

SUMMATIVE EVALUATION REPORT
Project Year 2022-2023



NITA M. LOWEY 21ST CENTURY
COMMUNITY LEARNING CENTERS
FLORIDA

<u>Subgrantee Name</u>
<i>Grace Place for Children and Families</i> <i>Elementary Program</i>

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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 as providing 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 tools to achieve their goals and to break the cycle of poverty
- The program designed activities and services with the intent to support elementary 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 the Population Served:

- Grace Place serves students and families in Golden Gate City, a four-square mile area of Naples, Florida which is home to approximately 30,000 people. Some barriers faced by residents are: 1) economic- 18% of Golden Gate households are living below the federal poverty level. Because of soaring housing costs, 20% of the households have additional relatives or non-related adults living in the household. The elementary schools in the area have an average of 82% of the students qualifying for free/reduced lunch. 2) family education levels- Golden Gate has a 130 percent higher rate of residents with less than a 9th grade education than Collier County as a whole. 3) English language acquisition- 50% of Golden Gate is first generation immigrants, and seven out of ten households do not speak English at home. 25% of the elementary students in Golden Gate are Limited English Proficient (LEP).

Enhancement on Students and Community:

- Grace Place students and families are given access to supplemental educational services to support their academic growth in math, reading, and science.
- Grace Place provides opportunities to explore areas that families may not have access to; such as, STEM, music, art, dance, sports, and more.
- Grace Place provides leadership development programming to help students and families grow in their resiliency.
- Grace Place students and family build community in a place with caring and committed staff members.
- Grace Place provides services to support the whole family; such as, food pantry, adult education, financial literacy, parent education, and more.
- The program is in year 3 of a 5-year grant.

2.0 STUDENT CHARACTERISTICS

Complete the tables below with the demographic information for all students participating in the 21st CCLC Program. Tables 1,2,3, and 4 require the respondents to provide numeric data about the total number of students who participated in both the Summer and Academic Year programs. Also, provide a brief narrative summary of clarifying information into the following narrative box to complement the tables, to include any challenges encountered in data collection or reporting.

During 2022-2023, Grace Place served 137 students in the summer and 242 during the academic year. Of those students, 138 were male and 137 were female. 235 students were categorized as free/reduced lunch recipients. 36 were limited English proficient and 9 were identified as special needs.

The racial and ethnic makeup of the students mirrors the overall population of the Golden Gate community. The majority of students identify as Hispanic or Latino and Black or African American.

The distribution of students in grades K-5th is quite balanced, with 3rd grade having the highest enrollment with 54 students. Lowest enrollment was in 5th grade with 40 students. There were no significant challenges related to data collection or reporting.

2.1 Student Enrollment Total

Table 1. Student Enrollment: Total Participating Students* for Summer 2022 and 2022-2023 Academic Year

*A participating student can be defined as any student who attends at least one hour of programming in the 21st CCLC.

Site Name	Total Participating Enrollment	
	Summer	Academic Year
Grace Place Elementary (C19)	137	242

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	Other
Grace Place Elementary (C19)	36	9	235	138	137	0

Table 3. Student Race and Ethnicity: Total Participating Students

**Students may be counted more than once.*

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

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 **
<i>Grace Place Elementary (C19)</i>	1	0	49	171	0	10	4	0

Table 4. Student Grade: Total Participating Students

**Students may not be counted more than once.*

Site Name	Grade in Schools*														
	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
<i>Grace Place Elementary (C19)</i>	0	41	49	42	54	49	40	0	0	0	0	0	0	0	275

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 timeframes,*
- *describe the type of programming provided,*
- *include a summary of or enhance the information provided in the tables below,*
- *explain any discrepancies between the reported operations and the proposed operations from the approved site profile worksheet,*
- *address the types of activities chosen for programming, and*
- *describe how transitions between activities are planned and executed.*

Summer 2022

The summer program of 2022 operated for 7 weeks, five days per week from 8:30 a.m. to 4:30 p.m. The program was open 34 days, from June 13-July 29 for a total of 272 service hours. 137 children were served in this summer program. Typical programming centered around approved activities including academic, personal enrichment, and wellness. Some highlighted activities for the summer of 2022 include STEM lab activities, math and reading instruction, swimming lessons, outdoor play, and educational field trips. Key activities were conducted by local partners including the David Lawrence Center, University of Florida Extension, Big Cypress, the Conservancy of SWFL, Ronald McDonald Dental, Brighter Bites, Pan Florida Challenge, and the Golisano Children's Museum.

School year 2022-2023

The school year program of 2022-2023 operated for 39 weeks for a total of 137 days. This includes 127 after-school program days and 10 holiday break program days. The only discrepancy between the site profile worksheet and the actual daily operations was that the program had to be canceled for two days in the fall (Aug 31-Sept 1) because of bus repairs. Those days were made up at the end of the program (May 24-25). Additionally, four days were canceled due to Hurricane Ian. The after-school program was open M-Th and served 5 elementary schools. Free transportation was provided from their day-time schools to the Grace Place campus. The school year program was open for 2.75 hours for most students; the exception was the students coming from Lavern Gaynor Elementary who received a 2.5-hour program due to a later school dismissal time.

Typical programming for the school year program consisted of four components that are consistent with the program objectives—wellness, homework support, personal enrichment, and academic enrichment. The wellness portion takes place through the provision of a healthy supper and snack as well as structured fitness activities. Homework support is provided daily with the intention of assisting students to complete daily homework assignments. The personal enrichment portion can vary by grade level and by day, but in general, are focused on building 21st Century skills in students. Often these activities focus on STEAM programming and/or SEL programming. Partner organizations assist by providing high quality, specialized programming. There is an academic enrichment portion each day which focuses on improving students' math and reading skills. Through level learning centers, skills are explicitly taught and practiced. Tools such as Mango Math, Footsteps to Brilliance, My Math Academy and Reading A-Z are utilized. Transitioning between these components

requires careful scheduling and monitoring as students move from one activity to the other. Staff are trained in active supervision and conscious discipline to transition students in a safe and orderly manner.

Complete the tables below as indicated in the headers.

Table 5. Summer 2022 Operations

Please indicate when **the site was open**.

Site Name	Total # of weeks	Typical # of days per week	Typical # hours per day		Total # days	
			Weekdays	Weekend - Holidays	Weekdays	Weekend - Holidays
Grace Place Elementary (C19)	7	5	8	0	34	0

Table 6. 2022-2023 Academic Year Operation

Please indicate when **the site was open**.

*Only Extended Learning Programs (ELPs) provide services during school.

Site Name	Total # of weeks	Typical # of days per week	Typical # hours per day				Total # days			
			Before School	During School*	After School	Weekend - Holidays	Before School	During School*	After School	Weekend - Holidays
Grace Place Elementary (C19)	37	4	0	0	2.75	0	0	0	127	10

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.*

The Grace Place staff is made up of a variety of youth development professionals. Staff include managers, certified teachers, non-certified teachers, support teachers and teacher aids. The makeup of the staff includes management staff, professional teachers, youth development workers, college students, high school students, and local adult volunteers. Several staff have degrees in education, child and youth studies, or other similar programs. All staff have been certified or are actively pursuing certification in child safety through the Department of Children and Families which includes passing tests in Child Protection, Child Development, Health and Safety, Early Literacy, and more. Additionally, staff are required to be certified in CPR/First Aid. Other trainings that were provided include Leader in Me, active shooter preparation, creating and implementing literacy centers, and positive youth development.

Grace Place provides careful supervision of students, and therefore has an adult to student ratio of 1:10. This typically requires 3 adults in each classroom. This assures that programs are well supervised and students receive adequate individual attention.

Some staffing challenges included some staff turnover—on several occasions, staff earned their teaching license and left Grace Place to join a partner, district school. Other turnover included college students who have competing priorities or have a schedule change at the semester. Additionally, it continues to be difficult to employ staff with an active Florida teaching license.

Table 7. Program Staff Types by Category

Please indicate **the number of staff** members based on their positions.

Position	Grace Place Elementary (C19)	
	Paid	Volunteer
Administrators and Coordinators	6	x
College Students	3	x
Community Members	x	30
High School Students	5	x
School Day Teachers (including substitutes)	2	x
Non-teaching School Day Staff	x	x
Sub-contracted Staff	x	x
Other	19	

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. (Add more textboxes as needed.)

5.1 Objectives, Activities, Data Collection Methodology and Outcomes

Please 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.*
- *Provide the Program Performance Report that can be generated from EZReports to present outcomes against State Objectives.*

There are four objectives of the program—academic achievement dropout prevention, behavior, and engagement. Below is a summary of the progress that Grace Place students made in each category.

Academic Improvement

The program measures academic improvement in Math and ELA through the review of quarterly grades and performance on the annual standardized tests (now called STAR and FAST). The required objectives are that 75% of students will show growth in ELA and Math performance on the Florida standardized tests and that 75% of students will show improvement in ELA and Math grades (or maintain highest score).

A review of the performance of Grace Place students during the school year of 22-23, we found that students in the elementary program performed as follows:

89% of K-2nd grade Grace Place students showed gains in ELA on the STAR assessment from pre-test (test #1) to post-test (test #3).

98% of K-2nd grade Grace Place students showed gains in Math on the STAR assessment from pre-test (test #1) to post-test (test #3).

75 % of 3rd-5th grade Grace Place students showed gains in ELA performance on the FAST assessment from pre-test (test #1) to post-test (test #3).

95% of 3rd-5th grade Grace Places students showed gains in Math performance on the FAST from pre-test (test #1) to post-test (test #3).

55% of Grace Place students showed gains in ELA grades (or maintained the highest grade).
53% of Grace Place students showed gains in Math grades (or maintained the highest grade).

Dropout Prevention

The required objective was that 75% of students will improve their school attendance.

In respect to that objective, 41% of students improved their school attendance from semester 1 to semester 2.

Behavior

The required objective was that 75% of students will improve their behavior annually.

In respect to that objective, 64% of the Grace Place students improved their behavior from semester 1 to semester 2.

Engagement

The required objectives for engagement are as follows:

75% of students will increase their safe and supportive relationships with peers and adults annually and 75% of students will increase their engagement in school annually.

According to the stakeholder survey that was completed by the school day teachers, Grace Place students performed as follows:

54% of students increased their safe and supportive relationships with peers and adults.

58% of students increased their engagement in school.

Staff experienced challenges with regular school day teachers responding to the survey in that the response rate was only 25%.

5.2 Stakeholder Surveys

Provide a brief narrative summary of the findings from the teacher end-of-year stakeholder surveys, to include any challenges encountered in collecting surveys.

Grace Place sent a stakeholder survey to each student's school day teacher. Even after sending this out on 3 different occasions, only 25% of the teachers responded. There were many challenges to distribute this survey, and we were able to work with the data team at the district to provide email addresses to the appropriate teachers. We also communicated with the school principals about this requirement. The fact that these were distributed in the last two weeks of school may have been a barrier.

The results of the survey were that 54% of students increased their safe and supportive relationships with peers and adults, and 58% of students increased their engagement in school.

Table 8. Stakeholder Survey Responses

Survey Questions	Response Rate	Percentage of stakeholders who selected Increased and Did Not Need to Increase (added together).
Q1. Student Engagement Level	25%	58%
Q2. Level of Safe and Supportive relationships	25%	54%

6.0 PROGRESS TOWARD SUSTAINABILITY

In 200 words or less, provide a brief narrative and complete the table describing the project’s progress toward 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.*

Grace Place believes that, in the absence of federal funds, the program would not likely survive and the organization provides more funding to run the program than what is provided by the 21st CCLC grant. Most community contributions are exhausted.

- The program was successful in maintaining past partners through good communication and follow through.
- Program reports incorporating 7 new partners and maintaining partnerships with 7.

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 \$211,218 in contributions to support 21st CCLC activities and services, providing materials, equipment, resources, and staffing.
- This is equivalent to 32% of the grant award amount (\$652,365).
- Partners were critical in filling gaps, such as materials and staffing.

Table 9. Program Partners

In terms of sustainability progress, the partnership should include all in-kind and monetary contributions.

Agency Name	Type of Service Provided	<u>Estimated Value (\$) of Service or Contribution</u>	<u>Type of Contribution</u>
Collier County Public Schools	Transportation	5000	In-kind
David Lawrence Center	Anti-bullying program	5000	In-kind
United Arts Council	Art program	17,010	In-kind
Gulf Shore Opera: Harmony Choir	Music program	600	In-kind
NCH Safe and Healthy Children's Coalition: SWIM Central	Swimming Lessons	1050	In-kind
Conservancy of SWFL	Science education program	5670	In-kind
Childcare of SWFL	Food program	65,000	In-kind
Catholic Charities	Counseling services	788	In-kind
Big Cypress National Preserve	Science education program	300	In-kind
Cal Ripken Foundation	STEM and Sports program	4000	In-kind
Junior Achievement	Economics program	600	In-kind
Naples United FC	Soccer program	600	In-kind
First Tee of Collier	Golf program	600	In-kind
Ronald McDonald Mobile Dental Service	Medical services	5000	In-kind

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,*
- *reflections of the impact of the worldwide pandemic on programming, staffing and/or operations*
- *recommendations to enhance the quality of services offered to students and families for the next year.*

The Elementary program at Grace Place has some strengths as well as some opportunities. One strength of the program is strong enrollment. Our enrollment goals were 110 for the summer and 220 for the school year, and we exceeded both of those goals by serving 137 students in the summer and 242 in the school year. This is a testament to our strong parent relationships and communication with families. Additionally, we saw strong attendance during the year, averaging 84%. This shows us that students and parents value the program.

Another strength of the program is creative programming. Students were able to participate in many fun and enriching opportunities through our dedicated staff team and valuable partners. Students enjoy the STEM lab, the garden, the soccer field, the book fair, and other special programs that we can offer.

The academic support that students receive is a strength. Students are able to finish their homework under the careful supervision of the Grace Place teachers. This is very important since many of the students' parents are not proficient in English or have low educational attainment.

Another strength is our ability to provide free transportation to the program daily. This benefits the parents, as they can trust that their children are in safe hands while they are at work. Last, our staff team sets us apart as a quality program. Staff build strong relationships with students and families. Our adult family member services work to bring families together to build relationships with staff and one another while gaining new skills and resources.

A growth area is student academics. The Grace Place students are overcoming many barriers to succeed academically. Many have housing and food insecurity, which inhibits their ability to perform at high levels. Knowing that their parents may not have the time or ability to support them is also a barrier for them to overcome. The program continues to invest in staff training and curricular resources to help students reach proficiency. We will continue to strive to see students reach the academic goals set forth in this program.