

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>Golden Gate High School Site</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 high 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 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.
- Through the enrichment programming and partners, Grace Place provides opportunities to explore career areas that families may not have access to; such as, STEM, music, art, dance, finance 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 1 of a 4-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 64 students in the summer and 129 during the academic year. Of those students, 51 were male and 76 were female. 2 students identified as other. 145 students were categorized as free/reduced lunch recipients. 10 were limited English proficient and 5 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 9th-12th were distributed as follows: 32 freshman, 41 sophomores, 42 juniors and 14 seniors.

A significant challenge to Grace Place during the 22-23 program year was attendance. While Grace Place succeeded in reaching its enrollment goals, attendance percentages remained low. The program averaged 40 students per day. Students would often come 1 or 2 days per week depending on their other commitments such as employment, sports teams, or family expectations. Additionally, this new grant has expanded our program to 4 days per week and that has been an adjustment for the students.

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 High (C20)	64	129

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 High (C20)	10	5	145	51	76	2

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 **
Grace Place High (C20)	1	1	55	83	0	6	2	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
Grace Place High (C20)	0	0	0	0	0	0	0	0	0	0	32	41	42	14	129

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.*

The summer program of 2022 operated for 4 weeks, four days per week from noon to 4:00 p.m. The program was open for 15 days in July for a total of 60 service hours. 64 teens 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 includes math and reading project-based learning, spoken word poetry workshops, interactive notebook project, vision boards, outdoor activities, and career-related field trips. This summer program was not a part of the current grant funding, but is mentioned here for continuity.

School year 2022-2023

The school year program of 2022-2023 operated for 36 weeks for a total of 126 days. The only discrepancy between the site profile worksheet and the actual daily operations was that the program had to be canceled for four days in the fall because of Hurricane Ian. The after-school program was open M-Th and served Golden Gate High School. Grace Place provided free transportation home for students at the end of each program day from school. The school year program operated for 2.5 hours each day.

Typical programming for the school year program consisted of these three components that are consistent with the program objectives—wellness, personal enrichment, and academic support. The wellness portion takes place through the provision of a healthy supper as well as structured fitness activities such as dance and yoga. Academic support is individualized to best meet the needs of the students. Some students require intense tutoring, while others need a quiet space to complete their daily assignments. Other students took advantage of the ELL classes that were provided, while others joined the ACT prep classes. All students worked to create a post-secondary plan and started accomplishing action items such as writing their college essay, completing the Common Application and completing a career assessment. The personal enrichment portion is accomplished through partner programs such as Drug Free Collier, The Vault (financial literacy), the Taste of Immokalee (entrepreneurship), United Arts Council, and more. All of these options are focused on building 21st Century skills in students and to expose them to career opportunities.

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
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			Weekdays	Weekend - Holidays	Weekdays	Weekend - Holidays
Grace Place High (C20)	4	4	4	0	15	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 High (C20)	36	4	0	0	2.5	0	0	0	126	0

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, and support teachers. The makeup of the staff includes management staff, professional teachers, youth development workers, and adult volunteers. Several staff have degrees in education, child and youth studies, or other similar programs. Staff are required to be certified in CPR/First Aid, Crowd Management, Active Shooter, Youth Mental Health, and Child Protection. Other trainings that were provided include Leader in Me, Literacy in Everything, and Positive Youth Development.

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

Some staffing challenges are notable because we had a change in program leadership (manager) in the middle of the school year. It is notable that student attendance began to decline after this occurred. The program employs staff from Golden Gate High School: certified teachers and paraprofessionals who help the program connect to the school day.

Table 7. Program Staff Types by Category

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

Position	Grace Place High (C20)	
	Paid	Volunteer
Administrators and Coordinators	6	x
College Students	x	x
Community Members	x	10
High School Students	x	x
School Day Teachers (including substitutes)	2	x
Non-teaching School Day Staff	4	x
Sub-contracted Staff	x	x
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. (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 FAST). The required objectives are that 75% of students will show growth in ELA and Math performance on the FAST, 75% of students will show improvement in ELA and Math grades (or maintain highest score), and students will improve their cumulative GPA by at least .1 annually.

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

65% of Grace Place students showed gains in ELA performance on the FAST from pre-test (Test #1) to post-test (Test #2)

59% of Grace Place students showed gains in Math performance on the End of Course exams for Algebra I and Geometry from pre-test to post-test.

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

46% of Grace Place students showed gains in Math grades (or maintained the highest grade)

69% of Grace Place students improved their cumulative GPA by .1 annually

Dropout Prevention

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

In respect to that objective, 34% 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, 68% 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:

39% of students increased their safe and supportive relationships with peers and adults.
52% 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 18%.

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 18% 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 39% of students increased their safe and supportive relationships with peers and adults, and 52% 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	18%	52%
Q2. Level of Safe and Supportive relationships	18%	39%

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.*

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 successful with partners programming for the students. The program was successful in maintaining past partners through good communication.
- 8 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 \$45,360 in contributions to support 21st CCLC activities and services, providing materials, equipment, resources, and staffing.
- This is equivalent to 14% of the grant award amount (\$325,000).
- 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	Space and food service	\$31,500	Partner
Taste of Immokalee	Career programming	\$3780	Partner
Drug Free Collier	Drug prevention programming	\$1260	Partner
United Arts Council	Arts programming	\$5670	Partner
The Vault (Youth 4 Orphans)	Financial literacy programming	\$630	Partner
David Lawrence Center	Mental health programming	\$1260	Partner
University of Florida/IFAS	Nutrition Education programming	\$630	Partner
SWIM Central	Swim Instruction	\$630	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,*
- *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 Grace Place program at Golden Gate High School has some strengths as well as some opportunities. One strength is the individualized support that students receive when participating in the program. High school students at Golden Gate have a vast set of needs, and the Grace Place staff works tirelessly to provide resources and guidance for as many of those needs as possible. This year, we had 9 seniors in danger of not graduating, and through their work at the Grace Place program all of the seniors crossed the stage to receive their diploma!

The academic support that students receive is a strength. Grace Place has strong continuity with the school day by employing school-day teachers. Students are able to finish their homework under the tutelage of certified teachers. This is very important since many of the students' parents are not proficient in English or have low educational attainment.

The program focuses on post-secondary success, and students highly value this important planning for their futures. Whether it be career speakers, college visits, or life skills workshops related to interviewing, business etiquette, or resume writing, students are considering what they want to do after high school.

The biggest area of growth for the program is with student attendance. While Grace Place met its enrollment goals for the year, student attendance continues to be a struggle. The program team is implementing some new strategies to pair groups of students to staff for better connections. These advisory groups will set goals together related to attendance, grades, etc. We believe that this additional affiliation may help with attendance.