

**SUMMATIVE EVALUATION REPORT**  
**Project Year 2022-2023**



**NITA M. LOWEY 21<sup>ST</sup> CENTURY**  
**COMMUNITY LEARNING CENTERS**  
**FLORIDA**

<u>Subgrantee Name</u>
<i>Grace Place for Children and Families</i> <i>Golden Gate Middle School</i>

Due Date

**August 5, 2023, at 11:59PM EDT**

Submission Environment

**EZReports**

## Table of Contents

1.0 INTRODUCTION OF PROGRAM .....	3
2.0 STUDENT CHARACTERISTICS .....	4
2.1 Student Enrollment Total .....	4
Table 1. Student Enrollment: Total Participating Students* for Summer 2022 and 2022-2023 Academic Year.....	4
2.2 Student Demographics.....	5
Table 2. Population Specifics: Total Participating Students.....	5
Table 3. Student Race and Ethnicity: Total Participating Students.....	5
Table 4. Student Grade: Total Participating Students .....	5
3.0 PROJECT OPERATIONS .....	6
Table 5. Summer 2022 Operations .....	7
Table 6. 2022-2023 Academic Year Operation .....	7
4.0 STAFF CHARACTERISTICS .....	8
Table 7. Program Staff Types by Category .....	9
5.0 OUTCOMES .....	10
5.1 Objectives, Activities, Data Collection Methodology and Outcomes .....	10
5.2 Stakeholder Surveys.....	11
Table 8. Stakeholder Survey Responses.....	11
6.0 PROGRESS TOWARD SUSTAINABILITY .....	12
Table 9. Program Partners .....	13
7.0 PROGRAM REFLECTION .....	14

## 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 21<sup>st</sup> 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 middle 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 9<sup>th</sup> 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 Choice Academies, Grace Place provides opportunities to explore career areas to which families may not have access; 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 4 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 94 students in the summer and 132 during the academic year. Of those students, 98 were male and 83 were female. 138 students were categorized as free/reduced lunch recipients. 11 were limited English proficient and 8 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 6<sup>th</sup>-8<sup>th</sup> declines as the students get older. 6<sup>th</sup> grade had 76 students enrolled, 7<sup>th</sup> grade had 60 students enrolled, and 8<sup>th</sup> grade had 40 students enrolled.

A significant challenge to Grace Place during the 22-23 program year was enrollment. The summer enrollment goal was 165 students, and we were able to reach 94. The school year enrollment target was 280. We were able to reach 132. The staff continued to be diligent with recruitment but fell short of the goals.

### 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 Middle (C18)	94	132

## 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
<i>Grace Place Middle (C18)</i>	11	8	138	98	83	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 Middle (C18)</i>	0	0	58	78	0	2	1	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 Middle (C18)</i>	0	0	0	0	0	0	0	76	60	45	0	0	0	0	181

### 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 7 weeks, five days per week from 8:30 a.m. to 4:30 p.m. The program was open 34 days, from 6/13/22-7/29/22, for a total of 272 service hours. 94 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 activities, and educational field trips. Key activities were conducted by local partners including the David Lawrence Center, United Arts Council, Naples Players, and University of Florida Extension Program.

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 Middle School. Free transportation home was provided for students at the end of each program day from Collier County public schools. The school year program operated for 2 hours each day.

Typical programming for the school year consisted of these 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 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 is accomplished through the Choice Academies where students can select an enrichment program to explore every 10 weeks. The academies consisted of Project Waters, Chess, Leadership, Botanical Sciences, Art, Soccer, Culinary Arts, Watercolor Painting, Basketball, Golf, Coding, Dance, STEM, and Crafts. All of these options are focused on building 21<sup>st</sup> Century skills in students and expose them to career opportunities. 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 the support of certified, school-day teachers, students are able to receive the support they need to excel. 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 Middle (C18)	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 Middle (C18)	36	4	0	0	2	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, 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. 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 and assistant manager) at the beginning of the school year. Several of the non-certified staff has been replaced as well. Certified teachers are often subject to their busy schedules, and their attendance can be unreliable at times. High school employees were a reliable source of staffing, but they also require a lot of training and support.



**Table 7. Program Staff Types by Category**

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

Position	Grace Place Middle (C18)	
	Paid	Volunteer
Administrators and Coordinators	6	x
College Students	1	x
Community Members	x	12
High School Students	5	1
School Day Teachers (including substitutes)	9	x
Non-teaching School Day Staff	2	x
Sub-contracted Staff	x	x
Other	5	x

## 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 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 middle school 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 #3).

95% of Grace Place students showed gains in Math performance on the FAST from pre-test (Test #1) to post-test (Test #3).

39% of Grace Place students showed gains in ELA grades (or maintained the highest grade).  
51% 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, 42% 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, 70% 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:

56% of students increased their safe and supportive relationships with peers and adults.

54% 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 21%.

## 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 21% 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 56% of students increased their safe and supportive relationships with peers and adults, and 54% of students increased their engagement in school.

**Table 8. Stakeholder Survey Responses**

<b>Survey Questions</b>	<b>Response Rate</b>	<b>Percentage of stakeholders who selected Increased and Did Not Need to Increase (added together).</b>
Q1. Student Engagement Level	21%	54%
Q2. Level of Safe and Supportive relationships	21%	56%

## 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 was successful with partners' programming for the students. The program was successful in maintaining past partners through good communication and built new partnerships.
- Program reports 3 new partners, and maintained 9 partners from last year.

### Advisory Board:

- The Advisory board includes site coordinator, partners, program staff, teachers, parents, 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 students.

### Contributions to Program:

- The program received an estimated \$75,443 in contributions to support 21st CCLC activities and services, providing materials, equipment, resources, and staffing.
- This is equivalent to 11% of the grant award amount (\$680,960).
- 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.*

<b>Agency Name</b>	<b>Type of Service Provided</b>	<b><u>Estimated Value (\$) of Service or Contribution</u></b>	<b><u>Type of Contribution</u></b>
Collier County Public Schools	Space, food, and Transportation services	68,250	In-kind
United Arts Council	Arts Program	525	In-kind
Crowning Daughter for Success	Leadership program	788	In-kind
Naples Players	Improv program	525	In-kind
David Lawrence Center	Mental health program	630	In-kind
Girls on the Run	Wellness program	1050	In-kind
FGCU: Project Waters	Science education program	525	In-kind
UF Extensions	Nutrition program	525	In-kind
NCH Safe and Healthy Children's Coalition: SWIM Central	Swimming lessons	1050	In-kind
First Tee of Collier	Golf program	525	In-kind
Southwest Florida Blazers	Basketball program	525	In-kind
Cal Ripken Foundation	STEM and sports programs	525	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 Grace Place program at Golden Gate Middle School has some strengths as well as some opportunities. One strength of the program is creative programming. Through the Choice Academies, students were able to participate in many high interest and enriching opportunities through our dedicated staff team and valuable partners. Each Choice Academy session culminates in a Showcase where students put their new learning on display for their peers, teachers, families and other trusted adults. Students value the autonomy that they feel when given the opportunity to choose their own learning path.

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 careful supervision of certified 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 partnership with the school to provide important services such as supper and transportation for the students. This benefits the parents, as they can trust that their children are getting their basic needs met while attending the program.

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.

The biggest area of growth for the program is with student enrollment. The program falls short of meeting its enrollment goals despite the efforts the team puts forth. Grace Place is adjusting some job descriptions this coming year to ensure there is enough staff time dedicated to recruitment activities. Another 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. In addition, 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.