science (Annual – Prior & Current Years FSA for grades 3-5, SSA Science 5th grade only); (4) student course grades in Reading, Math, and Science (Quarterly); (5) school records on student absences from regular school day (Bi-Annual – Mid-Year and End-of-Year); (6) Pre-mid-post curriculum-based knowledge assessment in Social Emotional Learning (tri-annually); (7) Pre-Mid-Post assessment in personal enrichment activities (tri-annually); (8) Staff surveys of professional development to effectively provide 21st CCLC activities (Annually); (9)

Teacher and Staff Surveys on student impact and change (Annually); (10) Attendance logs from parent events (Monthly; By Event); (11) Adult Literacy Performance Surveys (ALPS) from all literacy-based parent events (Monthly; By Event); and (12) FLDOE Student and Parent Satisfaction and Impact Surveys (Annual).

Pre-Mid-Post Data Collection: One of the more important elements of the evaluation plan is ensuring program-specific data are collected within timelines that allow for timely reporting to the FLDOE. While most performance data are managed by the school district and obtained by the program, some data are collected and managed directly by the program – primarily pre-mid-post personal enrichment assessment data. In order to ensure timely data collection and consistency across all program staff, the program will utilize three “testing windows” for the pre-mid-post assessments: (1) Pre-Test data will be collected from all students attending the program from the first day of operation through November 30; (2) Mid-Test data will be collected from all students attending the program from December 1 to February 29; and (3) Post-Test data will be collected from all students attending the program from March 1 to May 30. Students with any attendance during these “windows” should receive the respective assessment.

DATA COLLECTION, MAINTENANCE, AND REPORTING:

DATA COLLECTION: The Grace Place for Children and Families will to work directly with the independent evaluator and provide all necessary data to complete the state and federal evaluation reporting requirements. Data will be fully provided and available to the FLDOE, USED, and external evaluator to ensure accuracy, consistency and transparency. To support the evaluation process (and under a formal data sharing agreement), the evaluator is able to directly access the School District of Collier County StopWatch Dashboard to obtain all data needed to evaluate the 21st CCLC program – thus reducing the burden on the program and ensuring the most accurate and complete data obtained for all reporting. The program director and teachers will have direct access to student data using the master student databases developed by CASPER and dashboards maintained by the School District of Collier County, thus allowing an outstanding

connection to the school day, but also providing for necessary data to engage in the Continuous Improvement Model with support from the evaluator. Data will be collected within three general categories: (1) District Data; (2) Program Data; and (3) Stakeholder Data.

1. District data will include all student demographics, state standardized tests and end-of-course exams (from prior and current years), student report card grades, district diagnostic results on all students, student attendance during the school day, and any other additional data deemed useful for the evaluation process.
2. Program data will include (A) student attendance (daily) and enrollment status, (B) demographics not available from the district (e.g., single-parent family status), (C) program operational information (e.g., hours, activities, facilities, staffing, and partners), (D) adult family member data (e.g., attendance logs to adult events, adult literacy performance surveys), and (E) student pre-mid-post assessment data for all personal enrichment activities (e.g., social-emotional learning). All objective assessments proposed within this grant measure change in student or family member performance during the entire course of the program year. All objective assessments proposed allow for submitting quantitative baseline data at the beginning of the program year, quantitative change or progress toward meeting the objective by the middle of the program year, and change in performance by the end of the program year for all students participating in 21st CCLC programs.
3. Stakeholder data will be collected through required teacher surveys, parent surveys, student surveys through the procedures developed by FLDOE and enhanced with the strong connection to parents and teachers. All survey data will be collected through electronic systems to ensure accuracy of collected data, either those provided by FLDOE or developed by the program. Response rates will be improved through a number of methods: (1) the principals and Grace Place for Children and Families will assist in encouraging survey completion; (2) surveys will be distributed equally to

teachers, when possible (to avoid overburdening any one teacher); and (3) teachers will be provided incentives from program partners to encourage participation (e.g., gift card).

DATA MAINTENANCE: Data will be maintained in accordance with rules and regulations of the Grace Place for Children and Families, the Florida Department of Education, the United States Department of Education, and federal law governing education data (e.g., FERPA, HIPAA). The evaluator is an active member of the American Evaluation Association and American Psychological Association, such that data will be maintained according to the ethics and requirements of those professional organizations. Both the Academy of Leaders 21st CCLC program and the independent evaluator will maintain all data on “offline” spreadsheets (the Master Student Database) using 256-bit encryption to protect sensitive data. Only password-protected and encrypted databases will be shared electronically, thus further protecting student and family data. In addition to the Master Databases, the program will enter required data into the EZReports system provided by the Florida Department of Education. EZReports is a comprehensive data collection system to support the 21st CCLC program, but does not allow for the collection of all variables of interest (e.g., prior year FSA scores, some student demographics, additional assessments outside the approved objectives, etc.). All data entered into EZReports will also be fully maintained in “offline” databases to ensure (1) that a backup of data is maintained should anything happen with EZReports and (2) that staff members can have immediate access to necessary data even if they do not have access to EZReports. As recommended by the FLDOE, EZReports must not be considered a data storage system for the program, as data can be easily deleted or erased. In addition to maintaining databases, all surveys and hard-copy assessments will be maintained in a central location for future needs or to provide backup documentation to the Florida Department of Education.

DATA REPORTING: The Academy of Leaders 21st CCLC program will work with the parent agency to implement the 21st CCLC program while also ensuring all necessary data are collected and reported to both the Florida Department of Education (FLDOE) and the US Department of

Education (USED). The evaluation plan includes necessary procedures for collecting and reporting accurate data to both federal and state entities, including program operational data, staffing and activity data, student enrollment and attendance, student demographics, student achievement data, and stakeholder surveys (e.g., student, parents, and teachers). The data collection and evaluation plans include all data and stakeholder surveys expected by the FLDOE and USED to assess overall performance of the 21st CCLC program under the Government Performance and Results Act (GPRA), including improvement in homework completion, class participation, and behavior (getting along with other students).

US Department of Education (USED): Accurate and complete federal reporting is critical to establishing the success of this 21st CCLC program, the Florida 21st CCLC initiative, and the national 21st CCLC initiative. The Grace Place for Children and Families will report aggregate data directly to the federal 21APR (Annual Performance Report system required by the USED). This reporting is completed entirely online three times per year (summer reporting, Fall reporting, Fall/Spring combined reporting). This process will include the Federal Data Alignment Tool required by the FLDOE and the submission of actual data to the USED 21APR.

Florida Department of Education (FLDOE): As with federal data reporting, it is imperative that state reporting is also accurate, complete, and valid. The Academy of Leaders 21st CCLC program will report state evaluation data and findings primarily through the EZReports system (e.g., mid-year reporting, end-of-year reporting) and will ensure all data necessary for EZReports is entered and accurate throughout the year. Additional reporting will be provided through the Formative Evaluation Summary and Summative Evaluation Report completed by the independent evaluator. These reports will also be submitted to the Florida Department of Education and placed on the program website for community consumption and public reporting.

COORDINATION OF EVALUATION ACTIVITIES:

The evaluation process will include coordination with program staff, students, family members, and other stakeholders. The Academy of Leaders 21st CCLC program director will

coordinate with program staff to allow them to help decide when to give pre-mid-post assessments (within the testing windows presented under the data collection timeline) and how best to administer the assessments for their students. Program staff will also be provided training by the program director on how to administer assessments, how to use the evaluation findings to inform decisions at the classroom and site levels, and how to use ongoing data assessments to drive differentiated instruction within the broader project-based learning plans. Program staff input into these processes is critical and will be elicited during staff trainings throughout the year. Students, parents, and other stakeholders will also be integral to the overall evaluation plan and ongoing continuous improvement model. In fact, students, parents/caregivers, and other stakeholders (e.g., principals, administrators, partners), will be invited to take part on the 21st CCLC Advisory Board to help inform program content that drives the evaluation of program processes and impacts. These stakeholders will not only help inform the evaluation activities, but will be integral in helping address any evaluation findings and recommendations. All stakeholders are provided opportunities to inform the evaluation process from design, to implementation, to reporting of results, to modifications.

EVALUATING PROGRAM IMPACT:

As required under federal law, the Academy of Leaders 21st CCLC program is firmly rooted in providing supports and activities that impact the academic performance of regularly participating students, particularly in English language arts, mathematics, and science. As such, most of the metrics and outcomes are understandably measured with academic data and student academic performance. However, to help further enhance student performance, additional objectives are included for personal enrichment and adult family member activities. Regardless of the objective, as required by the FLDOE, all assessments proposed within this grant measure change in student or family member performance during the entire course of the program year. All objective assessments proposed allow for submitting quantitative baseline data at the beginning of the program year, quantitative change or progress toward meeting the objective by

the middle of the program year, and change in performance by the end of the program year for all students participating in 21st CCLC programs. During both mid-year and end-of-year reporting, the program will work with the independent evaluator to assess the impact of the program for either the first half of the year (mid-year) or the entire course of the grant evaluation year (end-of-year).

A Formative Evaluation summary will be completed at mid-year, with additional interim debriefings provided after on-site visits. The formative summary will include a review of accomplishments and challenges, actual versus proposed operations, progress towards approved objectives, and recommendations for improvement. Summative Evaluations will be completed at the end of each year and will have additional information on program outcomes and more detailed information about activities and operations with the greatest success. The purpose of reports is recording and developing a model program that can be presented to potential funders to enhance sustainability and continuation of the program. Summative evaluations will include program operation, activities, attendance, academic performance, teacher impact survey, staff information, and partnerships. Focus will be placed on (1) evidence of program quality (using Florida Afterschool Network Standards); (2) student attendance trends; and (3) progress towards the performance (impact) measures included in the Measurable Objectives Table (submitted with this proposal). Recommendations for program refinement will be based on both quantitative and qualitative data collected to assess progress on objectives. Focus groups with providers, school staff, students and parents may be conducted to collect additional qualitative and satisfaction data to help inform evaluations.

USE AND DISSEMINATION OF EVALUATION RESULTS:

The process for sharing and distributing information is an integral part of the evaluation plan. Distribution of evaluation findings and recommendations will occur at three levels: (1) administrators, (2) staff members, (3) stakeholders. As part of continuous improvement, monthly conferences will be held with the evaluator, program director, principals, and any staff wishing to

participate. During these meetings, data trends and operations will be reviewed with a focus on program improvement, refinement, and alignment with Florida's Afterschool Standards. Data will be used by the program director and teachers during weekly meetings to help tailor the program to the needs and progress of individual students. For formative and summative evaluations, the evaluator will provide written reports to the program director, and (under the developmental evaluation model) will help guide the program in understanding and refining any identified concerns within the complex and evolving system of the 21st CCLC program. Following site visits, a debriefing will be provided to 21st CCLC staff to: (1) engage staff in addressing challenges; (2) promote "buy-in" into evaluation as a "living" process; and (3) promote discussion, cross-training, and support. All 21st CCLC staff will be debriefed and engaged in addressing challenges identified through evaluation activities. Finally, evaluations and findings will be shared electronically, such that the program can share reports with all stakeholders (e.g., school administrators, parents, and partners) to share information about the program and encourage feedback about ways to improve.

SHARING RESULTS WITH COMMUNITY:

The Academy of Leaders 21st CCLC program believes all stakeholders are part of the extended learning community. In order to help ensure the community receives and understands evaluation results, the formative summary and summative evaluations will be uploaded to the 21st CCLC website. In addition, should any member of the community wish to review the summative evaluation in person, a hard copy will be provided to all targeted schools (with permission of the principal). One of the most important methods of informing parents and more involved stakeholders within the community is through Advisory Board meetings and Adult Literacy Events. Following evaluation reports, the findings and recommendations will be presented to the Advisory Board for comment and feedback. In addition, the findings and recommendations will be presented during one of the adult literacy events immediately following the receipt of the evaluation reports.

MEASURABLE OBJECTIVES AND ASSESSMENTS:

As required, the Academy of Leaders 21st CCLC program has provided the required number of objectives on the Measurable Objectives and Assessments structured form – including both statewide standard objectives and applicant-specified objectives. For each objective, as included on the Measurable Objectives and Assessments structured form, the Academy of Leaders 21st CCLC program has detailed (in the space allowed) a rationale for the proposed benchmark, an assessment plan for when and how data will be assessed, and data collection methods to ensure accurate collection and reporting. All measurable objectives and assessments are attached on the required structured form.

3.9 Approved Program Activities

The program is developed to address the specific areas identified in the needs assessments, the actual interests and concerns identified by the stakeholders. It is a project-based, hands-on, real-world program to address different learning styles and modalities. The program is designed to help all students and will not exclude participants based on disability, gender, race or ethnicity. The programs includes multiple types of academic assistance including tutoring, homework help, and instruction designed to reinforce school day activities. Social emotional learning best practices are woven through our activities. Academic support for bilingual students is critical to support learning foundations. Enrichment activities are rotated every eight weeks and are aligned to student interests; we allow students to have voice and choice in the programming.

Grace Place employs a number of proven curriculum programs including CCPS approved and encouraged sites- iReady, Fast Math, Prodigy, Junior Achievement, SPARK Physical Education, Conscious Discipline, and Footsteps2Brilliance® literacy software, endorsed by the Florida Campaign for Grade-Level Reading, to address the needs of diverse learners and ensure parental involvement. These curricula were thoughtfully chosen as they align with the Florida standards and support what the students are learning during the day. Given that every need in Golden Gate can, in part, be attributed directly to community poverty, the program will also focus on career preparation through Career Academies, small learning communities that broaden students'

exposure to local growth industries by utilizing these industries as the context to deliver academic and technical curricula. Academic and personal enrichment programs in Academies will creatively and engagingly reinforce topics taught during the regular school day, emphasize increasing student achievement in core academic subjects, and train students to be college and career ready. Digital learning tools like Footsteps2Brilliance increase teacher effectiveness with thinking maps, project-based learning, critical thinking and a focus on writing using digital tools. Teachers use the tools to meet the needs of each student and supports dual language development. Program staff review data to track student success and develop personalized learning. We meet students where they are and support their learning styles through a variety of activities.

Grace Place used best afterschool practices that contribute to strong afterschool programming (Neild, R.C., Wilson, S.J., & McClanahan, W. (2019). Afterschool evidence guide: A companion to Afterschool programs. A review of evidence under the Every Student Succeeds Act. Philadelphia: Research for Action.) These include:

- Sequenced programming: Using connected and coordinated activities to achieve objectives using lesson plans.
- Active learning: We use active forms of learning to assist youth learning new skills.
- Positive adult-student relationships: We cultivate positive adult-student relationships and understand that when youth have at least one highly supportive relationship with an adult at the program they perform better. We are intentional by using one-on-one time between youth and adult when possible and maintaining a low child-to-staff ratio (7:1).
- Family engagement: Staff foster strong relationships with youth and their families and are familiar with cultural/language issues when communicating about each child's needs and progress.

- Cultural elements. Staff lead program activities that encourage cultural exploration and heritage. They are comfortable connecting with youth who have different cultural identities or who are from underserved populations.

Leadership has been intentional about program design and have followed the lead of the partner schools and advice of students and their families.

Groups of twenty students will be staffed with a qualified leader, usually a FLDOE Certified teacher, lead program assistant and a high school student leader. Other qualified presenters will include staff from our partner agencies such as experienced artists, musicians, nutrition professionals, and mental health professionals who will be supervised by a staff member to ensure the activities support the regular school day and meet the needs of our students. Human capital is a huge factor in our success. We employ highly-qualified staff and ensure we provide beneficial professional development to help our staff learn strategies to assist students with varying needs and abilities.

We provide 60 minutes of academic enrichment to focus on ELA, mathematics and science as our needs assessments demonstrated our students need support in these areas. We hire teachers from the local schools that are not only highly qualified, but have experience in working with our demographic. We received guidance from the day time teachers and we have access to the students' data from their schools to guide our curriculum and lessons to ensure we are supporting our students. Lessons are interactive and focus on building vocabulary and literacy skills through small group activities and guided practice. We serve a wide range of students and are aware of the needs to meet all of our students. We use volunteers to work not only with our students with Individual Education Plans, but also with our students who are above grade level and need challenging interactions and activities. While the volunteers are working in small groups, this allow the lead teacher to work with targeted groups on shared reading, targeted skill building, and scaffolding instruction.

Homework help was identified as one of the top priorities by our families. Many parents speak English as a second language, have low literacy levels, and lack the skills to be able to not only assist their child with their homework, but are unable to enrich their learning with educational activities. We provide all students with 30 minutes a day for homework support led by a trained leader, staffed with two assistants and several volunteers to ensure the students receive the individualized support they need. Students also have 60 minutes of academic enrichment time where trained teachers are able to provide high-quality, hands-on activities to supplement the skills the students need to build. Our staff has constant contact with the students' daytime teachers, has access to their online gradebook and data warehouse, and completes student-led conferences to guarantee we are meeting each child's individual needs. Certified teachers offer small-group tutoring using activities drawn from the school day curriculum, as well as other evidence based resources following best practices. Tutoring activities are based on school day learning standards for which students have not yet demonstrated mastery.

In addition, our students have 60 minutes of personal enrichment time that is led by our partner agencies that provide experiences to our students to meet their needs. We enhance their experiences providing lessons such as the University of Florida IFAS Extension who leads a nutrition program where students learn about food facts and how to make healthy snacks; the David Lawrence Center provides social-emotional curriculum to ensure we are supporting our students' mental health; and the United Arts Council offers hands on activities where students can express themselves creatively. By offering these high interest activities, students are motivated to participate and it improves attendance.

Recognizing our students many challenges, we have adopted Leader in Me (LiM), a K–12 whole-school transformation model and process developed in partnership with educators and offered through FranklinCovey Education. Leader in Me empowers students with the social and emotional learning (SEL) leadership and life skills they need to thrive in the 21st century. We have seen our students grow in their development of the 7 Habits for Highly Effective People

improving their discipline, level of responsibility and attendance. Watching students set goals and track their progress is a huge indicator of the success of this program. These exercises are often integrated into other program activities in order to serve students of different learning styles.

In 2019, we became the first non-profit community organization to earn our Lighthouse Certification which is a highly-regarded standard set by FranklinCovey. Although there are over 300 schools that have earned this prestigious honor, we are the first non-traditional educational organization to obtain this certification. The certification is evidence that our organization has produced outstanding results in school and student outcomes, by implementing the process with fidelity and excellence. It is also because of the extraordinary impact that Grace Place is having on staff, students, parents, and the greater community.

All activities support the regular school day and are linked to school day learning standards. Activities are designed to focus on two or three standards over a series of activities. We follow the pacing for the school days and when possible introduce the students to new concepts and reinforce them. Certified teachers work alongside staff to ensure all of this happens. They also share best practices in teaching and youth development. Teachers help program staff identify new curriculum that is research and evidence based and suitable for our students and their learning styles.

3.10 Staffing & Professional Development

All academic instruction will be supervised by FDOE-certified teachers. Specific staff will be trained by subject experts and qualified staff will implement all academic and enrichment activities. Student to instructional staff ratios of a minimum of 1:7 will be maintained for academic instruction and enrichment activities. Groups of twenty students will be staffed with a qualified leader, usually a FLDOE Certified teacher, lead program assistant and a high school student leader. Other qualified presenters will include staff from our partner agencies.

3.10.a. Staffing Plan

The Program Director, Tom Powers, will be responsible for managing and implementing the full 21st CCLC program, supervision of annual budget including approvals of payroll and invoices, hiring and supervising project staff, coordinating staff training and professional development, maintaining partner relationships, ensuring timely compliance of grant responsibilities and reporting, meeting regularly with school administrators and Advisory Board, working with external evaluator, and ensuring program success. This position is responsible for the collection and maintenance of all data.

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

Two Elementary Program Assistant Coordinators serve as the school collaboration liaison and the family involvement specialist and reports to Site coordinator, Principals and Director, assisting schools in resolving attendance problems, building positive relationships with family members, facilitating parent participation in family services, maintain records and generate reports, and recruit parent volunteers. The Family Involvement Specialist/Assistant will coordinate adult family member services, including Adult ELL classes, Mom and Tot Literacy Classes, Family Literacy Days, and Parent Education. The Family Involvement Specialist will assist schools in resolving attendance problems, build positive relationships with family members, facilitate parent participation in family services, maintain records, generate reports, and recruit parent volunteers.

FDOE-certified Teachers (up to 5 each day) will develop, prepare for and supervise direct instruction of academic activities, skill labs, and tutoring, collaborate with regular classroom teachers to determine specific student needs, monitor academic progress, ensure assessments and outcomes, and prepare reports. Lead Program Assistants (13 each day) and Program Assistants (15 each day) will work under direct supervision to assist teachers to deliver carefully planned and targeted lessons, coordinate homework help, supervise students during dinner and transitions, and lead and/or assist with physical activity and enrichment activities. A majority of Program Assistants are bi-lingual, Spanish or Haitian Creole. Program assistants will enter attendance data and follow up on absences immediately, handle phone calls, mail, and visitors during after-school hours. Volunteers include senior citizens, high school and college students and provide homework help, mentoring, and assistance in classes and enrichment activities.

Personal Enrichment Leaders will be contracted to provide direct services to actively participating 21stCCLC students to provide specialized personal enrichment activities during 21st CCLC program hours.

The Administrative/Data Assistant will enter attendance data daily and follow up on absences immediately, handle phone calls, mail and visitors during 21st CCLC program hours, maintain additional data on program, staff, family and student outcomes, prepare and maintain schedules, administrative records, Advisory Board minutes and records, and required federal reports and documents, compile periodic reports to be reviewed by staff and the Advisory Board.

CFO will oversee grant accounting and grant invoicing. In addition to communicating with program staff on procurement initiatives, labor issues, risk assessment, safety plans and other financially significant topics associated with the program.

Human Resources Manager is vital to the success of the program. This position assists in recruiting and coordinating the on-boarding process of any hires directly related to the program. The onboarding process includes the application, orientation, background checks, safety training, payroll set up and other essential hiring duties. Additionally, this position provides on going

support to the program staff as it relates to any HR related topics. This position also maintains all appropriate employee records.

Grant Accountant processes all receipts and financial documents related to the grant. This includes procurement, inventory control, timesheets, state invoices and reconciliations. This role will also communicate with the program staff on a continual basis to ensure accuracy with all aforementioned documents.

Bus Drivers will operate a program-owned bus during school year to transport students between schools and Grace Place site and on field trips during the summer. Responsible for completing bus logs; responsible for conducting regular bus safety checks daily. They must meet Florida Administrative Code requirements for a Florida School Bus Operator and possess a valid Class A or B Commercial Driver's License with a passenger endorsement and a school bus endorsement.

Every staff and volunteer will complete an application, participate in orientation and training, pass the Level Two criminal background check, and will be invited to attend all regular staff development.

The program staff will include at least one staff member on site at all times with CPR and First Aid certification that includes the face-to-face component. In order to meet this requirement, program staff will ensure that at least four staff members are certified. Documentation of first aid training and pediatric cardiopulmonary resuscitation (CPR) certification must be kept on file and available for licensing to review. One child care personnel satisfying these training requirements shall be present at all times that children are in care at the facility, on field trips which includes all activities away from the program, and during all transportation activities. In the event a group of children are away from the program on a field trip and other children remain at the facility, there must be one child care personnel satisfying these training requirements present at each location at all times, both on-site and on the field trip.

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

3.10.b. Professional Development

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

All 21st CCLC FDOE certified teachers, program assistants, and other staff are trained on safety, discipline and program procedures and policies, project goals, measurable objectives and activities, inclusion, and effective student engagement. The Program Director will provide for additional staff professional development which may include (1) high-impact instructional methods and practices, subject-specific training in Reading/ELA, STEAM, and enrichment subjects, (2) training in *The 7 Habits of Highly Effective People* and the program implementation of TLIM, and (3) surveying program staff to determine professional learning needs. Professional development will be provided by qualified instructors, curriculum experts, and qualified professionals. CCPS has offered to include 21st CCLC staff in professional development opportunities as appropriate. All professional development will include socio-emotional development. Specifically, 7 Habits of Highly Effective People is implemented with all Grace Place Employees, Volunteers, as well as our students and families; including training in personal leadership development and effectiveness. In addition, Speed of Trust Training in building and sustaining high trust behaviors and relationships is built into all staff activities, objectives and performance reviews. At Grace Place, we are focused on the 4 Disciplines of Execution and

place an emphasis on training in effective goal setting, progress monitoring and peer to peer support systems.

Staff will participate in a variety of activities including Conscious Discipline: Building Resilient Schools and Homes / Brain State Model where participants will be able to recognize and respond to three critical internal states that determine our ability to connect, learn and problem-solve. They will be also be able to recognize and respond to adults and children operating from a Survival State by increasing a felt sense of safety to help them access higher brain states.

Key staff will attend the Afterschool Kick-off Conference for 21st CCLC and the Florida Afterschool Conference designed to support programs that are committed to high impact, evidence-based strategies for all afterschool professionals. Staff will continue to broaden learning in The 7 Habits of Highly Effective People to deepen understanding and expand knowledge of how to offer 7 Habits programming to students. A high interest training for our staff is Mental Health First Aid/Helping Caregivers Recover to build knowledge, skills and strengthen normal resilience and to share mental health awareness resources. Staff will also participate in “Building Resilient Schools and Homes” honing the skills of encouragement, choices and empathy to create a connected, compassionate culture for learning where caring, kindness and contribution are the norm. Training will feature experts from Behavioral Health Prevention Services of the David Lawrence Center to discuss accessing services and identifying signs and symptoms of mental illness, abuse and trauma

Leadership will ensure that top quality professionals are leading the professional development. Staff transfer knowledge to practice through ongoing staff evaluation, staff meetings, and high expectations. Staff will be recognized for their participation and execution of new learning techniques. The programs overall will be strengthened and will work better to serve the students and families.

Professional development will ultimately support student learning by strengthening social-emotional learning to make sure students are encouraged reached. These techniques will

enhance the academic performance of students and strengthen their relationships with staff, peers, and family. Specifically, social emotional learning will be woven through all program activities. We follow best practices that lead to student learning and the achievement of program objectives.

3.11 Facilities

Grace Place is located in the heart of Golden Gate, a 4-square mile community, and is less than 2 miles from all three target elementary schools. Families live in the same zip code (two-mile radius) of the facility. The recently completed expanded campus is an ideal setting for afterschool and summer programming, encompassing academic-focused classrooms, lush outdoor playgrounds, a sports field and a basketball court, as well as indoor space for recreation, activities, group gatherings and events. All space utilized by the 21st CCLC program at Grace Place is licensed by DCF and complies with CCPS safety policies (policy 7410A), is ADA compliant (policy 2260.03, Equal Access to Educational Opportunities).

Grace Place campus facilities include a minimum of 15 classrooms, with additional classroom space available. Specifically, the campus includes a large cafeteria able to accommodate the entire Elementary Program and staff, 2 computer labs where students can log onto the CCPS system, large dedicated music and art rooms, three age-appropriate playgrounds, an indoor gymnasium, a half-basketball court, a grass field for activities and a brand new outdoor soccer/sports field. Family events can be held in the cafeteria, gymnasium or large conference room at the entrance of campus.

The campus is also ideal for family gatherings outdoors, and other special events.. Shaded courtyards and walkways allow for easy travel between building, especially on particularly hot or rainy days.

Grace Place strictly adheres to the Florida Department of Children and Families Guidelines and Licensing for our facilities. Our physical environment is monitored on an ongoing basis to ensure the general health and safety of our students. Our programs do not exceed the capacity

for both indoor and outdoor activities and there are restrooms attached to or adjacent to all classroom, meeting rooms, computer labs, the cafeteria and the gymnasium. Grace Place places an emphasis on ensuring that all food handling and service exceed health and safety requirements. Indoor and outdoor sports equipment are checked regularly to ensure they are sturdy, safe, in good condition and are age appropriate. Toys, equipment and furnishings in the classrooms are safe and sanitized. All outdoor stationary equipment is securely anchored, in good condition and sanitized regularly. Outdoor Ground cover on our playgrounds are playground surface compliant and climbing equipment is a safe distance from any hard surfaces.

3.12 Safety and Student Transportation

Student safety is of paramount importance to Grace Place. All DCF and CCPS statutory background screening standards will be followed (policy 1121.01) for persons present during the 21st CCLC program, including fingerprinting and Level 2 (FBI) background check (as per Jessica Lunsford Act, F.S. 1012.465). Grace Place will maintain on-site safety by established DCF security methods and supervision by well-trained FDOE-certified teachers and Grace Place staff. The overall staff-to-student ratio will be approximately 1.5:20. Site coordinator, present during program hours, will maintain safety and security, communicate with parents, and relieve teachers if needed. DCF procedures for access to the program will be followed - every visitor, each time they visit the site, must: (1) sign-in and out of the visitor logs in the office, providing legal name, position, representing, date, time in, time out; (2) provide a valid ID; (3) display a visitor pass while on campus; (4) return the visitor pass at sign-out. Emergency evacuation drills and inspections of the buses, building, and playgrounds will be conducted monthly.

When taking fields trips or other off-site activities, the procedures include: (1) parent/guardian approval and emergency information; (2) program staff monitor the students for the entire event; (3) buddy system and frequent student counts implemented; (4) no student will be left alone; and (5) bus drivers must meet the screening requirements described above.

Transportation complies with health and safety standards to ensure the well-being of children in their care being transported. All hired bus drivers meet Florida Administrative Code requirements for a Florida School Bus Operator, possess a valid Class A or B Commercial Driver's License with a passenger endorsement and a school bus endorsement, complete specialized training, and pass a semi-annual motor vehicle driving record check. Grace Place will verify all licenses and certifications and monitor to ensure compliance. Vehicle insurance carried by Grace Place covers liability, property damage and/or bodily injury up to \$50,000,000 per accident.

A log is maintained for all children being transported by bus or on foot away from and/or to the Grace Place campus. The log is retained on file for a minimum of 12 months and available for review by the licensing authority. The log includes: 1. Each child's name, 2. The date and time of departure, 3. Time of arrival at the destination, 4. The signature of the driver (or in the case of travelling on foot, the signature of the child care personnel), and 5. The signature of a second child care personnel or person(s) authorized by the provider to verify the transportation log and that all children have arrived safely and left the vehicle (if applicable).

Prior to transporting children by foot, the transportation log records each child's name, the date and time of departure and initialed by child care personnel verifying that all children were accounted for and that the log is complete. Upon arrival at the destination by foot, the child care personnel must: 1. Record the date and time the child(ren) arrived at the destination on the transportation log immediately, 2. Conduct roll call, record, date and initial verifying that all children were accounted for. 3. The same must occur prior to leaving that location and immediately upon returning to the facility premises. The first and second child care personnel must sign the log verifying all children are accounted for and log is complete at each destination. Upon arrival at the destination by foot, a second and different child care personnel must: 1. Witness roll call to verify all children are accounted for and that the log is complete. 2. Sign and date the transportation log.

Prior to transporting children by vehicle, the transportation log records each child's name, the date and time of departure and initialed by child care personnel verifying that all children were accounted for and that the log is complete. Upon arrival at the destination by vehicle, the driver of the vehicle must: 1. Mark each child off the log as the child departs the vehicle; 2. Conduct a physical inspection and visual sweep of the vehicle interior to ensure that no child is left in the vehicle; and 3. Record, sign, and date the transportation log immediately, verifying that all children were accounted for, and that the visual sweep was conducted. 4. Ensure that a second child care personnel conducts a second visual sweep, signs and dates the transportation log verifying that all children were accounted for, and that the log is complete.

Students will be transported by bus (less than 2 miles) with staff supervision. Students are escorted and supervised as they board Grace Place buses; staff checking student names upon boarding and again upon arrival at Grace Place. All students will sign-in to after school and remain under the supervision of program staff for the duration of the day. Students will be transported home by the method chosen by parent/guardian during registration (pickup or bike/walking). If pickup, the parent must designate persons authorized to pick up and provide a copy of valid photo identification for each designee. Dismissal procedures are as follows: Pickup: Authorized individuals must complete sign-out log (including his/her name and signature, student's name, date and time), and provide valid identification that matches the identification on file. Students will not be dismissed to anyone without identification or proper documentation on file. Site coordinator and program assistants will be available to communicate with parents/guardians (including Spanish and Haitian Creole) during dismissal. Bike/walk: Prior to leaving Grace Place, students write their name, signature, and time on the sign-out log. During fall and winter months, bike riders/walkers will be dismissed prior to sunset.

Grace Place strictly enforces Field Trip Activities policies and procedures. Parents/guardians must be advised in advance of each field trip activity. The date, time, and location of the field trip must be posted in an easily seen location at least two working days prior to each field trip. Written

parental permission must be obtained in the form of a general or event-specific permission slip. If special circumstances arise where notification of an event cannot be posted for two working days, individual permission slips must be obtained from the custodial parent or legal guardian for each child participating on the field trip. Emergency contact information for each child on the field trip, including walking field trips, must be in the possession of a child care personnel on the field trip. A telephone or other means of instant communication must be available to child care personnel responsible for children during all field trips, including walking field trips.

Grace Place also strictly follows DCF regulations for Emergency Procedures with a procedure for responding to situations when an immediate emergency response is required. A contingency plan for emergency or disaster situations is also in place when it may not be possible to follow standard emergency procedures. Emergency procedures are posted and readily available in every classroom and any indoor area where students are present. All providers and child care personnel are trained regularly to manage in an emergency. Grace Place has a written plan for reporting and managing any incident or unusual occurrence that is threatening to the health, safety, or welfare of the children or child care personnel to the licensing authority, such as: 1. Lost or missing child; 2. Suspected maltreatment of a child; 3. Injuries or illness requiring hospitalization or emergency treatment; 4. Death of child or child care personnel; 5. Presence of a threatening individual who attempts or succeeds in gaining entrance to the facility.

Grace Place retains an emergency medical consent and contact information for the parent or legal guardian of each child being transported by vehicle or on foot while away from the child care facility. When transporting children with chronic medical conditions (such as asthma, diabetes or seizures), their emergency care plans and supplies or medication are in the possession of child care personnel and inaccessible to the children. A designated child care personnel in the vehicle or on the field trip must be trained to recognize and respond appropriately to a medical emergency per medication training requirements. Each child with an allergy will have a written emergency care plan that includes: 1. Instructions regarding the allergen to which the child is allergic and

steps to be taken to avoid that allergen; 2. A detailed treatment plan to be implemented in the event of an allergic reaction, including the names, doses, and methods of prompt administration of any medications. 3. Specific symptoms that would indicate the need to administer one or more medications. Based on the child's emergency care plan and prior to caring for the child, Grace Place personnel will implement measures for preventing exposure to specific allergen(s) to which the child is allergic and recognizing the symptoms of an allergic reaction. Grace Place personnel shall notify parents/guardians immediately of any suspected allergic reactions, as well as the ingestion of or contact with the problem allergen even if a reaction did not occur. Grace Place personnel shall contact 911 immediately whenever epinephrine has been administered.

3.13 Sustainability

Grace Place has a strong history of local private funding, growing the capacity in just over fifteen years to sustain an over \$3 million operating budget and more than \$15 million capital campaign. For the 21st CCLC program, these private funds will provide all costs associated with the use of the Grace Place facilities and campus, as well as additional services including the Grace Place Family Literacy Program, Bright Beginnings Early Childhood Education and Adult Education classes, food pantry services, and educational leadership and collaboration of auxiliary program staff.

Grace Place has a broad base of financial support, with revenue to support our annual fund coming from Federal Grants (~10%), Individuals (~37%), Foundations (~34%), Corporate partners (~17%) and Faith Groups (~2%), in addition to capital gifts, endowments and scholarship programs. Our total number of unique donors exceeds 900 and our donor retention rate is far above industry standard (averaging below 50 percent), currently ~70%. Grace Place has four full-time staff committed to donor retention and acquisition, including communications, special events and donor relations. In addition to our current revenue sources, Intellectual property protection was secured for the Grace Place Family Literacy Model®, positioning the Bright Beginnings program for national impact, with a sustainable revenue stream in the future. In

addition, Grace Place Development Committee is comprised of board members as well as community leaders with significant fundraising experience in both the for-profit and non-profit arena, providing guidance and driving strategy for future fundraising efforts and revenue sources. This would include plans for cultivating and soliciting the needed funding and specific sources, fundraising involvement, and implementation of best practices for donor cultivation, stewardship and retention. These actions would ensure the long-term financial health of Grace Place.

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

In addition, Grace Place is a member of Future Ready Collier. Future Ready Collier is a network of more than 60 organizations, businesses, schools and community members working to ensure every child in Collier County, Florida, is ready for Kindergarten and everyone young person enters adulthood with a vision and plan to accomplish that vision. Future Ready Collier is the Collier partner for the regional FutureMakers Coalition, seeking to transform the Southwest Florida workforce by increasing the number of college degrees, certificates or other high-quality credentials from 27 percent to 55 percent by 2025. Through this partnership, we are able to strengthen our standing and leverage improvements in education and the community to deepen our collective capacity to build and sustain a dynamic economy that works for everyone. Working together toward some specific community-wide goals will leverage resources and increase

awareness of Grace Place in order to significantly impact the children and families in our community.