

**Grace Place for Children and Families**

**High School Program**

**93B-2441B-1PCC3**

**SUMMATIVE EVALUATION REPORT**

**Project Year 2020-2021**



Deliverable Month

**July**

Due Date

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

Submission Environment

**EZReports**

Table of Contents

The following Table of Contents is to remain on your report **in the order in which it has been provided**. Use the Table of Contents as a checklist to ensure appropriate reporting for this deliverable. Page numbers should be edited to match the report. After the report is completed, please click on this table of contents and a command box will appear on the upper left side. Click Update Table and choose “Update entire table” from the options provided. This will update your page numbers to align with the length of your report.

[1.0 INTRODUCTION OF PROGRAM 3](#_Toc78895850)

[2.0 STUDENT CHARACTERISTICS 5](#_Toc78895851)

[2.1 Student Enrollment Total and Regularly Participating Students 5](#_Toc78895852)

[Table 1. Student Enrollment: Total Participating Students for Summer 2020 and 2020-2021 Academic Year 5](#_Toc78895853)

[*Summer students may also be counted in the academic year total if they attended at least one day of the academic year programming* 5](#_Toc78895854)

[2.2 Student Demographics 5](#_Toc78895855)

[Table 2. Population Specifics: Total Participating Students 5](#_Toc78895856)

[Table 3. Student Race and Ethnicity: Total Participating Students 5](#_Toc78895857)

[Table 4. Student Grade for Total Participating Students 5](#_Toc78895858)

[3.0 PROJECT OPERATIONS 6](#_Toc78895859)

[Table 5. Summer 2020 Operations 7](#_Toc78895860)

[Table 6. 2020-2021 Academic Year Operations 7](#_Toc78895861)

[4.0 STAFF CHARACTERISTICS 8](#_Toc78895862)

[Table 7. Program Staff Types by Category 9](#_Toc78895863)

[5.0 OUTCOMES 10](#_Toc78895864)

[5.1 Objectives, Activities, Data Collection Methodology and Outcomes 10](#_Toc78895865)

[Objectives Narrative 10](#_Toc78895866)

[5.2 Stakeholder Surveys 11](#_Toc78895867)

[Table 8. Stakeholder Survey Responses 11](#_Toc78895868)

[6.0 PROGRESS TOWARD SUSTAINABILITY 12](#_Toc78895869)

[Table 9. Program Partners 13](#_Toc78895870)

[7.0 PROGRAM REFLECTION 14](#_Toc78895871)

# 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 fifth year of operations. * The program received $95,808.00 to implement student-focused services at one site during the summer of 2020 and the 2020-2021 academic year (i.e., afterschool). * This program was designed to impact high school students in the following ways: (1) improve academic achievement in English Language Arts (ELA), mathematics, and science; (2) improve fitness and healthy lifestyle choices; (3) decrease school absences; (4) increase high school graduation rate and (5) increase adult literacy / parenting skills.   ***Characteristics of Population Served:***   * ***Enrollment / Attendance***: The program served a total of 108 students, with 47 attending in the summer 2020 and 93 attending during the 2020-2021 academic year. * ***Regular Students***: Of the attending students, 54 (50.0%) 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 47.0 students per day in the summer and 32.8 per day within all academic-year components. * ***In-Person Recruitment***: The program connected with school administrators, school counselors, math coaches, and science coaches (at the school) to help identify and recruit students to join the program. The program also recruited through announcements on school PA system, flyers made available in guidance and reception areas, “bring a friend” events, video of LEAD program aired on school TV, and worked with the school vice principal to promote program via social media platforms (Facebook, e-mail blasts to parents’ cell phones). * ***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. 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*  *High School* | 47 | 93 | |

## 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  High School | 54 | 18 | 93 | 44 | 64 |

### 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  High School | -- | -- | 52 | 52 | -- | 4 | -- | -- |
| *\* 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  High School | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 27 | 24 | 25 | 32 | 108 |
| *\* 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 fifth year of operations, providing services during summer and afterschool during the 2020-2021 reporting year. * ***Summer****:* Operations started 06/15/2020 and ended 07/16/2020 – providing 80 hours of total programming at 4 hours/day. * ***Academic Year***: Operations started 09/01/2020 and ended 06/09/2021 - providing 327 hours of total programming at 3 hours/day.   ***Type of Programming:***   * ***Summer:*** The summer program was a 5-week program provided entirely virtually due to the closure of school district facilities. * ***Academic Year***: Program was conducted in-person at Golden Gate High School. Program was initially offered virtually, though no students enrolled virtually.   ***Summary of Operations:***   * ***Summer****:* Total of 20 days of summer services – operating 4 days/week and 4 hours/day. * ***Academic Year***: Total of 109 days of academic year services – operating 4 days per week and 3 hours per day. The program operated only 3 days/week until 03/22/2021 due to facility restrictions.   ***Types of Activities:***   * ***Summer***: The high school program was provided through Zoom and WebEx. Students decided which activities in which they wanted to participate. Courses included: virtual college tours; assistance with college applications; current events discussions; hip-hop dance; financial literacy; and assistance with credit recovery. Volunteer opportunities were scheduled so students could acquire volunteer hours needed for graduation. * ***Academic Year***: The program closely aligned with the grant application. Students participated in academic enrichment daily. Curriculum included financial literacy, book discussions, current events discussion, Leader in Me, creative writing, Harkness discussion, professional skills development, life skills, dance, and student-led art activities. In addition, the program provided volunteering experiences for the high school students through a food pantry on the second Friday of each month.   ***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*  *High School* | 5 | 4 | 4 | -- | -- | Virtual |

### 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*  *High School* | 35 | 3 until 3/22 and then 4 | -- | -- | 3 | -- | -- | -- | 109 | -- | 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*

|  |
| --- |
| ***Staff Demographics:***   * A total of 12 individuals supported the program during 2020-2021, with 6 serving in Summer 2020 and 12 in the Academic Year. * Staff included 8 females and 4 males. * No individual volunteers due to health-related restrictions.   ***Staff Quality:***   * Staffing included 3 certified teachers present for all academic-based programming. * 1 had advanced degrees; 7 had undergraduate degrees; 4 had a high school diploma. * Greatest strength of staffing: “Committed staff with creative ideas. All are employed at Golden Gate High School during the school day, so know the student population.” * All staff and faculty receive background checks through Grace Place.   ***Turnover:***   * 1 staff left and were replaced during the reporting period. * Promotion of supportive environment used to reduce turnover. * No significant issue from turnover.   ***Professional Development:***   * 2 in-person and virtual trainings provided during the year. * Regular staff meetings helped supplement training.   ***Ratio:***   * Academics at and Enrichment at 1:15 (maximum). |

### Table 7. Program Staff Types by Category

|  |  |  |
| --- | --- | --- |
|  | **Type (Paid and Volunteer)** | |
| **Grace Place High School** | |
| Paid | Volunteer |
| Administrators and Coordinators | 3 | -- |
| College Students | -- | -- |
| Community Members | -- | -- |
| High School Students | -- | -- |
| School Day Teachers (including substitutes) | 3 | -- |
| Non-teaching School Day Staff | 4 | -- |
| Sub-contracted Staff | -- | -- |
| Other | 2 | -- |

# 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

|  |
| --- |
| ***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:***   * All reported outcomes based on regularly participating students (30+ Days Attended). * 70% improved or maintained high performance in English Language Arts grades, 48%\* in mathematics, and 64%\* in science. * 100% of participating seniors graduated from high school by the end of the year. * 98% improved/maintained high levels of school attendance throughout the year. * 42%\* improved/maintained performance in physical fitness. * 66% 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% | 100.0% (16 of 16)  Parents/guardians were surveyed to assess their satisfaction with elements of the program. Of those responding, 100.0% were 'satisfied' or 'very satisfied' with their child’s homework completion and 100.0% were 'satisfied' or 'very satisfied' with their child’s ability to get along with others. 100.0% 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 | -- | -- |
| Students  6-12 | 100% | 100.0% (35 of 35)  Secondary school students reported on their satisfaction with and opinion of the 21st CCLC program. Of those responding, 100.0% reported the program 'definitely' or 'somewhat' helped them with their homework and 100.0% reported the program 'definitely' or 'somewhat' helped them understand how to make career choices. |

|  |  |  |
| --- | --- | --- |
| **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% | 66.7% (18 of 27)  Teachers were asked to report on the impact of the program on several primary outcomes. Of those completing the surveys, 74.1% reported students 'did not need to improve' or 'improved' their positive interactions with other students and 77.8% reported students 'did not need to improve' or 'improved' their classroom attendance. |

# 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 2 new partners and 3 continuing partners.   ***Advisory Board:***   * Advisory board includes the site coordinator, school administrators, teachers, program staff, parents, and students. * Board met twice during the year (December and May). * The board was instrumental in helping select curriculum and activities, as well as providing feedback about how to attract more students.   ***Contributions to Program:***   * The program received an estimated $11,400 in contributions to support 21st CCLC activities and services, providing materials, equipment, resources, and staffing. * This is equivalent to 12% of the 2020-2021 grant award amount ($95,808). * 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** |
| --- | --- | --- | --- |
| David Lawrence Center | Life skills classes | $600.00 | Partner |
| Drug Free Collier | Core Values program | $1,200.00 | Partner |
| Taste of Immokalee | Professional skills course | $3,600.00 | Partner |
| United Arts Council | Art and dance classes | $5,400.00 | Partner |
| Youth 4 Orphans | Financial literacy classes | $600.00 | 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) fitness and healthy lifestyle choices; (3) school attendance; (4) graduation rates; and (5) adult literacy and parenting skills. Although the program did not meet all proposed objectives, progress was made towards each objective and benefits noted previously demonstrate the overall impact of this program was positive and significant on the students, families, schools, and communities served.  ***Reflections and Lessons Learned:***   * Program learned the importance of structure and planned activities for high schoolers. This was achieved, in part, with increased communication and connection between staff and students, ensuring students were aware of schedules, activities, and partners. * Program learned the importance of on-site volunteers to help high school students, as they were not allowed this past year. Coordinating schedules to help with homework online was challenging for students, volunteers, and program director. * While facilities and curriculum materials were adequate, there were challenges with the wellness program because district policies disallowed sharing of wellness equipment. The program found alternatives, all well-received by students (e.g., walking program, tai chi, and hip hop dance).   ***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 maintain the club-based atmosphere for high schoolers, allowing activities to fit student interests while supporting a wide variety of interests. * Program is encouraged to build the excitement for students about the program, exploring engaging programming that will keep students engaged and drive them to bring friends into the program. * 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. |