

## Florida 21st CCLC State-level Objectives

Objective Category	Objective Number	Domain	Required Objective	Data Management
1. Academic Achievement	1.A.1	English Language Arts (ELA) <b>GPRA Measure 1</b>	75% of students will show improvement in ELA performance on the Florida Assessment of Student Thinking (F.A.S.T.).	English Language Arts (ELA) F.A.S.T. scores will be reported by the 21st CCLC Program Office for all students participating in the state assessment.
	1.A.2	English Language Arts (ELA)	75% of students will show improvement in ELA grades.	<u>Student grades</u> will be collected and reported by subrecipients for <b>all students</b> during the school year for each grading period.
	1.B.1	Mathematics <b>GPRA Measure 1</b>	75% of students will show improvement in Mathematics performance on the Florida Assessment of Student Thinking (F.A.S.T.).	Mathematics F.A.S.T. scores will be reported by the 21st CCLC Program Office for all students participating in the state assessment.
	1.B.2	Mathematics	75% of students will show improvement in Mathematics grades.	<u>Student grades</u> will be collected and reported by subrecipients for <b>all students</b> during the school year each grading period.
	1.C	Grade Point Average (GPA) <b>GPRA Measure 2</b>	75% of students will improve their cumulative GPA by at least 0.1 point annually.	GPA will be collected and reported by subrecipients for <b>all students</b> who receive a GPA annually.
2. Dropout Prevention	2.A	Attendance/Dropout Prevention <b>GPRA Measure 3</b>	75% of students will improve their school day attendance annually.	The school day attendance rate will be collected and reported by subrecipients for <b>all students</b> annually.
3. Behavior	3.A	Behavior <b>GPRA Measure 4</b>	75% of students will improve their behavior annually.	Data reports on in-school suspension and discipline referrals will be collected and reported by subrecipients for <b>all students</b> monthly.
4. School Engagement	4.A.1	Safe and Supportive Relationships	75% of students will increase their safe and supportive relationships with peers and adults annually.	Stakeholder Surveys (day-school teachers on engagement) will be collected and reported by subrecipients for <b>all students</b> annually.
	4.A.2	Engagement in Learning <b>GPRA Measure 5</b>	75% of students will increase their engagement in school annually.	Stakeholder Surveys (day-school teachers on engagement) will be collected and reported by subrecipients for <b>all students</b> annually.

Color key:

- Gray represents federal requirements.
- Yellow represents state requirements.
- Pink represents local level data responsibilities.

The results of the needs assessment drive the short and long-range plans and led to the development of three program goals:

1. Improve academic achievement in English Language Arts, Mathematics, STEM and Social Studies.
2. Improve social and behavioral skills and promote positive youth development and personal growth through health, wellness, leadership and enrichment activities, including physical activities, and the arts.
3. Improve adult English language and literacy and parent competencies.

These goals will be supported by proven research-based activities, such as engaging enrichment activities, English language and literacy (ELL), and parent education sessions. The program will target 120 students, grades 9-12, from GGHS. These students are chosen because they face significant risk factors for academic failure. Data compiled over the past six academic years have demonstrated that we are successfully identifying and enrolling the school's most at-risk students in the program. Focused recruitment targets students who have been identified by the school as high-risk: academically low performing; demonstrating at-risk behaviors such as truancy, behavior concerns, or documented at home issues; and/or at risk for grade retention.

The population of students this program currently serves were born into circumstances beset with barriers. Most come from households living at-or-below the national poverty line. Many were raised by parents whose formal education ended before high school graduation, some even earlier. They have most likely been translating for their parents since youth, not only the English language, but cultural cues and norms. They are living in single-family households overcrowded with multiple families living in them. Most often, they cannot turn to their parents for help with their homework. Many have never had someone who has fostered high self-expectations or positive self-efficacy in them. More than 86 percent of the school's students have been identified as economically needy by Collier County Public Schools (2022), and fewer than 21 percent come from households where English is the primary language spoken. Overwhelmingly, our students are the first in their families to be attempting to attend and graduate from college or other postsecondary training in the United States. The need for 21st CCLC assistance in closing the achievement gap cannot be overstated.

Trends found in the school-level data and the results of the surveys of the teachers, parents, students, partners, and community members are here:

- Assessments-Academic Achievement, Growth, and Participation

Student performance on Florida's statewide assessments appears on charts and data tables on the Know Your School Portal. Performance is labeled with five achievement levels. Level 1 is Inadequate, Level 2 is Below Satisfactory, Level 3 is Satisfactory, but the student still may need additional supports for the next grade, Level 4 is Proficient and Level 5 is Mastery.

The 2020-21 English Language Arts Assessment results for GGHS show 58.8% of students only achieving Levels 1 and 2. Collier students perform far better with only 43% achieving in the same levels. State levels were slightly higher at 47.2%. It is notable that while the Hispanic student data was comparatively better, GGHS still has nearly 10% more students in Levels 1 and 2 (<https://edudata.fldoe.org> FDOE Know Your Schools Portal, 2022).

The 2020-21 Mathematics Assessment results for GGHS show 60.9% of students only achieving Levels 1 and 2. Collier students perform far better with only 39.6% achieving in the same levels. State levels are better than GGHS and worse than Collier County at 47.9%. One can see the disparity among the student data for the Economically Disadvantaged as it was comparatively as poor (<https://edudata.fldoe.org> FDOE Know Your Schools Portal, 2022).

The 2020-21 Science Assessment results for GGHS show 44.1% of students only achieving Levels 1 and 2. Collier students performed better with only 40.6% achieving in the same levels. State levels were slightly higher at 47.2%. Although the Science data is similar on for these two low levels, the differences

are greater when reviewing Level 4 and 5 data for high performance. GGHS data shows only 17.6% of students achieving Levels 4 and 5. Collier students out-performed with 31% achieving in the same levels. State levels were lower than the county but greater than GGHS at 24.2%. (<https://edudata.fldoe.org> FDOE Know Your Schools Portal, 2022).

The 2020-21 Social Studies Assessment results tell a similar story to the Science Assessments. GGHS students stand out looking at Levels 1 and 2 results at 46.5%. When reviewing Level 4 and 5 data, GGHS data shows only 27.3% of students achieving Levels 4 and 5; these results stand out comparing them with the State and County (<https://edudata.fldoe.org> FDOE Know Your Schools Portal, 2022).

Resources or assets that already exist:

Resources during the school day are many. Some students, especially ones that are “on the bubble” at the edge of achievement and failure, need to be noticed and referred by an advocate. Some special, seasonal OST services are provided by the school aimed at the lowest performers. School sponsored sports and arts activities are great motivators and in most cases students must maintain minimum grades to participate. There are also afterschool activities that happen in the county that are not free. The activities are often out of reach for our students because they are not in the neighborhood and transportation is a barrier.

Gaps between needs and available new resources provided in this proposal:

Grace Place provides programs designed to bridge the academic achievement gap seen between families in middle- and upper-income households, and families with household incomes that fall beneath these economic lines. 21st CCLC after-school and summer services have been provided to high school youth by Grace Place and its partners since 2014. Teen services include academic achievement, writing, ELL, financial literacy, and standardized test preparation. We aim to expand and deepen these services and include more youth in regular afterschool and summer activities.

High-quality OST programs, which incorporate rigorous academic training, have been shown to have dramatic positive impacts on students' lives: gains in grades, test scores, and quality of student work; improved motivation and dedication to school and learning; enhanced creativity and interest in school; improved in-school behaviors and greater self-reported control of behavior; improved wellbeing, physical fitness, and decreased obesity; more connection to the community; reduced stress; and improved self esteem, self-efficacy, and hope for the future.

Academic and youth development programming for ninth through twelfth grade students after school and during summer are critical and for youth to make a successful transition to adulthood. The Grace Place program will work to improve student achievement in academic subjects, develop leadership habits, and provide opportunities for students to learn the 21st century skills needed to be college and career ready. Students participate in content specific courses, including leadership, financial literacy, and life skills. Students are paired with an adult mentor in the beginning of the school year to help set career and life goals, improve interpersonal skills and increase self-esteem. Students participate in career awareness and exploration to include learning styles, strengths, passions, interests, and then targeted college/career exploration based on individual goals. Students will be encouraged to volunteer or to enter a work-based learning opportunity at Grace Place, or in the community. Parents and students have called these college and career activities the most valuable part of the program over the past six years. The National Summer Learning Association reports that most students lose about two months of grade level equivalency in mathematical computation skills over the summer months. Low-income students also lose more than two months in reading achievement, despite the fact that their middle-class peers make slight gains. The Grace Place summer program provides extended learning time for in-depth academic and personal enrichment opportunities, nutritional lunch program, and real-world field trips.

- Assessments-English Language Learners

The English Language Proficiency rate for GGHS was nearly the same as the State rate several years ago

in school year 2017-18. Last year the GGHS rate fell 13 percentage points to 14% while the State and the County rates were much better, close to 20%. English Language Progress is lagging as well. GGHS students are significantly below the rates of the State and County through the past five years. Since 2016-17, they declined from 52% to 36.1%. More support is needed for these students (<https://edudata.fldoe.org> FDOE Know Your Schools Portal, 2022).

Resources or assets that already exist:

The District provides English Learners equal access to the curriculum. The English Learners staff have goals that assist students with English language proficiency and they provide supported instruction. GGHS works hard to maintain a school where students can be comfortable and learn the American culture through their experiences with classmates and teachers. Staff that serve these students at the school are high quality and demonstrate their care openly.

Gaps between needs and available new resources provided in this proposal:

More than 50% of Golden Gate residents are foreign-born immigrants and 72 percent of households do not speak English in the home. Close to half of students in Golden Gate schools are classified as Limited English Proficient (LEP) versus only 16 percent in Collier County. Grace Place staff reflects the neighborhood and most of our group leaders speak at least two languages. Grace Place has a proven record of achievement in adult education programs. In an effort to address the educational needs of the entire family, the Adult Education program utilizes a comprehensive approach. Best practices are shared among staff regularly as are opportunities for ELL professional development.

- Acceleration

GGHS students have been far behind Collier County students in College and Career Acceleration averaging more than 10 percentage points behind. While 2016-18 school years were in-line with State percentage rates, GGHS students are now are nearly 5 percentage points below the State. Data shows that while ELL students participate in Dual Enrollment and Advanced Placement programming at far lower rates, former ELL students enroll at the same rate as Never English Language Learners at GGHS. Acceleration Data broken out by subgroup shows females participating three times higher than males for dual enrollment. 124 females enrolled in Advanced Placement Courses compared to only 72 males (<https://edudata.fldoe.org> FDOE Know Your Schools Portal, 2022).

Resources or assets that already exist:

The guidance department at GGHS is committed to making sure that students are accessing available Accelerated programs. School-day teachers also identify high achievers to participate in accelerated learning.

Gaps between needs and available new resources provided in this proposal:

Grace Place has an opportunity to transition ELL students into the former ELL group in the future through skills development, guidance and team support with the school day staff. We can also identify students who have the aptitude, but may not be recognized as suitable and advocate for them. Specifically, we can work to get boys ready for these accelerated courses to be on par with the girls. The afterschool program provides leadership programming with an emphasis on students understanding their own school data and students work with staff in short and long term goal setting. Students will be exposed to career competencies and readiness activities. Many will be partnered with College and Career Access staff or volunteer mentors who make sure their school coursework choices match up with their career goals.

- Discipline and Attendance

Current ELL students have higher rates of chronic absenteeism compared to overall student enrollment. Former ELL students' chronic absenteeism is at a better rate versus the entire student enrollment. Student referrals to law enforcement reflect nearly the same percentages. Of the 299 students who have

one or more in-school suspensions, 188 are males (62.9%)(<https://edudata.fldoe.org> FDOE Know Your Schools Portal, 2022).

A 2012 NCEF report on Child Well Being in Collier County indicated that over 60% of Golden Gate students return home from school to no adult supervision. The lack of adult supervision increases the probability of engaging in risky and aggressive behaviors, taking part in crimes, being injured or victimized and disinterest in education. Collier County Truancy Court data show that students from Golden Gate schools make up 20.5 percent of all youth entering Truancy Court. Of all of the crimes committed by youth in Collier County, 25 percent is committed by youth residing in the Golden Gate City zip code 34116 (CCTC 2012).

Resources or assets that already exist:

The District's leadership along with the Department of Student Relations has made school attendance a priority. They partner with FL Department of Children and Families, David Lawrence Center for Mental Health Counseling and Substance Abuse Treatment for Children and Adults, Lutheran Services Counseling Programs for Youth & Families, and Collier County Sheriff's Youth Relations Bureau.

Gaps between needs and available new resources provided in this proposal:

Research suggests that afterschool programs have a unique potential to impact student social-emotional wellness. Social-Emotional Learning (SEL) benefits all children, but has a distinct benefit for children from low-income, at-risk communities. Our staff has collected a wealth of information on the needs and wants of families, including the need for social emotional learning including accessing behavioral health services and strengthening relationships with adults and peers. High interest activities, positive relationships with caring staff, and encouragement during afterschool programming will increase school day attendance.

- Graduation and Postsecondary

While the graduation rate for GGHS is nearly the same to the State rate over the past two years, the GGHS rate has fallen 3.7% since 2017-18 and is now less than the County rate. There have been promising results over the years for English Language Learners. GGHS ELL students have graduated at a higher rate than State and County schools since 2016-17 but last year's rates were nearly the same. Data also shows that economically disadvantaged and ELL students fall behind when you look at the overall students who have graduated with their four-year cohort (<https://edudata.fldoe.org> FDOE Know Your Schools Portal, 2022).

Resources or assets that already exist:

CCPS has a comprehensive progression plan (<https://www.collierschools.com/Page/5155>) that details student supports and planning for on-time graduation. This document is a roadmap for the school counselling team. Students have access to the school guidance office and caring teachers who make referrals to at-risk students.

Gaps between needs and available new resources provided in this proposal:

More support is needed for the at-risk and high-risk students. The intended outcome of the academic enrichment time of the after-school program is to support students' success in grades and the standardized tests that are required for graduation. A combination of instruction by a certified teacher, small group tutoring, and homework help will provide the interventions that students need to accomplish their academic goals. Grace Place provides career exploration and college access labs that motivate students to stay on track with graduation requirements. Leadership programming provides a pathway for goal achievement and life skills development. These OST hours can be critical for students who need

extra support and motivation. Parents and students have reported that graduation is the most important goal of the program.

In addition to these academic and social emotional needs, many of our students must earn money during OST hours. We have heard them tell staff that they are obligated to hold after school jobs for a variety of reasons. Grace Place is responding by referring them to opportunities and providing service learning through its programming. Students learn about career pathways and resources, gain early employment experience, sometimes through Grace Place seasonal jobs, and are connected with career-related internships.

Students also need basic services. Households suffering from food insecurity are more likely to have children who suffer from anemia; lower nutrient intakes; greater cognitive problems; higher levels of aggression and anxiety; higher probabilities of being hospitalized; poor general health; higher probabilities of dysthymia and other mental health issues; higher probabilities of asthma; higher probabilities of behavioral problems; and more instances of oral health problems.

While there are stand-alone programs in Collier County focusing on individual components, there are gaps in services where the resources currently available are insufficient to meet the full OST needs of the community. Through established partnerships, Grace Place is the only organization able to offer comprehensive OST programming in our neighborhood that encompasses academic enrichment, personal enrichment, and health and wellness.

Grace Place's 21st CCLC program has been on track for program success. The 21st CCLC satisfaction survey assessed perceived impacts on the participating parents, students, and teachers. The most recent data for GGHS shows that overall, 100% of parents responding to the survey reported general satisfaction with the 21st CCLC program. Additionally, 100% of parents reported satisfaction with their child(ren)'s improvement in their ability to get along with others, and 100% were satisfied with their child(ren)'s improvement in completing their homework.

Of the students, 100% reported satisfaction with the program reported they felt safe in the afterschool program and 100% of students reported the 21st CCLC program definitely or somewhat helped them with their homework and that the program definitely or somewhat helped them understand how to make better career choices.

Given the unique position of out-of-school programs, teacher surveys are used to collect information about changes in each individual student's behavior during the program year. The teacher survey for the 2020-21 program year, 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.

## **Section 7: Intentionally Designing Activities**

### **3.7a Intentionally Designing Activities – see Site Profile and Sample Schedule Attached**

#### **3.7b Intentionally Designing Activities**

Operational Planning

Grace Place seeks to operate 1 site—Golden Gate High School

Number of students served: 120 during school year/60 summer

Staff to student ratio: 1:10 for academic interventions and 1:20 for personal enrichment (plus volunteers)

Program Schedule: M-Th, 2:05- 4:35 p.m. during 130 school days. Summer program: 10:00 a.m.- 4:00 p.m. for 23 days.

Transportation: Students will receive transportation to and from the program daily.

Family supports: Grace Place will provide six family events annually—One will be the annual Family Literacy Day which serve to support the literacy goals of the entire family, connect parents to local partners, and to build community. Another event will be the Annual Back to School Event. This event will serve to provide resources for families, such as immunizations and school physicals, haircuts, school supplies, a soccer clinic with a local professional team and more. The other four family events will bring parents together to discuss topics relevant to their needs. Speakers from partner organizations will provide information about topics such as mental health, internet safety, healthy eating, college access, and other pertinent topics that families desire. These events are scheduled every other month throughout the calendar year. Additional parent meetings will be added as needed; for example, FAFSA support night.

Separate from the 21st Century Community Learning Center programming, Grace Place offers wrap around services available to the community of Golden Gate City. Program staff will be able to refer parents and adult family members to our adult education programs that are free to all parents who are interested. These classes occur M-Th in the mornings and evenings. Classes include English language classes, financial literacy classes, digital literacy, and citizenship. Also, Grace Place offers a client choice food pantry on Friday that is utilized by many of the families who participate in after school programs.

### Activity Design

The activity design focuses on four components: Academic Enrichment, Positive Youth Development, Student Engagement, and 21st century skills. Each program activity falls into one of these categories. Based on the results of the stakeholder surveys and review of past program outcomes, these activities have been chosen for the program. The program is comprised of a high population of students classified as ELL, students struggling to pass end of year exams to meet graduation requirements, and students who desire college and career support.

The program design will provide a balance of academic and personal enrichment supports for student participants. On a typical program day, students will have four activity blocks. For 20 minutes each day, students will receive a hot, nutritious meal provided by the school. During this time, staff will be intentional about building relationships with youth. This more informal time is crucial to building trusting relationships and for staff to gain critical information to help meet the needs of each student. Next, students will go into either a personal enrichment session or an academic enrichment session. Each student will receive both sessions each day but will rotate based on their grade level (see sample schedule attached). The academic and personal enrichment portion of the program will occur for 55 minutes each daily. The details on these will be expanded below. After these are complete, there will be a 20-minute wellness activity to close out the day. Wellness activities will include fitness, yoga, nutrition talks, or other personal wellness related activities. Having a wellness portion of the program, specifically yoga, is supported by research from the National Center for Complementary and Integrative Health which found that yoga interventions can reduce anxiety and improve adolescent health (Yoga for Health: What the Science Says | NCCIH (nih.gov))

While most days will fit into this typical program schedule, there will be times when program staff will deviate from the plan to engage in special activities. In these rare cases, students will continue to receive the appropriate amount of academic, enrichment, and wellness minutes throughout the week. Academic Enrichment is a necessary part of the program design. Interventions addressed in this portion of the program will directly impact program outcomes. Each academic enrichment session will be planned and supervised by a certified teacher. Generally, the academic enrichment hour will follow this

format. The certified teacher will begin the class with a Problem of the Day. This problem will be either written on the white board or projected on the screen with the intent that all students will participate. Twice a week, the problem will be math related and twice will be English Language Arts related. These problems will be age appropriate, rigorous, and model typical SAT question format. This will allow the teacher to reinforce academic content from the school day while also providing standardized test prep. The National Center for English Learning and Achievement found that integrating test prep into regular lessons is more effective than taking full length practice tests. (Guidelines for Teaching Middle and High School Students to Read and Write Well: Six Features of Effective Instruction | AdLit)

Following the Problem of the Day, students will go into one of three intervention groups for the remaining 45 minutes—My Path, small group tutoring, or Homework Help. Staff will differentiate support for students based on their academic needs. Certified teachers will manage the specific pathways of learning during this time. For example, some students will require small group tutoring in math or reading based on their grades, some students will work on targeted academic skills through the My Path online program, and others will need a supervised, quiet place to complete daily, homework assignments. Whatever the unique need of the student, all will receive dedicated academic support daily. This model is supported by both Tier 3 and Tier 4 interventions as determined by the What Works Clearinghouse standards. Researchers recommend that out of school time tutoring programs align with the school day for maximum effectiveness; therefore, employing staff from Golden Gate High School will be a priority (Structuring Out-of-School Time to Improve Academic Achievement (ed.gov)).

Because the students have a variety of academic needs, small group tutoring will be an effective intervention. Small group tutoring in core subjects allows teachers to adapt instruction to the individual needs of students. There is strong evidence to support that when individualized and intensive reading supports are provided by trained individuals, students made progress (Improving Adolescent Literacy: Effective Classroom and Intervention Practices (ed.gov)). These small group sessions will be supervised by the certified teacher but will also utilize trained, community volunteers many of whom are retired teachers.

The My Path Online program (or similar product) will be a useful tool to provide repetition and practice for students who need to build specific skills. The program is based on 6 research-based principles of effective teaching and demonstrates rational through a well-defined logic model which makes it a Tier 4 intervention (Imagine MyPath - Foundations-Paper.pdf). This web-based program is adaptive to students' unique strengths and weaknesses. It is also highly recommended for students who are ELL, which historically makes up the majority of the student who attend the program. Short assessments will assure that students are working on content that is inside their zone of proximal development—difficult enough to challenge them but not so difficult that they may give up. Additionally, the program provides teacher reports which contain valuable data about students' completed skills and time on task.

The intended outcome of the academic enrichment time of the after-school program is to support students' success in grades and the standardized tests that are required for graduation. A combination of instruction by a certified teacher, small group tutoring, the My Path or similar software and homework help will provide the interventions that students need to accomplish their academic goals.

The second block of the day will be dedicated to a variety of personal enrichment activities that support the youths' growth in positive youth development outcomes. Each quarter of the year, students will gain exposure to partners who will provide content related to Drug and Alcohol prevention, Financial Literacy, Career Readiness, Creative Arts, Narrative Writing, Entrepreneurship, College Access Labs, and Behavioral Health. Students will rotate through these experiences by grade level. All these enrichment





## 21<sup>st</sup> Century Community Learning Centers



program choices align with the What Works Clearinghouse tiers of effectiveness, and they will be briefly described below.

### Social Emotional Skills

The program will partner with the David Lawrence Center who provides an evidence-based prevention program that teaches personal and social skills to promote individual competence. The program aims to decrease vulnerability to pro-substance abuse social influence from peers and the media. The curriculum is specifically designed for high school students (Mental Health Awareness & Prevention/David Lawrence Centers).

### Drug Prevention

Through a partnership with Drug Free Collier, students will participate in the C.O.R.E. society program. Here students will promote healthy living by pledging to remain substance abuse free. The program tenants are Character, Outlook, Responsibility, and Excellence. Curriculum such as Too Good for Drugs and Violence are a Tier 3 intervention based on the What Works Clearinghouse standards (WWC | Too Good for Drugs and Violence (TGFD & V) (ed.gov)).

### Financial Literacy

Through a partnership with Youth 4 Orphans, students will participate in the Vault Program which is an interactive and fun approach to gaining financial literacy skills. Financial literacy is a skills that young people both want and need. The Center for Financial Literacy found that only 30% of high school students agree that they learned healthy financial habits. Studies indicate that financial literacy educational interventions in high school appear to have a positive impact on knowledge and measurable financial behaviors. (The Case for High School Financial Literacy | High School Financial Literacy Report: Making the Grade 2017 | Center for Financial Literacy (champlain.edu)

### Writing Workshops

Through a partnership with a local program Speak Up!, or similar program, students will grow in writing skills and confidence through an exploration of the personal narrative. This practice will eventually lead to an effective college admission essay. There is strong evidence to support these writing strategies. Explicitly teaching using a Model-Practice-Reflect approach is a Tier 1 intervention through the What Works Clearinghouse Standards (WWC | Teaching Secondary Students to Write Effectively (ed.gov).

### Standardized Test Prep

Through a contract with a proven test prep company, such as Bailey Test Prep, selected juniors who have not met the graduation requirement will receive standardized test prep. In this class, they will learn test taking strategies and confidence to do well on the tests. Tier 1 evidence has been found to support that ACT/SAT preparation coaching programs have a positive effect on general academic achievement for high school students ([https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc\\_act\\_sat\\_100416.pdf](https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_act_sat_100416.pdf))

### Leadership

Through the Leader in Me curriculum created by Steven Covey, students will gain access to leadership training. Because this curriculum is also reinforced by the Collier County School District, it is another way that Grace Place can align with the school day. The program has found an increase in goals setting and improved grades by its participants compared to students who did not attend a Leader in Me program. (Research Highlights-Academics - Leader In Me).

### United Arts Council

Grace Place will partner with the United Arts Council to provide a well-rounded educational program.

Students have identified a desire to build artistic skills during the after-school program. The United Arts Council provides professional artists to teach a variety of artistic mediums to students. Research supports including arts in after-school programs because of its potential to build self-confidence and expression of culture. Additionally, the skills learned through the arts have been found to be transferrable to other areas of life. (You For Youth // Arts (ed.gov)).

### College and Career Access Labs

Grace Place students who aspire to attend college need support to make that a reality. Through college access labs, students will learn about the college admission process, complete the FAFSA, explore college majors, complete applications, apply for scholarships, write admissions essays, and visit local universities. Simultaneously, we have students who aspire to technical or trade careers after graduation. Students will be exposed to career competencies and readiness activities, be partnered with career mentors, learn about career pathways and resources, gain early employment experience through Grace Place seasonal jobs, and be connected with career-related internships. A tier 3 intervention shows the effectiveness of assisting students in completing the critical steps for college and career matriculation (Helping Students Navigate the Path to College: What High Schools Can Do (ed.gov)).

The College and Career Access Counselor will provide focused assistance for the juniors and seniors in the program to help them map out their college and career pathways. The students will create post secondary action plans with deadlines for completion. This staff member will keep careful records of the milestones and deadlines that students are to meet as they progress toward graduation and to their post-secondary endeavors. This individualized approach will assure that the upperclassmen receive the personal time and attention to matriculate successfully. The College and Career Counselor will collaborate with the Golden Gate High School guidance department to promote advanced placement or dual enrollment classes for students who qualify, identify students who are off-track for graduation, and promote scholarship opportunities. Each of these student participants will be paired with a local, adult mentor who will provide career advice, accountability, and encouragement.

### Summer Program Design

The Grace Place Summer program is a continuation of the school year program in that it continues to focus on the three components of Academic Enrichment, Personal Enrichment, and Wellness. The program will extend time spent in each of these areas since each program day will consist of six hours rather than the two and half of the school year program. Because of this, there will be a greater emphasis on project-based learning. Certified teachers will be responsible for the math and reading instruction and will create inquiry-based lessons plans to provide both rigor and high student interest. There will also be time dedicated each day to personal enrichment. This is an opportune time to work with students on college and career inventories and exploration. Partner organizations such as the United Arts Council will be utilized to expand students' skills and interests. In addition to classroom sessions, the program will also take several career-related field trips in the Naples area to expose students to career pathways that are close to home.

Last, the students will enjoy times of recreation. This will include group games, trips to the local pool, and other fitness related activities. See the attached sample schedule for the summer program.

### Student Recruitment and Retention

The program recruitment plan will target students who are at-risk academically. Enrollment priority will be given to at-risk students would fall into one or more of the following categories: low performing academically, at risk for grade retention or not graduating, at risk behaviors such as truancy, justice

involved, or other high-risk behaviors, documented home life challenges, low-income students, and other adolescent risk factors. A program recommendation form will be made available at the school and through the Family Involvement Coordinator to help with recruitment of high-need students. Through frequent communication with the guidance department and school administration, students who need additional support will be referred to the program. The program will actively seek students who have not passed their English and Math end of course exams since those are graduation requirements. Other active recruitment strategies included phone calls and text messages with former participants and families to re-engage them for the upcoming school year. We can also utilize in-school sources for recruitment such as GGTV, a daily student-run TV show and recruitment tables at lunch and special events.

As a 21st CCLC program operating in the feeder middle school currently serving fifty 8th graders (Golden Gate Middle School), Grace Place has an established reputation for quality programming and family supports. Therefore, new freshman to the high school campus will be encouraged to join the program as a continuation from middle school.

Golden Gate High School serves over 1600 students who live in the 34116 zip code; therefore, an additional recruitment strategy would be to advertise to the local community events and word of mouth. The program retention plans begin with the staff/parent relationship. Grace Place works to build a strong home to school connection through parent events and wrap around services such as adult education and a weekly food pantry. These wrap around services position Grace Place as a trusted community partner that many families have grown to trust. Student retention is also aided by the transportation services that are provided with the program. Families rely on the bussing services after program to provide safe passage for their teens after school. Last, quality, engaging, and relevant programming with positive, committed staff works to retain students in the program.

Another retention strategy is relentless engagement by the program staff. Daily attendance logs will be kept, and phone calls will be made by staff when unexcused absences occur. Communicating to students that they are an integral part of the learning community and that they are missed when they are absent will help establish strong bonds between program staff and students.

#### Identification and Selection of Partners

Grace Place plans to combine or coordinate other funding with the proposed 21st CCLC program to make the most effective use of public resources and provide for sustainability. Grace Place has established an impressive array of collaborative partners which contribute substantially to the services provided including daily meals and programs in the arts, wellness, financial literacy, behavioral health and prevention service, and career exploration. Letters of support from community and school leaders included in this application further provide evidence of the caliber of Grace Place services. Nonprofit agencies will provide curriculum and services. CCPS will provide the daily meals and for all students in the program. Partner activities are aligned to Florida Standards and reflect student and parent interest noted in the needs assessment.

#### 3.7c Intentionally Designing Activities

- See attached Partners Table Letters of Support

### Section 8: Recruiting and Retaining High Quality Staff

All academic instruction will be supervised by FDOE-certified teachers. Specific staff will be trained by

subject experts and qualified staff will implement all academic and enrichment activities. Student to instructional staff ratios of a minimum of 1:10 will be maintained for academic instruction and enrichment activities. Groups of twenty students will be staffed with a qualified leader, usually a FLDOE Certified teacher and two group leaders (Lead Program Assistants). Other qualified enrichment presenters will include staff from our partner agencies.

The Chief Program Officer, will be responsible for the overall planning, implementation, compliance, and achievement of the 21st CCLC program and activities. The CPO provides direct leadership to the Director of School Age Programs and Site Coordinator. The CPO schedules, coordinates, and supervises all 21st CCLC programming, and oversees submission of state grant documentation (e.g. monthly attendance, monitoring reporting) and finances (e.g., budgets, payroll, reimbursement documentation).

The Site Director (Director of School Age Programs), will assist with the overall planning, implementation, compliance, and achievement of the 21st CCLC program and activities. This person will directly supervise the Site coordinator and all program staff to implement all 21st CCLC programming, and will assist in the submission of state grant documentation (e.g. monthly attendance, monitoring reporting). Project Director will assist in managing and implementing the full 21st CCLC program, hiring and supervising project staff, coordinating staff training and professional development, meeting regularly with school administrators and Advisory Board, and maintaining partner relationships.

The Site Manager, will oversee day-to-day program operations and report to the Principal and Site Director. Duties include direct supervision of staff; maintaining school communications, scheduling, program monitoring, policy compliance, record keeping and data analysis; serving as collaboration liaison with partner organizations, managing volunteers, student relationships and discipline, and maintaining communications with adult family members and stakeholders. She will also maintain additional data on program, staff, family and student outcomes, prepare and maintain schedules, administrative records, Advisory Board minutes and records, and compile periodic reports to be reviewed by the Director and the Advisory Board. This position monitors and strengthens collaborations and will have ongoing outreach with private schools.

Assistant Program Coordinator, will serve as the school collaboration liaison and the family involvement specialist and reports to Site Manager, Principals and Director, assisting schools in resolving attendance problems, building positive relationships with family members, facilitating parent participation in family services, maintain records and generate reports, and recruit parent volunteers. She will coordinate adult family member services and assist schools in resolving attendance problems, build positive relationships with family members, facilitate parent participation in family services, maintain records, generate reports, and recruit parent volunteers.

FDOE-certified Teachers (up to 3 each day) will develop, prepare for and supervise direct instruction of academic activities, skill labs, and tutoring, collaborate with regular classroom teachers to determine specific student needs, monitor academic progress, ensure assessments and outcomes, and prepare reports.

Lead Program Assistants (6 each day) will work under direct supervision to assist teachers to deliver carefully planned and targeted lessons, coordinate homework help, supervise students during dinner and transitions, and lead and/or assist with physical activity and enrichment activities. A majority of Program Assistants are bi-lingual, Spanish or Haitian Creole. Program assistants will enter attendance data and

follow up on absences, handle phone calls, mail, and visitors during after-school hours. Volunteers, including senior citizens and college students, provide homework help, mentoring, and assistance in classes and enrichment activities.

Personal Enrichment Leaders will provide direct services to actively participating 21st CCLC students to provide specialized personal enrichment activities during 21st CCLC program hours.

The Grants and Compliance Director, will work with the CFO for grant accounting, grant invoicing, procurement, risk assessment, safety plans and other financially significant topics associated with the program. He processes all receipts and financial documents related to the grant. This includes inventory control, timesheets, and invoices. This role will also communicate with the program staff on a continual basis to ensure accuracy in documentation.

Bus Drivers will operate a program-owned bus during school year to transport students between schools and Grace Place site and on field trips during the summer. Responsible for completing bus logs; responsible for conducting regular bus safety checks daily. They must meet Florida Administrative Code requirements for a Florida School Bus Operator and possess a valid Class A or B Commercial Driver's License with a passenger endorsement and a school bus endorsement.

Every staff and volunteer will complete an application, participate in orientation and training, pass the Level II criminal background check, and will be invited to attend all regular staff development. The program staff will include at least one staff members on site at all times with CPR and First Aid certification. In order to meet this requirement, program staff will ensure that at least three staff members are certified. Documentation of first aid training and cardiopulmonary resuscitation (CPR) certification must be kept on file. One staff satisfying these training requirements will be present at all times that students are in program at the facility, on field trips which includes all activities away from the program, and during all transportation activities.

All 21st CCLC staff and contractors will be cleared through a Level II background screening as described in s. 39, 402, and 409, F.S. Volunteers that assist more than 10 hours per month must also be cleared through a Level II background screening as described in s. 39, 402, and 409, F.S.

Our staff is trained in the provision of culturally appropriate services and has a sound understanding of program design and the effective teaching methodology of the 21st CCLC program. Leadership will convene program staff from all 21st CCLC to share best practices.

All 21st CCLC FDOE certified teachers, program assistants, and other staff are trained on safety, discipline and program procedures and policies, project goals, measurable objectives and activities, inclusion, and effective student engagement. The Site Director will provide for additional staff professional development which may include (1) high-impact instructional methods and practices, subject-specific training in Reading/ELA, STEAM, and enrichment subjects, (2) training in leadership and social emotional development, and (3) surveying program staff to determine other professional learning needs. Professional development will be provided by qualified instructors, curriculum experts, and qualified professionals. CCPS has offered to include 21st CCLC staff in professional development opportunities, as appropriate. All professional development in the past has included 7 Habits of Highly Effective People with all Grace Place Employees, as well as our students and families; including training in personal leadership development and effectiveness. At Grace Place, we are focused on effective goal setting, progress monitoring and peer to peer support systems.

Key staff will attend the Afterschool Kick-off Conference for 21st CCLC and the Florida Afterschool Conference designed to support programs that are committed to high impact, evidence-based strategies for all afterschool professionals. Staff will continue to broaden learning in leadership including The 7 Habits of Highly Effective People to deepen understanding and expand knowledge of how to offer leadership programming to students. A high interest training for our staff is Mental Health First Aid/Helping Caregivers Recover to build knowledge, skills and strengthen normal resilience and to share mental health awareness resources. Staff will also participate in trainings on building resiliency, honing the skills of encouragement, choices and empathy to create a connected, compassionate culture for learning where caring, kindness and contribution are the norm. Training will feature experts from Behavioral Health Prevention Services of the David Lawrence Center to discuss accessing services and identifying signs and symptoms of mental illness, abuse and trauma.

Leadership will ensure that top quality leaders are facilitating the professional development. Staff transfer knowledge to practice through ongoing staff evaluation, staff meetings, and high expectations.

Staff will be recognized for their participation and execution of new learning techniques. The programs overall will be strengthened and will work better to serve the students and families.

Professional development will ultimately support student learning by strengthening social emotional learning to make sure students are encouraged and reached. These techniques will enhance the academic performance of students and strengthen their relationships with staff, peers, and family. Specifically, social emotional learning will be woven through all program activities. We follow best practices that lead to student learning and the achievement of program objectives.

**3.8b Recruiting and Retaining High Quality Staff – see attached job descriptions**

**3.8c Recruiting and Retaining High Quality Staff – see attached Staff Training Schedule**

### **Section 9: Implementing with Fidelity**

The Grace Place staff will ensure that the program plan will be implemented with fidelity through consulting with staff in the program design, training staff, and utilizing tools for monthly accountability and evaluation.

Staff members have worked together to create a program plan based on their historical knowledge of the students at Golden Gate High School, the partners that are accessible, the needs assessment, data from Golden Gate High School, and the stakeholders' surveys.

Training the staff on the relevance of the program design and the evidence-based practices that have been used to determine the design will be important. Staff buy-in is crucial in assuring that the program design be implemented.

A monthly scorecard has been created to track the outcomes for the program. This scorecard captures behavioral, academic, and attendance data along with number of volunteers and parents involved in the program. The scorecard also captures the On Track for Graduation data to allow staff to carefully monitor student's progress toward graduation requirements. The program manager will be required to complete this report on the 10th of every month, so that the team can identify any areas of concern or celebration. The manager will meet with the program director weekly to discuss any issues related to the program design implementation. This internal review procedure will assure that the program design will be

implemented with fidelity.

### **Section 10: Project Budget**

See attachment.

### **Section 11: Plan for Sustainability**

Grace Place has a strong history of local private funding, growing the capacity in just over fifteen years to sustain an over \$3 million operating budget and more than \$15 million capital campaign. For the 21st CCLC program, these private funds will provide all costs associated with the use of the Grace Place facilities and campus, as well as additional services including the Grace Place Family Literacy Program, Bright Beginnings Early Childhood Education and Adult Education classes, food pantry services, and educational leadership and collaboration of auxiliary program staff.

Grace Place has a broad base of financial support, with revenue to support our annual fund coming from Federal Grants (~10%), Individuals (~37%), Foundations (~34%), Corporate partners (~17%) and Faith Groups (~2%), in addition to capital gifts, endowments and scholarship programs. Our total number of unique donors exceeds 900 and our donor retention rate is far above industry standard (averaging below 50 percent), currently ~70%. Grace Place has four full-time staff committed to donor retention and acquisition, including communications, special events and donor relations. In addition to our current revenue sources, Intellectual property protection was secured for the Grace Place Family Literacy Model®, positioning the Bright Beginnings program for national impact, with a sustainable revenue stream in the future. In addition, Grace Place Development Committee is comprised of board members as well as community leaders with significant fundraising experience in both the for-profit and non-profit arena, providing guidance and driving strategy for future fundraising efforts and revenue sources. This would include plans for cultivating and soliciting the needed funding and specific sources, fundraising involvement, and implementation of best practices for donor cultivation, stewardship and retention. These actions would ensure the long-term financial health of Grace Place.

To further assist with program planning and oversight, an Advisory Board, comprised of a minimum of two students, two parents/guardians, a school administrator, teaching staff, community agencies and partners, and private sector members, has been developed. The Advisory Board meets a minimum of twice a year to monitor and provide feedback on the activities of the grant, ensuring that the program is implemented as proposed and that the goals and objectives of the project are carried out. Reports from program representatives will be presented to the Advisory Board for evaluation and analysis. Agenda, minutes, and attendance lists will be maintained, reported back to the CEO and Board of Directors, and made available to the general public on the Grace Place website.

In addition, Grace Place is a member of Future Ready Collier. Future Ready Collier is a network of more than 60 organizations, businesses, schools and community members working to ensure every child in Collier County, Florida, is ready for Kindergarten and every young person enters adulthood with a vision and plan to accomplish that vision. Future Ready Collier is the Collier partner for the regional FutureMakers Coalition, seeking to transform the Southwest Florida workforce by increasing the number of college degrees, certificates or other high-quality credentials from 27 percent to 55 percent by 2025. Through this partnership, we are able to strengthen our standing and leverage improvements in education and the community to deepen our collective capacity to build and sustain a dynamic economy that works for everyone. Working together toward some specific community-wide goals will leverage resources and increase awareness of Grace Place in order to significantly impact the children and



## 21<sup>st</sup> Century Community Learning Centers



families in our community.



## Cohort 20 (2022-23) RFP Scope of Work/Narrative Addendum

Agency Name: Grace Place

Project Number: 93B-2443B-3P001

Program Name: Golden Gate High School

Use this form to add any parameters and information needed to satisfy the requirements included in the RFP. Add all items as bullet points including the section name and number.

This change includes:  Additions  Deletions  Both

*The following items are incorporated as part of the Scope of Work:*

**Section 1: Scope of Work:** Please provide a clarifying statement with overview of services offered to adult family members as part of 21<sup>st</sup>, as it is not clear if the events are 21<sup>st</sup> CCLC.

*There is a reference to AFMS - In Section 7, it mentions separate from 21<sup>st</sup> CCLC programming, Grace Place offers wrap around services available to the community of Golden Gate City. Program staff will be able to refer parents and adult family members to our adult education programs that are free to all parents. Classes include English language classes, financial literacy classes, digital literacy, and citizenship. Also, Grace Place offers a client choice food pantry on Friday that is utilized by many of the families who participate in after school programs.*

Grace Place meets the requirement for the AFMS by providing 6 annual family events. This year, these events are scheduled for:

- November 17 : Parent workshop—social emotional learning
- December 2: Winter Holidays Event with focus on leadership and goalsetting
- January 28: Open house and meet the staff
- February 23 : Family Literacy Day focus on careers
- April 20 : Parent workshop focus on understanding school reports
- July 22 : Back to school event / orientation

The adult educational programs mentioned in the RFP are not part of the 21<sup>st</sup> CCLC program. However, many of our families take advantage of them and see them as an additional community resource. These include English classes, financial literacy classes and digital literacy classes.

- Grace Place High serves grades (9<sup>th</sup>-12<sup>th</sup>).

**Section 4: Building Your Program Team:** Please provide statement regarding the number of program team members

We plan to have up to 8 people serve on our advisory board, also called program team. There are 22 staff that support the 21<sup>st</sup> CCLC activities for GGHS. During the afterschool program hours, staff includes 2 certified teachers, 8 lead program assistants (group leaders), 2 personal enrichment leaders, and 2 bus drivers.

**Section 5 : Engaging Stakeholders:** Please provide a statement identifying: The number of meaningful surveys from at least three partners of the community.

Grace Place collected 4 meaningful surveys from community partners.

United Arts Council

Taste the Impact & Taste of Immokalee

## Youth 4 Orphans / CORE Leadership

David Lawrence Centers for Behavioral Health

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Section 9: Implementing with Fidelity: Please describe the process to revise, adapt and/or eliminate ineffective programming?

A monthly scorecard has been created to track the outcomes for the program. This scorecard captures behavioral, academic, and attendance data along with the number of volunteers and parents involved in the program. The scorecard also captures the On Track for Graduation data to allow staff to carefully monitor student's progress toward graduation requirements. The program manager will be required to complete this report on the 10<sup>th</sup> of every month, so that the team can identify any areas of concern or celebration. The scorecard requires a written remediation plan to be developed for areas of concern. The manager will meet with the program director weekly to discuss any issues related to the program design implementation. This internal review procedure will assure that the program design will be implemented. It also provides an opportunity to evaluate program monthly in order to make modifications.

•  
Section 11: Plan for Sustainability: Please respond with a statement or information for the items below:

What is your four-year strategic plan for sustainability?

Grace Place believes that, in the absence of federal funds, the program would not likely survive. Grace Place general operating donations provide funding to run the program beyond what is provided by the 21st CCLC grant. The program understands that to be successful we must partner with other organizations and administrative staff at the school to strengthen programming for the students. The program has been successful in maintaining past partners through good communication.

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Identify activities for each year:

Year 1: Set up programming with 6 planned partners.

Year 2: Maintain partnerships and add 1 additional partner (total 7)

Year 3: Maintain partnerships and add 1 additional partner (total 8)

Year 4: Maintain partnerships and add 1 additional partner (total 9)

Advisory board that includes the site coordinator, school administrators, teachers, program staff, parents, and students will meet at least twice during the year (December and May). The board will be instrumental in helping select curriculum and activities, as well as providing feedback about how to attract and retain more students.

Include progress indicators in the sustainability plan: