

**Grace Place for Children and Families**

**Elementary School Program**

**93B-2441B-1PCC7**

**SUMMATIVE EVALUATION REPORT**

**Project Year 2020-2021**



Deliverable Month

**July**

Due Date

**August 15, 2021 at 11:59PM EST**

Submission Environment

**EZReports**

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# 1.0 INTRODUCTION OF PROGRAM

*In 500 words or less, provide a narrative in the text box below that outlines the following:*

* *this specific project’s function and purpose*
* *characteristics of the population served*
* *the project’s enhancement on the community and the students served*

|  |
| --- |
| ***Function and Purpose:***   * Grace Place for Children and Families identifies the function of the 21st CCLC program is “to provide extra support to participating students who lack resources and experiences, while also empowering families and meeting the needs of the whole child through wraparound family supports.” * The program has an overarching purpose to “help students become productive citizens, develop a love of learning that will serve them throughout life, and give them the tools to achieve their goals and to break the cycle of poverty.”   ***Program Overview:***   * The program is in the first year of operations. * The program received $675,435.00 to implement student-focused services at one site during the 2020-2021 academic year (i.e., afterschool and limited holidays). * The program designed activities and services with the intent to support elementary school students and their families to: (1) improve academic achievement in English Language Arts (ELA), mathematics, and science; (2) improve relationship-building skills; (3) improve physical health and personal wellness; and (4) increase adult literacy and parenting skills.   ***Characteristics of Population Served:***   * ***Enrollment / Attendance***: The program served a total of 99 students attending during the 2020-2021 academic year. * ***Regular Students***: Of the attending students, 93 (94.0%) attended at least 30 days and are considered “regular participants” for the 2020-2021 grant year. * ***Average Daily Attendance***: The program served an average of 70.7 per day within all academic-year components. * ***In-Person Recruitment***: To support the recruitment and enrollment of students, the program reports engaging in the following techniques: (1) the schools helped recruit students and had a significant impact on enrollment; (2) flyers were placed at schools to disseminate information about the program; and (3) emails were sent to parents and families to alert them of the availability of the program. Many of the students returned from the summer program (under a prior grant). Direct phone calls to previously enrolled students also helped drive enrollment, particularly later in the program year after the prior methods had been exhausted. * ***Demographics***: The program director believes the students attending the program reflected the population of students within the recruited groups.   ***Community Enhancement:***   * The program reports having a significant impact on the community by encouraging the parents to be their students first and most importance teacher, in life and in general. The parents have a voice and can have a huge impact on the students and their entire families. With the academic and personal growth supported through the program, students have better opportunities to stop the cycle of poverty that impacts most families in the areas served by Grace Place   ***Tangible and Intangible Benefits:***   * ***Tangible Benefits***: Art opportunities. improv classes, visual arts, digital photography, cameras, high count of volunteers in the program, books, school supplies, art supplies, tablets, computers, reliable, safe outside place, and STEAM lab. * ***Intangible Benefits***: High-quality relationships with peers and teachers, opportunity to learn social skills, extra mentors to help guide middle school students and help them navigate the road to high school, community connections, and a place where students feel safe and cared for. |

# 2.0 STUDENT CHARACTERISTICS

*Complete the tables below with the demographic information for all students participating in the 21st CCLC Program.*

## 2.1 Student Enrollment Total and Regularly Participating Students

### Table 1. Student Enrollment: Total Participating Students for Summer 2020 and 2020-2021 Academic Year

### *Summer students may also be counted in the academic year total if they attended at least one day of the academic year programming*

|  |  |  |
| --- | --- | --- |
| **Site Name** | **Total Participating Enrollment**  *(attending at least one day)* | |
| **Summer** | **Academic Year** | |
| *Grace Place (Elementary)* | -- | 99 | |

## 2.2 Student Demographics

### Table 2. Population Specifics: Total Participating Students

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Site Name** | **Limited English Language Proficiency** | **Identified with Special Needs** | **Free or Reduced-Price Lunch** | **Gender** | |
|  |  |  | **Male** | **Female** |
| Grace Place (Elementary) | 73 | 22 | 79 | 54 | 45 |

### Table 3. Student Race and Ethnicity: Total Participating Students

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Site Name** | **Total Participating Students** | | | | | | | |
| **American Indian or**  **Alaska Native** | **Asian** | **Black or**  **African American** | **Hispanic or Latino** | **Hawaiian or Pacific Islander** | **White** | **Two or More Races** | **Data Not Provided\*** |
| Grace Place (Elementary) | -- | -- | 17 | 82 | -- | -- | -- | -- |
| *\* Data Not Provided = Race/ethnicity is unknown, cannot be verified, or not reported.* | | | | | | | | |

### Table 4. Student Grade for Total Participating Students

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Site Name** | **Grade In School\*** | | | | | | | | | | | | | | |
| **Pre K** | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **Total** |
| Grace Place (Elementary) | -- | 14 | 13 | 18 | 24 | 20 | 10 | -- | -- | -- | -- | -- | -- | -- | 99 |
| *\* Grade levels are exclusive, as students can only be in one grade level.* | | | | | | | | | | | | | | | |

# 3.0 PROJECT OPERATIONS

*In 300 words or less, provide a brief narrative of the project’s operation in the text box below. This narrative should at a minimum:*

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

|  |
| --- |
| ***Operation Overview:***   * The 21st CCLC Program is in the first year of operations, providing afterschool services and limited holidays during the 2020-2021 reporting year. * ***Summer****:* This is a new grant and did not operate in Summer 2020 under this grant. * ***Academic Year***: Operations started 09/14/2020 and ended 06/09/2021 - providing 378 hours of total programming at 2.75 hours/day afterschool and 8 hour/day on holidays.   ***Type of Programming:***   * The program was conducted in-person at the Grace Place Campus. Students enrolled in regular school virtually waited until they rejoined the school in-person to join the 21st CCLC program   ***Summary of Operations:***   * ***Academic Year***: Total of 122 days of academic year services, with 114 days afterschool and 8 days during holidays. The afterschool component operated 2.75 hours/day for 4 days/week and the holiday component operated 8 hours/day.   ***Types of Activities:***   * The program operated in close alignment with the approved grant application, activities, and objectives. Some elements required alteration due to COVID19 protocols and policies. All volunteers and community partners had to present their courses virtually, and wellness activities had to be restructured to prevent shared materials. * Within each respective classroom, students received a full dinner, homework tutoring, outdoor activities, virtual partner activities (David Lawrence Center and United Arts Council), and project-based learning lessons. To enhance safety of students and staff, the teachers and staff did not rotate classrooms, but stayed with the same group of students for the entire afternoon. While the students were in person, some staff members and community partners were not permitted onto campus (to prevent potential virus exposure), so they provided their services virtually. Adult volunteers and community partners provided virtual project-based learning activities.   ***Transitions:***   * Program used a homeroom set-up, students stayed in the same room, partners joined virtually, students had to take a bathroom pass to encourage accountability. |

*Complete the table below as indicated in the headers.*

### Table 5. Summer 2020 Operations

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Site Name** | **Total # of weeks**  THIS site was open | **Typical #** **days per week**  THIS site was open | Typical number of **hours per day** THIS site was open | | | |
| **WEEKDAYS** | **WEEKDAY EVENINGS** | **WEEKENDS/ HOLIDAYS** | **Typical Programming**  **(as stated in the Restart Plan)** |
| *Grace Place*  *Elementary* | -- | -- | -- | -- | -- | -- |

### Table 6. 2020-2021 Academic Year Operations

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Site Name** | **Total #** **of** **weeks**  THIS site was open | **Typical #** **days per week**  THIS site was open | **Typical #** **hours per day** THIS site  was open | | | | **Total #** **days**  THIS site was open | | | | **Typical Programming**  **(as stated in the Restart Plan)** |
| Before School | During School | After School | Weekends / Holidays | Before School | During School | After School | Weekends/ Holidays |
| *Grace Place*  *Elementary* | 35 | 4 | -- | -- | 2.75 | 8 | -- | -- | 114 | 8 | Face to Face |

# 4.0 STAFF CHARACTERISTICS

*In 150 words or less, provide a brief narrative of the composition of staff at each site in the text box below. This narrative may include, but is not limited to:*

* *staff demographics,*
* *staff quality (training and certifications)*
* *turnover*
* *professional development*
* *the ratio of students to staff at each site and explain how the ratio affects programming and instruction*

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| --- |
| ***Staff Demographics:***   * A total of 30 individuals supported the program during 2020-2021. * Staff included 26 females and 4 males. * No individual volunteers due to health-related restrictions.   ***Staff Quality:***   * Staffing included 4 certified teachers present for all academic-based programming. * 5 had advanced degrees; 16 had undergraduate degrees; 9 had a high school diploma. * Greatest strength of staffing: “Staff care ‘a lot’ about the students. The staff are seen as safe and loving by the students. Relationships put into everything provide.” * All staff and faculty receive background checks through Grace Place.   ***Turnover:***   * 7 staff left and were replaced during the reporting period. * Training and supportive environment used to reduce turnover. * Hard to replace staff due to challenges recruiting. * Program continued as planned with temporary staff from Grace Place.   ***Professional Development:***   * 16 in-person and virtual trainings provided during the year. * Regular staff meetings helped supplement training.   ***Ratio:***   * Academics and Enrichment at 1:15 (maximum). |

### Table 7. Program Staff Types by Category

|  |  |  |
| --- | --- | --- |
|  | **Type (Paid and Volunteer)** | |
| **Grace Place Elementary Program** | |
| Paid | Volunteer |
| Administrators and Coordinators | 6 | -- |
| College Students | 5 | -- |
| Community Members | -- | -- |
| High School Students | 7 | -- |
| School Day Teachers (including substitutes) | 4 | -- |
| Non-teaching School Day Staff | 8 | -- |
| Sub-contracted Staff | -- | -- |
| Other | -- | -- |

# 5.0 OUTCOMES

*This section should outline each approved objective, data analysis methods, progress toward meeting the objectives, and findings, implications, and recommendations, considering the impact of the project on the populations served.*

## 5.1 Objectives, Activities, Data Collection Methodology and Outcomes

*In 200 or less provide a narrative describing the data collection methodology and outcomes. This may include:*

* *outcomes met through programming,*
* *the impact on the population being served, and*
* *any data collection challenges.*

### Objectives Narrative

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| --- |
| ***Data Collection Methodology:***   * Academic data were pulled directly from the District’s StopWatch dashboard. * Personal enrichment data were collected by staff within established testing windows. * All data were entered into EZReports directly by the program director.   ***Outcomes Met:***   * All reported outcomes based on regularly participating students (30+ Days Attended). * 89% improved or maintained high performance in English Language Arts grades, 91% in mathematics, and 96% in science. * 60%\* of third graders achieved promotion based on FSA Reading performance. * 78%\* of students improved/maintained their skills in relationship building. * 87% of students improved/maintained their performance in physical fitness. * 100% of adult family members reported improved skills from adult events. * *\* indicates objective was not met as proposed.*   ***Impact on Population Served:***   * As per program administrators, the primary positive impacts of the program is that students build confidence, improve academic performance, develop social interaction skills, develop new friendships, and connect with teachers to develop a love of learning. With increased confidence, students feel more supported and open their minds to new possibilities for their future.   ***Data Collection Challenges:***   * No challenges collecting academic data from StopWatch (online platform). * No challenges reported in collecting personal enrichment metrics. * Some challenges collecting stakeholder data through EZReports. |

## 5.2 Stakeholder Surveys

*Provide the response rate and a brief narrative summary of the findings from the student, family member, and teacher end‐of‐year stakeholder surveys.*

### Table 8. Stakeholder Survey Responses

|  |  |  |
| --- | --- | --- |
| **Survey Type** | **Response Rate** | **Percentage of stakeholders satisfied with the 21st CCLC program as a whole *(Very Satisfied and Satisfied).*** |
| Parent | 99% | 96.4% (27 of 28)  Parents/guardians were surveyed to assess their satisfaction with elements of the program. Of those responding, 100.0% were 'satisfied' or 'very satisfied' with the program staff’s warmth and friendliness and 100.0% were 'satisfied' or 'very satisfied' with the safety of the program environment. 85.7% would enroll in the program again. |

|  |  |  |
| --- | --- | --- |
| **Survey Type** | **Response Rate** | **Percentage of stakeholders that reported the 21st CCLC program helped improve academic grades.** |
| Students K-5 | 100% | 83.7% (77 of 92)  Elementary school students reported on their opinion of seven aspects of the 21st CCLC program. Of those responding, 92.4% reported the program 'definitely' or 'somewhat' helped them solve problems in a positive way and 92.4% reported they 'definitely' or 'somewhat' felt the program had adults who cared about them. |
| Students  6-12 | -- | -- |

|  |  |  |
| --- | --- | --- |
| **Survey Type** | **Response Rate** | **Percentage of stakeholders satisfied that the 21st CCLC program improved student’s academic performance**  **(*Improved and Did Not Need to Improve*).** |
| Teacher | 82% | 74.5% (70 of 94)  Teachers were asked to report on the impact of the program on several primary outcomes. Of those completing the surveys, 87.2% reported students 'did not need to improve' or 'improved' their attentiveness in class and 92.6% reported students 'did not need to improve' or 'improved' their participation in class. |

# 6.0 PROGRESS TOWARD SUSTAINABILITY

*In 200 words or less, provide a brief narrative and complete the table describing the project’s progress towards sustainability. The narrative should include at a minimum:*

* *the agency’s progress toward the sustainability plan described in their application narrative,*
* *the structure of the advisory board and any recommendations made, and*
* *the total estimated value of contributions to the program.*

|  |
| --- |
| ***Progress Towards Sustainability:***   * Grace Place believes that, in the absence of federal funds, the program would not likely survive and notes that the agency provides more funding to run the program than what is provided by the 21st CCLC grant. Most community contributions are exhausted. * The program notes that this past year was challenging for partners, with them having to shift to virtual programming for the students. It was difficult for the partners to create programming that would retain the attention and energy of the students. * The program was successful in maintaining some past partners through communication. * Program reports incorporating 6 new partners into this first-year grant.   ***Advisory Board:***   * Advisory board includes site coordinator, partners, teacher, staff, parent, and students. * Board met twice during the year (January and May). * The board was instrumental in helping select curriculum and activities, as well as providing feedback about how to attract more and engage existing students.   ***Contributions to Program:***   * The program received an estimated $110,425 in contributions to support 21st CCLC activities and services, providing materials, equipment, resources, and staffing. * This is equivalent to 16% of the 2020-2021 grant award amount ($675,435). * Partners were critical in filling gaps, such as materials and staffing. |

### Table 9. Program Partners

| **Agency Name** | **Type of Service Provided** | **Estimated Value ($)**  **of Service or Contribution** | **Type of Contribution** |
| --- | --- | --- | --- |
| Catholic Charities | Behavioral Health Therapist for the program | $750.00 | Partner |
| Collier County Public Schools | Transportation to Grace Place | $21,000.00 | Partner |
| David Lawrence Center | Mental Health Virtual Classes 3 hours a week for staff | $16,200.00 | Partner |
| Meals of Hope | Supper for 100 children 4 days a week | $67,000.00 | Partner |
| Shelter for abused Women and Children | 1 hour of classes for parents | $75.00 | Partner |
| United Arts Council | 1 hour of virtual Zumba per week for 2 groups at a time (2 hours a week) | $5,400.00 | Partner |

# 7.0 PROGRAM REFLECTION

*In 300 words or less, provide a narrative with an overall assessment of your 21st CCLC project’s impact in the text box below. This may include:*

* *reflection of the lessons learned throughout the year*
* *recommendations to enhance the quality of services offered to students and families for the next year*

|  |
| --- |
| Overall, the program was designed for students and families to improve: (1) academic achievement; (2) relationship-building skills; (3) physical health; and (4) adult literacy and parenting skills. Although the program did not meet all proposed objectives during the first year of this new grant, progress was made towards each objective and benefits noted previously demonstrate the overall impact of this program was positive and significant for the students, families, schools, and communities served.  ***Reflections and Lessons Learned:***   * The program learned that staff recruitment and retention was difficult with COVID19 and because these are part-time positions where the staff only work 12 hours/week. Some staff were hesitant to work with elementary school students. * The program learned the difficulties of adapting to district changes. Grace Place was designed to serve the two schools, but these schools split into five schools in the past year. Grace Place only has two busses (Grace Place uses their own busses and bus drivers). The program was able to make transportation work effectively by year end. * The greatest strength of the 21st CCLC program was the support received from the program staff and teachers. The support of these individuals allowed the program to run relatively smoothly.   ***Recommendations:***   * Program is encouraged to incorporate transition time into the daily schedule to help students and staff know expectations in relation to times of activities. * Program is encouraged to expand recruitment efforts to attract more students, extending the ‘bring a friend’ initiative and reconsidering the activities provided to enhance engagement and interest. * Program is encouraged to engage in more intentional planning for all aspects of the program, ensuring knowledge of the grant is promoted across all staff members and that activities/curricula are specific to grant objectives and the approved proposal. |