

FEDERALLY-FUNDED SUBAWARD AND FUNDING ASSISTANCE AGREEMENT

The following information is provided pursuant to 2 C.F.R. §200.331(a)(1):

Name of sub-recipient: **New Horizons of Southwest Florida, Inc.**

SAM Organization Identifier: **PR5SJGZ5FCD9**

ARPA Unique Identification Number: **ARPA-NE225D**

Federal Award Identification Number: **SLT-2390**

Federal Award Date: **June 14, 2021 (first payment/tranche received)**

Subaward Period of Performance: Start Date: **June 1, 2022**

Subaward Period of Performance: End Date: **December 31, 2024**

Total Amount Obligated by this Action: **\$ 213,786**

Total Federal Obligation by Lee County to Sub-recipient: (including this obligation) **\$ 213,786**

Total Federal Award Commitments by Lee County to Sub-recipient: **\$ 213,786**

Award is R&D: **NO**

Program Description: On March 11, 2021, the American Rescue Plan Act (ARPA) was signed into law by the President. Section 9901 of ARPA amended Title VI of the Social Security Act (the Act) to add section 602, which establishes the Coronavirus State Fiscal Recovery Fund, and section 603, which establishes the Coronavirus Local Fiscal Recovery Fund (together, the Fiscal Recovery Funds). The Fiscal Recovery Funds are intended to provide support to state, local, and tribal governments (together, recipients) in responding to the impact of COVID–19 and in their efforts to contain COVID–19 on their communities, residents, and businesses. The Fiscal Recovery Funds build on and expand the support provided to these governments over the last year, including through the Coronavirus Relief Fund (C.R.F.).

The American Rescue Plan will deliver \$350 billion for state, local, territorial, and tribal governments to respond to the COVID-19 emergency and restore jobs. The Coronavirus State and Local Fiscal Recovery Funds provide a substantial infusion of resources to help turn the tide on the pandemic, address its economic fallout, and lay the foundation for a strong and equitable recovery. Recipients may use Coronavirus State and Local Fiscal Recovery Funds to:

- Support public health expenditures by funding COVID-19 mitigation efforts, medical expenses, behavioral healthcare, and certain public health and safety staff;
- Address negative economic impacts caused by the public health emergency, including economic harms to workers, households, small businesses, impacted industries, and the public sector;
- Replace lost public sector revenue by using this funding to provide government services to the extent of the reduction in revenue experienced due to the pandemic;
- Provide premium pay for essential workers by offering additional support to those who have borne and will bear the greatest health risks because of their service in critical infrastructure sectors; and,

- Invest in water, sewer, and broadband infrastructure by making necessary investments to improve access to clean drinking water, to support vital wastewater and stormwater infrastructure, and to expand access to broadband internet.

Federal awarding agency: **U.S. Department of Treasury**

Pass-through entity: **Lee County, FL**

CFDA number: **21.027**

CFDA name: **Coronavirus State and Local Fiscal Recovery Funds (CSLFRF)**

R&D designation: **Non R&D**

Should you have any question about this sub-award, please contact: **Glen Salyer, Assistant County Manager at 239-533-2221**

As required by Federal Regulations and the terms and conditions of this award, the applicant agrees to complete and sign this document to ensure that they are eligible for any future COVID-19 funding from Lee County. This also includes that the Sub recipient agrees to report any fraud, waste or abuse of these funds to Lee County Administration.

**SUBRECIPIENT CONTRACT BETWEEN
THE LEE BOARD OF COUNTY COMMISSIONERS
AND NEW HORIZONS OF SOUTHWEST FLORIDA, INC.**

THIS AGREEMENT is entered into by Lee County, a charter county and political subdivision of the State of Florida, herein referred to as COUNTY and **New Horizons of Southwest Florida, Inc.** whose address is **P.O. Box 111833, Naples, FL 34108**, herein referred to as SUBRECIPIENT.

RECITALS

WHEREAS, Lee County is a body corporate and politic established under the Florida Constitution and the Laws of Florida, and is authorized to, among other things, accept and administer grants from State and Federal authorities to enhance the quality of life in Lee County; and

WHEREAS, Congress passed the American Rescue Plan Act (ARPA) on March 10, 2021 and President Biden signed the American Rescue Plan Act into law on March 11, 2021; and

WHEREAS, the American Rescue Plan Act, in part, amends the Social Security Act (42 U.S.C. 601) by establishing the Fund in the amount of \$350 billion dollars for payments to States, Tribal governments and units of local government based on their populations.

WHEREAS, Lee County accepted American Rescue Plan Act funding from the United States Department of the Treasury; and

WHEREAS, this Agreement is consistent with American Rescue Plan Act guidelines to respond to the public health emergency or its negative economic impacts; and

WHEREAS, the SUBRECIPIENT requests and the COUNTY agrees, to provide funding to the SUBRECIPIENT for eligible expenditures under the American Rescue Plan Act, specifically pursuant to the terms and conditions specified herein relating to COVID-19; and

NOW, THEREFORE, in consideration of the mutual covenants, promises, and representations contained in this Agreement and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties agree as follows:

Section 1. Recitals

The foregoing recitals are true and correct and form a material part of this Agreement upon which the Parties relied.

Section 2. Term

This Agreement is effective upon full execution by both parties and ends on December 31, 2024 unless terminated earlier in accordance with this Agreement.

The Subaward Period of Performance is from June 1, 2022 and ends on December 31, 2024.

The Subaward Budget Period is from June 1, 2022 and ends on December 31, 2024.

Section 3. American Rescue Plan Act Funding

- a) The American Rescue Plan (ARP) Act, Section 603(c)(1) of the Social Security Act, established the \$350 billion Coronavirus State and Local Fiscal Recovery Funds. The United States Department of Treasury made payments from the Fund to States and eligible units of local government. The American Rescue Plan Act requires that payments from the Coronavirus State and Local Fiscal Recovery Fund (CSLFRF) only be used to cover expenses that: (a) To respond to the public health emergency or its negative economic impacts, including assistance to households, small businesses, and nonprofits, or aid to impacted industries such as tourism, travel, and hospitality; (b) To respond to workers performing essential work during the COVID-19 public health emergency by providing premium pay to eligible workers; (c) For the provision of government services to the extent of the reduction in revenue due to the COVID-19 public health emergency relative to revenues collected in the most recent full fiscal year prior to the emergency; and (d) To make necessary investments in water, sewer, or broadband infrastructure.
- b) For the purposes this Agreement, the COUNTY serves as the pass-through entity for a Federal award and the SUBRECIPIENT serves as the recipient of a sub award. This Agreement is entered into based on the following representations:
1. The SUBRECIPIENT represents that it is fully qualified and eligible to receive these grant funds per the funding requirements.
 2. The COUNTY received these funds from the Federal government, and the COUNTY has the authority to sub grant these funds to the SUBRECIPIENT upon the terms and conditions outlined below.
 3. The COUNTY has authority to disburse the funds under this Agreement.

The COUNTY agrees to provide financial assistance to the SUBRECIPIENT in an amount not-to-exceed \$ 213,786 . The SUBRECIPIENT must use this financial assistance for expenses eligible under 603(c)(1) of the Social Security Act, specifically the Coronavirus State and Local Fiscal Recovery Fund (CSLFRF) to mitigate financial hardships incurred because of COVID-19 during the Term. These funds must be spent in accordance with the guidance on the United States Treasury's website <https://home.treasury.gov/policy-issues/coronavirus/assistance-for-state-local-and-tribal-governments/state-and-local-fiscal-recovery-funds>. SUBRECIPIENTS are responsible for ensuring that any procurement using CSLFRF funds, or payments under procurement contracts using such funds are consistent with the procurement standards set forth in the Uniform Guidance at 2 CFR 200.317 through 2 CFR 200.327, and Appendix II to Part 200, as applicable.

- c) SUBRECIPIENT is required to review the United States Treasury's website for updates to ensure compliance with the most updated CSLFRF guidance.
- d) For each SUBRECIPIENT, the COUNTY will assess the risk to successfully fulfilling the project objective pertaining to this agreement. The results of subrecipient risk assessments will have an effect on the frequency and level of scrutiny during the monitoring process and may result in additional requirements being imposed on the SUBRECIPIENT.

- e) The SUBRECIPIENT must comply with 2 CFR 200 for accounting standards and cost principles.
- f) The SUBRECIPIENT must comply with COUNTY rules and 2 CFR 200 for conflicts of interest.
- g) The SUBRECIPIENT shall be responsible for indirect cost associated with this grant.
- h) SUBRECIPIENT acknowledges that it has read, understands, will be bound by and agrees to have carried out, shall carry out, or cause to be carried out the terms, conditions, and services as described in the agreement attachments, including:
 - 1. ATTACHMENT A: PROJECT DETAILS – Overview (Need and Response), eligible activities.
 - 2. ATTACHMENT B: SCOPE OF WORK – Description of the SUBRECIPIENT’s and the COUNTY’s task, deliverables, timelines, and milestones. Additional United States Treasury scope requirements may be identify and required after the execution of this agreement.
 - 3. ATTACHMENT C: PROJECT BUDGET – Summary of the project’s annual budget by expense category and budget justification by category.
 - 4. ATTACHMENT D: REPORTING REQUIREMENTS – Description of the reporting requirements. Additional United States Treasury reporting requirements may be identify and required after the execution of this agreement.
 - 5. ATTACHMENT E: EQUITY-BASED REQUIREMENT – Description of the project’s equitable design and implementation by addressing the program’s equity goals, awareness, access and distribution, and outcomes.
 - 6. ATTACHMENT F: EVIDENCE-BASED REQUIREMENT – Description of the supporting evidence or evidence-producing strategy related the project selection, design, and implementation.
 - 7. Award Payment:
 - a. All payments made under this Agreement shall be on a reimbursement basis. These reimbursement monies are from CFDA 21.027. In order to obtain reimbursement for expenditures, the SUBRECIPIENT must file with the COUNTY, through the portal, its request for reimbursement and any other information required to justify and support the payment request. Reimbursement requests may be submitted as frequently as monthly. The final reimbursement request is due on or before January 10, 2025, for costs incurred through December 31, 2024.
 - b. Reimbursement requests must include a certification, signed by an official who is authorized to legally bind the SUBRECIPIENT, which reads as follows:

By signing this request, I certify to the best of my knowledge and belief that the request is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the reimbursement. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729–3730 and 3801–3812).

- c. The COUNTY shall verify all documentation received prior to expending Funds under this Agreement and may request additional documentation, if needed. Reimbursements will only be made for expenditures that the COUNTY provisionally determines are eligible under the CSLFRF. The COUNTY retains the right to deny any requests for Funds under this Agreement if in the COUNTY’S sole discretion the request is not for and documentation does not substantiate an eligible expenditure. However, the COUNTY’S provisional determination that an expenditure is eligible does not relieve the SUBRECIPIENT of its duty to repay the COUNTY for any expenditures that are later determined by the COUNTY or the Federal government to be ineligible.
- d. COUNTY shall not be liable to any vendor, supplier or subcontractor for any expenses or liabilities incurred in connection with any Project and SUBRECIPIENT shall be solely liable for such expenses and liabilities.
- e. SUBRECIPIENT acknowledges that the COUNTY intends to award a portion of the CSLFRF funding to SUBRECIPIENT, and further acknowledges that the CSLFRF funding may be utilized only for the uses authorized by American Rescue Plan Act. Accordingly, SUBRECIPIENT covenants that the use of the CSLFRF funding by SUBRECIPIENT pursuant to this Agreement is limited to only those uses for which the CSLFRF funding may be utilized under American Rescue Plan Act.
- f. SUBRECIPIENT will retain any equipment purchased with CSLFRF funding through December 31, 2026.

Section 4. Enforcement

SUBRECIPIENT certifies that the information provided is complete, accurate, and current demonstrating SUBRECIPIENT’S eligibility to receive the Funds. SUBRECIPIENT is liable for recapture of Funds if any representation made in the reimbursement requests, reporting or supporting documentation is at any time false or misleading in any respect, or if SUBRECIPIENT is found in non-compliance with laws, rules or regulations governing the use of the Funds provided pursuant to this Agreement. The provisions of this Section 4 shall survive the termination of this Agreement.

Section 5. Recapture of Expenses

- A. Any funds that are not expended as authorized under this Agreement must be refunded to the COUNTY within fourteen (14) days of receipt of written notice provided by the COUNTY.
- B. Any funds that are not expended within the anticipated timeframe under this Agreement are subject to recapture. If requested, a refund to the COUNTY must be made within fourteen (14) days of receipt of written notice for a refund provided by the COUNTY.
- C. The COUNTY'S determination that an expenditure is eligible does not relieve the SUBRECIPIENT of its duty to repay the COUNTY in full for any expenditures that are later determined by the COUNTY or the Federal Government, in each of its sole discretion, to be ineligible expenditures or the discovery of a duplication of benefits.
- D. If requested by the COUNTY, all refunds, return of improper payments, or repayments due to the COUNTY under this Agreement are to be made payable to Lee County and mailed directly to the COUNTY pursuant to Section 18 Notice and this Agreement.
- E. The SUBRECIPIENT has responsibility for identifying and recovering grant funds that were expended in error, disallowed, or unused. The SUBRECIPIENT will also report all suspected fraud to the county.

Section 6. Maintenance and Review of Records

SUBRECIPIENT shall maintain all records and accounts, including property, personnel and financial records, contractual agreements, memoranda of understanding, subcontracts, proof of insurance, and any other records related to or resulting from the Agreement to assure a proper accounting and monitoring of all funds awarded and shall maintain all accounts pertaining to such services, including, but not limited to, property, personnel and financial records, and supporting documentation, and any additional records required as a result of or associated with the utilization of the CSLFRF funding as outlined in the United States Treasury Compliance and Reporting Guidance, State and Local Fiscal Recovery Funds, or as maybe amended, which, among other things, shall enable ready identification of SUBRECIPIENT'S cost of goods and use of funds. If any litigation, claim, negotiation, audit, monitoring, inspection or other action has been started before the expiration of the required record retention period, records must be retained until completion of the action and resolution of all issues that arise from it, or the end of the required period, whichever is later.

With respect to all matters covered by this Agreement, records will be made available for examination, audit, inspection or copying purposes at any time during normal business hours and as often as COUNTY may require. SUBRECIPIENT will permit same to be examined and excerpts or transcriptions made or duplicated from such records, and audits made of all contracts, invoices, materials, records of personnel and of employment and other data relating to all matters covered by this Agreement.

The SUBRECIPIENT must maintain records and financial documents in compliance with all standards in the ARPA CSLFRF guidance and 2 CFR 200. Generally, records and financial documents must be maintained for five years after all funds have been expended or returned. The COUNTY or Treasury may request transfer of records of long-term value at the end of such period. Wherever practicable, such records should be collected, transmitted, and stored in open and machine-readable formats.

SUBRECIPIENT must agree to provide or make available such records to the COUNTY upon request, to Treasury upon request, and to the Government Accountability Office ("GAO"), Treasury's Office of Inspector General ("OIG"), and their authorized representative in order to conduct audits or other investigations.

The COUNTY may access the SUBRECIPIENT records and financial statements as necessary to conduct monitoring activities.

Section 7. Monitoring

The SUBRECIPIENT agrees to permit persons duly authorized by the COUNTY, the Federal or State grantor agency (if applicable) or any representatives to inspect all records, papers, documents, facility's goods and services of the SUBRECIPIENT and/or interview any clients and employees of the SUBRECIPIENT to be assured of satisfactory performance of the terms and conditions of this contract to the extent permitted by the law after giving the SUBRECIPIENT reasonable notice. The monitoring is a limited scope review of the contract and agency management and does not relieve the SUBRECIPIENT of its obligation to manage the grant in accordance with applicable rules and sound management practices.

Following such monitoring, the COUNTY will deliver to the SUBRECIPIENT a written report regarding the manner in which services are being provided. The SUBRECIPIENT will rectify all noted deficiencies within the specified period of time indicated in the monitoring report or provide the COUNTY with a reasonable and acceptable justification for not correcting the noted shortcomings. The SUBRECIPIENT'S failure to correct or justify the deficiencies within the time specified by the COUNTY may result in the withholding of payments, being deemed in breach or default, or termination of this contract.

Section 8. Audits

A. The COUNTY may perform an audit of the records of the SUBRECIPIENT at any time during the Term of this Agreement and after final disbursements have been made, even if the Agreement has expired or terminated. Audits may be performed at a time mutually agreeable to the SUBRECIPIENT and the COUNTY. When conducting an audit of the SUBRECIPIENT'S performance under this Agreement, the COUNTY must use Generally Accepted Government Auditing Standards ("GAGAS"). As defined by 2 C.F.R. §200.50, GAGAS, also known as the Yellow Book, means generally accepted government auditing standards issued by the Comptroller General of the United States, which are applicable to financial audits.

B. If an audit shows that all or any portion of the Funds disbursed were not spent in accordance with the conditions of and strict compliance with this Agreement, the SUBRECIPIENT will be held liable for reimbursement to the COUNTY of all Funds not spent in accordance with these applicable regulations and this Agreement, within fourteen (14) days after the COUNTY has notified the SUBRECIPIENT of such non-compliance.

C. If the COUNTY elects to have the SUBRECIPIENT perform an audit, the SUBRECIPIENT must have all audits completed by an independent auditor, which is defined in § 215.97(2)(i), Florida Statutes, as "an independent certified public accountant licensed under chapter 473." The independent auditor must state that the audit complied with the applicable provisions noted above. The audits must be received by the COUNTY no later than six (6) months from the end of the SUBRECIPIENT'S fiscal year.

D. The SUBRECIPIENT must send copies of reporting packages required under this paragraph directly to the COUNTY in accordance with Section 18 Notice.

E. Single Audit Requirements. SUBRECIPIENTS, that expend more than \$750,000 in Federal awards during their fiscal year will be subject to an audit under the Single Audit Act and its implementing regulation at 2 C.F.R. Part 200, Subpart F regarding audit requirements.

Section 9. Closeout

SUBRECIPIENT will comply will all closeout procedures of the awards, to include full compliance with the agreement terms and conditions, ARPA, CSLFRF rule and guidance, and 2 CFR 200. Key tasks will be closeout communications, confirmation for maintenance of records and financial documents, receipt of all final reimbursement requests or payment requests, receipt of all financial reports and performance reports, fulfillment of any requests to reconcile reports and payment requests. The retention period per CSLFRF compliance and reporting is 5 years.

Section 10. Indemnification

SUBRECIPIENT shall indemnify, hold harmless, and defend COUNTY from and against any and all liabilities, losses, claims, damages, demands, expenses or actions, either at law or in equity, including court costs and attorneys' fees (at the trial and all appellate levels), that may hereafter at any time be made or brought by anyone on account of personal injury, property damage, loss of monies, or other loss, allegedly caused or incurred, in whole or in part, as a result of any negligent, wrongful, or intentional act or omission, or based on any act of fraud or defalcation or breach of any provision or covenant of this Agreement or applicable law by the SUBRECIPIENT, its agents, subcontractors, assigns, heirs, and employees resulting from or arising under this Agreement.

The provisions of this Section 11 shall survive the termination of this Agreement.

Section 11. Termination

This Agreement may be terminated by the SUBRECIPIENT or the COUNTY at any time, with Cause or without Cause, upon not less than thirty (30) days prior written notice delivered to the SUBRECIPIENT as provided for in this Agreement or, at the option of COUNTY, immediately in the event that SUBRECIPIENT fails to fulfill any of the terms, understandings, or covenants of this Agreement. COUNTY will not be obligated to pay for costs incurred by SUBRECIPIENT after SUBRECIPIENT has received notice of termination.

Section 12. Remedies

The COUNTY may exercise any other rights or remedies, which may be available under law. If the COUNTY waives any right or remedy in this Agreement or fails to insist on strict performance by the SUBRECIPIENT, it will not affect, extend or waive any other right or remedy of the COUNTY, or affect the later exercise of the same right or remedy by the COUNTY for any other default by the SUBRECIPIENT.

Section 13. Equal Opportunity; Non-Discrimination

SUBRECIPIENT shall comply with the requirements of all applicable federal, state and local laws, rules, regulations, ordinances and executive orders prohibiting and/or relating to discrimination, as amended and supplemented. All of the aforementioned laws, rules, regulations, and executive orders are incorporated herein by reference.

Section 14. Governing Laws; Venue

This Agreement and terms and conditions shall be governed by the laws, rules, and regulations of the State of Florida, and venue shall be in Lee County, Florida.

Section 15. Public Records Law

This Agreement, including attachments, is subject to disclosure under Florida's public records law subject to limited applicable exemptions. SUBRECIPIENT acknowledges, understands, and agrees that, except as noted below, all information in its application and attachments will be disclosed, without any notice to SUBRECIPIENT, if a public records request is made for such information, and the COUNTY will not be liable to SUBRECIPIENT for such disclosure. Social security numbers are collected, maintained and reported by the COUNTY must comply with IRS 1099 reporting requirements and are exempt from public records pursuant to Florida Statutes §119.071.

If SUBRECIPIENT believes that information in the Agreement, including attachments, contains information that is confidential and exempt from disclosure, SUBRECIPIENT must include a general description of the information and provide reference to the Florida Statute or other law which exempts such designated information from disclosure in the event a public records request is made. The COUNTY does not warrant or guarantee that information designated by SUBRECIPIENT as exempt from disclosure is in fact exempt, and if the COUNTY disagrees, it will make such disclosures in accordance with its sole determination as to the applicable law.

IF THE SUBRECIPIENT HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO THE SUBRECIPIENT'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THE CONTRACT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS AT 239-533-2221, 2115 SECOND STREET, FORT MYERS, FL 33901, <http://www.leegov.com/publicrecords>.

Section 16. Independent Contractor

SUBRECIPIENT acknowledges that it is acting as an independent contractor and not as an agent, officer or employee of COUNTY. In no event shall any provision of this Agreement make COUNTY liable to any person or entity that contracts with or provides goods or services to SUBRECIPIENT in connection with this Agreement. There is no contractual relationship, either express or implied, between COUNTY or any political subdivision of the State of Florida and any person or entity supplying any work, labor, services, goods or materials to SUBRECIPIENT as a result of this Agreement.

Section 17. Compliance with Applicable Laws

SUBRECIPIENT shall comply with the requirements of all applicable federal, state and local laws and the rules and regulations promulgated thereunder, including, but not limited to, Florida's Public Records Act, Chapter 119, Florida Statutes and specifically including, but not limited to ARPA.

Section 18. Notice

Any notice delivered with respect to this Agreement must be in writing and will be deemed to be delivered (whether or not actually received) when (1) hand delivered to the persons designated below, or (2) when deposited in the United States Mail, postage prepaid, certified mail, return-receipt requested, addressed to the person at the address for the party as set forth below, or such other or to such other person as the Party may have specified by written notice to the other Party delivered according to this Section:

As to COUNTY:

Roger Desjarlais
County Manager
PO Box 398
Fort Myers, FL 33902

As to SUBRECIPIENT:

New Horizons of Southwest Florida, Inc.
Dr. Linda M. Cuning, Executive Director
P.O. Box 111833
Naples, FL 34108

Section 19. Risk Management

A. Hold Harmless and Indemnity Clause

To the fullest extent permitted by applicable law, SUBRECIPIENT shall protect, defend, indemnify, save and hold the COUNTY, the BoCC, its agents, officials, and employees harmless from and against any and all claims, demands, fines, loss or destruction of property, liabilities, damages, for claims based on the negligence, misconduct, or omissions of the SUBRECIPIENT resulting from the SUBRECIPIENT'S work as further described in this contract and its attachments, which may arise in favor of any person or persons resulting from the SUBRECIPIENT'S performance or non-performance of its obligations under this contract except any damages arising out of personal injury or property claims from third parties caused solely by the negligence, omission(s) or willful misconduct of the COUNTY, its officials, commissioners, employees or agents, subject to the limitations as set out in Florida general law, Section 768.28, Florida Statutes, as amended from time to time. Further, SUBRECIPIENT hereby agrees to indemnify the COUNTY for all reasonable expenses and attorney's fees incurred by or imposed upon the COUNTY in connection therewith for any loss, damage, injury, liability or other casualty. SUBRECIPIENT additionally agrees that the COUNTY may employ an attorney of the COUNTY's own selection to appear and defend any such action, on behalf of the COUNTY, at the

expense of the SUBRECIPIENT. The SUBRECIPIENT further agrees to pay all reasonable expenses and attorney's fees incurred by the COUNTY in establishing the right to indemnity.

The SUBRECIPIENT further agrees that it is responsible for any and all claims arising from the hiring of individuals relating to activities provided under the contract. All individuals hired are employees of the SUBRECIPIENT and not of the COUNTY.

B. Insurance Requirements

Insurance – Nonprofit SUBRECIPIENTS

The SUBRECIPIENT agrees to secure and maintain the insurance coverage outlined below during the term of this contract. The SUBRECIPIENT agrees that this insurance requirement shall not relieve or limit SUBRECIPIENT'S liability and that the COUNTY does not in any way represent that the insurance required is sufficient or adequate to protect the SUBRECIPIENT'S interests or liabilities, but are merely minimums. It is the responsibility of the SUBRECIPIENT to insure that all subcontractors comply with the insurance requirements.

Certificate(s) of Insurance *naming Lee Board of County Commissioners as Certificate Holder and additional insured* will be attached to this contract as an exhibit. Name and address for Certificate Holder should be: Lee Board of County Commissioners, P.O. Box 398, Fort Myers, FL 33902. Certificate(s) must be provided for the following coverage's at the time of contract execution and upon policy renewal. Renewal certificates are due to the COUNTY on or before expiration date.

1. Workers' Compensation– Statutory benefits as defined by Florida Statute 440 encompassing all operations contemplated by this contract or agreement to apply to all owners, officers, and employees. Employers' liability will have minimum limits of:
 - \$100,000 per accident
 - \$500,000 disease limit
 - \$100,000 disease limit per employee

2. Commercial General Liability – Coverage shall apply to premises and/or operations, products and/or completed operations, independent contractors, contractual liability, and broad form property damage exposures with minimum limits of:
 - \$500,000 bodily injury per person (B.I.)
 - \$1,000,000 bodily injury per occurrence (B.I.)
 - \$500,000 property damage (PD) or
 - \$1,000,000 combined single limit (C.S.L.) of B.I. and P.D.

The General Liability Policy Certificate shall name "Lee County, a political subdivision and Charter County of the State of Florida, its agents, employees, and public officials" as "Additional Insured". The SUBRECIPIENT agrees that the coverage granted to the Additional Insured applies on a primary basis, with the Additional Insured's coverage being excess.

3. Business Auto Liability – The following Automobile Liability will be required and coverage shall apply to all owned, hired, and non-owned vehicles used with minimum limits of:
\$100,000 bodily injury per person (B.I.)
\$300,000 bodily injury per occurrence (B.I.)
\$100,000 property damage (PD) or
\$300,000 combined single limit (C.S.L.) of B.I. and P.D.
4. Directors & Officers Liability – Entity coverage to cover claims against the organization directly for wrongful acts with limits not less than \$100,000.
5. Fidelity Bonding – Covering all employees who handle the agency's funds. The bond amount must be equivalent to the highest daily cash balance or a minimum amount of \$50,000.

Insurance – Government/Municipality

Documentation of the above coverage requirements are not applicable to government/municipalities that are self-insured.

Section 20. Disclaimer of Third Party Beneficiaries

This Agreement is made for the sole benefit of the Parties of this Agreement and their respective successors and assigns, and is not intended to and will not benefit any third party. No third party will have any rights under this Agreement, because of this Agreement or any right to enforce any provisions of this Agreement.

Section 21. Dispute Resolution

In the event of a dispute related to any performance or payment obligation arising under this Agreement, the Parties shall exhaust COUNTY administrative dispute resolution procedures prior to filing a lawsuit or otherwise pursuing legal remedies.

In the event that COUNTY administrative dispute resolution procedures are exhausted, either Party to this Agreement may notify the other Party in writing that it wishes to commence formal dispute resolution with respect to any unresolved problem under this Agreement. The Parties agree to submit the dispute to a Florida Certified Circuit Court Civil Mediator for mediation, within sixty (60) days following the date of this notice. In the event that any dispute cannot be resolved by mediation, the dispute may be filed as a civil action in the Circuit Court of the Twentieth Judicial Circuit of Florida, in and for Lee County, Florida, which is the sole venue for any such civil action.

Section 22. Assignment

This Agreement may not be assigned nor subcontracted in whole or in part without the prior written consent of the COUNTY.

Section 23. Headings

Article headings have been included in the Agreement solely for the purpose of convenience and shall not affect the interpretation of any of the terms of this Agreement.

Section 24. Survivability

Any term, condition, covenant or obligation which requires performance by either party subsequent to termination of this Agreement shall remain enforceable against such party subsequent to such termination.

Section 25. Modifications

This writing embodies the entire agreement and understanding between the parties hereto and there are no other agreements and/or understandings, oral or written, with respect to the subject matter hereof, that are not merged herein and superseded hereby. This Agreement may only be amended or extended by a written instrument executed by the COUNTY and the SUBRECIPIENT expressly for that purpose.

Section 26. Entire Agreement

It is understood and agreed that the entire agreement of the Parties is contained in this Agreement, which supersedes all oral agreements, negotiations, and previous agreements between the Parties relating to the subject matter of this Agreement.

Any alterations, amendments, deletions, or waivers of the provisions of this Agreement will be valid only when expressed in writing and duly signed by the Parties, except as otherwise specifically provided in this Agreement.

IN WITNESS WHEREOF, the SUBRECIPIENT and the COUNTY respectively, have caused this Agreement to be executed by their duly authorized representatives.

SUBRECIPIENT: NEW HORIZONS OF SOUTHWEST FLORIDA, INC.

BY: _____

Signature

_____ Date

_____ Name (print)

ATTEST:
CLERK OF CIRCUIT COURT

BOARD OF COUNTY COMMISSIONERS
OF LEE COUNTY, FLORIDA

BY: _____

BY: _____

Chair

APPROVED AS TO FORM FOR THE
RELIANCE OF LEE COUNTY ONLY

County Attorney's Office

ATTACHMENT A: PROJECT DETAILS

Overview (Need and Response), Eligible activities.

Scope

The notice of funding availability included Section II. Scope of Grant Activities:

HVS encourages applicants to submit applications for projects, even if the project does not 'fit' perfectly into the descriptions here within. By submitting an application, the applicant is informing HVS of projects it intends or desires to develop to help meet an unmet need in the community and collaboratively work to reduce educational disparities in Lee County. HVS encourages creative applications that use technology, training, and data to expand programs and services in a sustainable manner.

Project Description

The project description was a response in Section 4 of the attached application.

Eligible Activities

A. Expense Category

Project(s) direct services must follow the restrictions from U.S Treasury rules and fit within the ARPA expense category: **2.25 Addressing Educational Disparities: Academic, Social, and Emotional Services**

B. Back-up Project Eligible Use Justification:

31 CFR 35.6(b)(3)(ii)(A)(4)

Responding to the negative economic impacts of the public health emergency for purposes including:

(A) Assistance to households and individuals, including:

(4) Programs to address the impacts of lost instructional time for students in kindergarten through twelfth grade;

ATTACHMENT B: SCOPE OF WORK

Description of the SUBRECIPIENT's and the COUNTY's task, deliverables, timelines, and milestones. Additional United States Treasury scope requirements may be identified and required after the execution of this agreement.

1. Task: Risk Assessment Questionnaire

All ARPA Subrecipients of Lee County are required to complete a subrecipient risk assessment questionnaire. The results will assist Lee County with subrecipient monitoring.

Deliverable: Completed Risk Assessment Questionnaire

2. Task: Project Planning

The project planning shall include an explanation of the plan components below. As necessary, copies of corresponding document for the components should be provided. Example: Provide a copy of the relevant policy and procedure.

NOTE: Much of this information was included with the funding application.

SUBRECIPIENT will provide updates to Lee County Human and Veteran Services if applicable.

Components:

- Provide an outline to document timelines for critical tasks associated with the project
 - *The activities outline was a response in Section 6 of the attached application.*
- Evidence-based Documentation;
 - *The evidence-based plan was a response in Section 5 of the attached application.*
- Equity-based Documentation;
 - *The equity-based plan was a response in Section 5 of the attached application.*
- Program Policy and Procedures;
 - *This program information may need to be provided to HVS staff.*
- Staffing Plan that includes a list of key staff, qualifications and special qualification requirements.
 - *The staffing plan was a response in Section 11 of the attached application.*

3. Task: Project Budget

The SUBRECIPIENT will maintain a Project Budget and Financial Accounting System. The SUBRECIPIENT will develop and maintain a project budget summary that shows annual and quarterly proposed obligated and actual expenses.

The original budget estimate was a response in Section 11 of the attached application.

Deliverables:

Annual and Quarterly Project Budget Updates; Contract Amendments as needed

4. Task: Reimbursement Requests

Due: Monthly by the 20th of the following month. All payments will be

reimbursement for eligible expenses/services defined as uncompensated expenses rendered during the contract term. Copies of supporting documentation is required as part of the Payment Request for review of grant compliance and before payment will be authorized by Human and Veterans Services.

Reimbursement for eligible expenses will be made after review and authorization of request and all required back up documentation. Appropriate back-up/supporting documentation may include: payroll reports, time cards, cancelled checks, vendor invoices, authorized purchase orders, attendance/service logs, other funder invoices, expenditure spreadsheets or other original documentation.

SUBRECIPIENTS are responsible for ensuring that any procurement using CSLFRF funds, or payments under procurement contracts using such funds are consistent with the procurement standards set forth in the Uniform Guidance at 2 CFR 200.317 through 2 CFR 200.327, and Appendix II to Part 200, as applicable. Proof of compliance must be included with back-up/supporting documentation.

The Payment Request must be submitted with an **authorized** signature. Cancelled checks, bank statements and/or other documentation from vendor that expense has been paid or service provided may be verified during monitoring.

Deliverables:

Payment reimbursement requests and supporting documents

5. Task: Project Monitoring

- a. The SUBRECIPIENT shall cooperate with the COUNTY's monitoring of the Grant project by making the necessary staff and project records available.
- b. The SUBRECIPIENT shall make the COUNTY aware of any project deemed at-risk of non-performance or non-compliance.
- c. When a project is deemed non-performing or incapable of expending its grant allocations as specified in its Subrecipient agreement, the SUBRECIPIENT may ask the COUNTY to repurpose the funds.

Deliverables:

Cooperation with monitoring

6. Task: Ensure Project Data Collection and Reporting

The SUBRECIPIENT will document its data collection and reporting methodology for the project. The SUBRECIPIENT will collect, compile, and report the project information in ATTACHMENT D to the COUNTY, including project performance, expenses, equity data, and learning data if applicable.

In addition, the COUNTY may ask the SUBRECIPIENT to collect other data as Treasury clarifies reporting and compliance requirements. The example required reports are listed in ATTACHMENT D – Reporting Requirements.

Deliverables:

SUBRECIPIENT'S Monthly Reports (Quarterly and Annual as required)

7. Task: Project Closeout

SUBRECIPIENT will comply with all closeout procedures of the awards, to include full compliance with the agreement terms and conditions, ARPA, CSLFRF rule and guidance, and 2 CFR 200. Key tasks will be closeout communications, confirmation for maintenance of records and financial documents, receipt of all final reimbursement requests or payment requests, receipt of all financial reports and performance reports, fulfillment of any requests to reconcile reports and payment requests.

Deliverables:

- Submittal of all performance and financial reports and records as required
- Plan for records retention

ATTACHMENT C: Project Budget and Expenses Worksheet

If a project cost overrun is identified or line item changes are needed, the SUBRECIPIENT must receive approval from the County before additional costs are incurred.

The budget was a response in Section 11 of the attached application.

ATTACHMENT D: REPORTING REQUIREMENTS (Example)

Below is an example of information that will be requested. There may be additional reporting requirements that the US Treasury requires or Lee County identifies during the project.

Items 1-3 were part of the response in Section 5 of the attached application. HVS will check in to see if there are any changes to the plan during the performance period.

1. Equity: Describe how you ensure that your program is designed and implemented with equity in mind for disproportionately affected populations. Additional Information – ATTACHMENT E: EQUITY-BASED REQUIREMENT
2. Community Engagement: Describe your communication, outreach, and engagement plan to make participants and the community aware of your project.
3. Evidence Based or Evidence Producing: If the project is an **evidence-based** practice, identify the source(s), the level of evidence, and explain how this project incorporates this principle.

If the project is an **evidence-producing** practice, identify related source(s) of your hypothesis and state your hypothesis clearly. Outline how evidence will be collected to validate that it presents as evidence-producing.

Additional Information – ATTACHMENT F: EVIDENCE-BASED REQUIREMENT
See Treasury's Compliance and Reporting Guidance State and Local Fiscal Recovery Fund, <https://home.treasury.gov/system/files/136/SLFRF-Compliance-and-Reporting-Guidance.pdf>

4. Quarterly Reporting:

Schedule: Reporting due for SUBRECIPIENT.

Reporting Periods	Notes	
Award Start Date – June 30, 2022	Due 15 working days after end of quarter	
July 1, 2022 – September 30, 2022		
October 1, 2022 – December 31, 2022		
January 1, 2023 – March 31, 2023		
April 1, 2023 – June 30, 2023		
July 1, 2023 – September 30, 2023		
October 1, 2023 – December 31, 2023		
January 1, 2024 – March 31, 2024		
April 1, 2024 – June 30, 2024		
July 1, 2024 – September 30, 2024		
October 1, 2024 – December 31, 2024		
Close Out Report		Due January 15, 2025

A. Expenditure Summary

Reimbursement requests will detail expenditures. This project will report expenditures after reimbursement requests are approved and payment is distributed. Lee County will report project expenditures to US Treasury quarterly.

B. Disadvantaged Communities Summary (If applicable report quarterly)

How much of the grant has been expended to serve disadvantaged communities through program or service that is provided at a physical location in a Qualified Census Tract (for multi-site projects, if a majority of sites are within Qualified Census Tract);
How much of the grant has been expended to serve disadvantaged communities through program or service where the primary intended beneficiaries live within a Qualified Census Tract;
How much of the grant has been expended to serve disadvantaged communities through program or service for which the eligibility criteria are such that the primary intended beneficiaries earn less than 60 percent of the median income for the relevant jurisdiction (e.g., State, county, metropolitan area, or other jurisdiction); or
How much of the grant has been expended to serve disadvantaged communities through program or service for which the eligibility criteria are such that over 25 percent of intended beneficiaries are below the federal poverty line.

C. Performance Success Summary

<p>Project Status: Choice</p> <ul style="list-style-type: none"> • Not Started • Completed less than 50 percent • Completed 50 percent or more • Completed
<p>Provide a success story or summary of successes from this program that can be shared publicly. Always protect the privacy of beneficiaries.</p> <ul style="list-style-type: none"> - This will be requested quarterly, but the SUBRECIPIENT only needs to share one story during the project.
<p>Provide a report of key outputs for the past period [between ____ and ____].</p> <ol style="list-style-type: none"> 1) Number of students participating in the program. Report Quarterly Participation. Report Culminative Participation Annually. 2) Number of students that graduate from high school with a plan to work or attend college Report annually the number of students that graduate with the intent to enter the workforce or attend college 3) Number of students that have increased their skill level in reading, language arts, math, or science Report quarterly # of students improved. Report # of students improved (end of program)

<p>4) Number of students that have improved their soft skills (communication, critical thinking, life skills) Report Quarterly # of students improved. Report # of students improved (end of program)</p>
<p>Provide a report of key outcomes for the past period [between ____ and ____].</p> <ol style="list-style-type: none"> 1) 55% of students enrolled in the program will graduate from high school with a plan to work or attend college. Report graduation rates / rates of those entering workforce or attending college (end of school year) 2) 70% of youth who complete the program will increase their skill level in reading, language arts, math, or science. Report quarterly improvement rate. Report Annually percent of clients with skill increase. 3) 80% of clients who complete the program will be able to improve soft skills (communication, critical thinking, life skills). Report quarterly improvement rate. Report Annually percent of clients with skill increase.
<p>Estimated Demographic Data: Treasury encourages recipients to provide data disaggregated by race, ethnicity, gender, income, and other relevant factors. Please supply data currently collected through existing registration process. Do not provide any personally identifying information.</p>

ATTACHMENT E: EQUITY-BASED REQUIREMENT (INFORMATIONAL)

Below is an example of information that will be requested. There may be additional reporting requirements that the US Treasury requires, or Lee County identifies during the project.

Equity: Describe how you ensure that your program is designed and implemented with equity in mind for disproportionately affected populations. Address the following:

- a. Goals: Are there particular historically underserved, marginalized, or adversely affected groups that you intend to serve within your jurisdiction?

- b. Awareness: How do you market the program to Lee County residents with equity in mind? How equal and practical is the ability for residents or businesses to become aware of the services funded by the SLFRF?

- c. Access and Distribution: Are there differences in levels of access to benefits and services across groups? Are there administrative requirements that result in disparities in ability to complete applications or meet eligibility criteria?

- d. Outcomes: Are intended outcomes focused on closing gaps, reaching universal levels of service, or disaggregating progress by race, ethnicity, and other equity dimensions where relevant for the policy objective?

ATTACHMENT F: EVIDENCE-BASED REQUIREMENTS (INFORMATIONAL)

SUBRECIPIENTS must briefly describe the goals of the project, and the evidence base for the interventions funded by the project.

- a) Demonstrate that the intervention is implemented as a program evaluation, see OMB M-20-12. "Recipients are exempt from reporting on evidence-based interventions in cases where a program evaluation is being conducted. Criteria requires the recipient to:

Required

- i. describe the evaluation design including whether it is a randomized or quasi experimental design;
- ii. state the key research questions being evaluated;
- iii. describe whether the study has sufficient statistical power to disaggregate outcomes by demographics;
- iv. post the evaluation publicly and link to the completed evaluation in the Recovery Plan;
- v. describe the timeframe for the completion of the evaluation (including a link to completed evaluation if relevant)
- vi. after sufficient evidence of efficacy has been provided, determine whether the spending for the evaluated interventions should be counted towards the dollar amount categorized as evidence-based for the relevant project
- vii. Recipient may be selected to participate in a nation evaluation which would study the project along with similar projects.

Encouraged

- viii. Consider how a Learning Agenda, either narrowly focused on SLFRF or broadly focused on the recipient's broader policy agenda, could support their overarching evaluation efforts in order to create an evidence-building strategy for their jurisdiction. See OMB M-19-23
- b) Strong Evidence-based interventions- Is the intervention, based on a "well-designed and well-implemented experimental studies conducted on the proposed program with positive findings on one or more intended outcomes".
 - i. If yes, identify the program as "Strong Evidence Based", cite the study, summarize the findings, and provide the associations to the COUNTY program.
 - c) Moderate evidence-based interventions – the intervention is based on one or more quasi-experimental studies with positive findings on one or more intended outcomes OR two or more non-experimental studies with positive findings on one or more intended outcomes.
 - d) Preliminary evidence – the intervention is based on conclusions drawn from a non-experimental study which demonstrates improvement in program beneficiaries over time on one or more intended outcomes OR an implementation (process evaluation) study used to learn and improve program operations would constitute preliminary evidence. Examples of research that meet the standards include: (1) outcome studies that track program beneficiaries through a service pipeline and measure beneficiaries' responses at the end of the program. (2) pre- and post-test research that determines whether beneficiaries have improved on an intended outcome.

ATTACHMENT G: AGENCY NOFA APPLICATION

Application Attached below.

Completeness Checklist

Applicants must complete chart below and attach as PAGE 1 of the submission.

<u>Application Forms and Attachments</u>	<u>Page #</u>
<u>Project Name:</u> Professional and Technical Development for Leaders of Under-Resourced Students	
<u>Project Applicant:</u> New Horizons of Southwest Florida	
Table of Contents (COMPLETENESS CHECKLIST)	1
1. Applicant Information	2
2. Project Information	2
3. Certification	3
4. Project Description	4
5. Quality of Service Questionnaire	6
6. Ability to Complete Activities Outline	14
7. Budget Narrative	18
8. Budget Form	25
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10. Equity Outcomes	30
11. Required Attachments	
b. Applicants Annual Operating Budget	23
c. Chart of Key Project Staff	24
d. Documentation of Project's Alignment with Community Goals	32
e. Documentation of National Best Practices or Evidence Based Program design	33
g. Proof of 501c3 Status	35

1. Applicant Information

Organization Name: New Horizons of Southwest Florida	Authorized Organization Representative Name/Title: Dr. Linda M. Cunning
Address: PO Box 111833	Telephone: 239-948-4146
City, State/Zip: Naples, FL 34108	Organization Website: newhorizonsofswfl.org
Contact Person Name/Title: Dr. Linda M. Cunning/Executive Director	DUNS #: 075630829
Contract Person E-mail: linda@newhorizonsofswfl.org	Federal Employer ID #: 113678086

2. Project Information

Project Name: Professional and Technical Development for Leaders of Under-Resourced Students
Project Address <i>(if different from organization address)</i> :
This is a/an: <input checked="" type="checkbox"/> New Project or <input type="checkbox"/> Expanded Project
Total Funding Requested for this Project: \$ <u>213,786.46</u>

Services Provided <i>(check the services that will be provided with the funding requested)</i>:
<input checked="" type="checkbox"/> After School Programs <input type="checkbox"/> Employment Assistance and Job Training <input checked="" type="checkbox"/> Tutoring <input type="checkbox"/> Child Care <input checked="" type="checkbox"/> Transportation <input type="checkbox"/> Outreach Engagement <input type="checkbox"/> Life Skills <input type="checkbox"/> Assessment of Service Needs

Target Population (check as many as applicable below):	
<input type="checkbox"/> Children Ages 0 to 4 <input checked="" type="checkbox"/> Children Ages 5 to 9 <input checked="" type="checkbox"/> Children Ages 10 to 14 <input checked="" type="checkbox"/> Children Ages 15 to 18 <input type="checkbox"/> LGBTQI+ Individuals/Families/Youth <input checked="" type="checkbox"/> Other: <u>Under-Resourced youth at risk of dropping out of high school</u>	
Target Service Location (check as many as applicable below):	
<input type="checkbox"/> City of Cape Coral <input checked="" type="checkbox"/> City of Fort Myers <input checked="" type="checkbox"/> City of Bonita Springs <input type="checkbox"/> City of Sanibel	<input type="checkbox"/> Town of Fort Myers Beach <input type="checkbox"/> Unincorporated Lee County <input type="checkbox"/> All of Lee County <input checked="" type="checkbox"/> Other: <u>Estero</u>

3. Certification

To the best of my knowledge, I certify that the information in this application is true and correct and that the document has been duly authorized by the governing body of the applicant. I will comply with the program rules and regulations if assistance is approved. I also certify that I am aware that providing false information on the application can subject the individual signing such application to criminal sanctions. I further certify that I am authorized to submit this application and have followed all policies and procedures of my agency regarding grant application submissions.

Authorized Organization Representative:

Signature: 

Typed Name: Linda M. Cuning, Ph.D.

Title: Executive Director

Date: April 28, 2022

4. Project Description

New Horizons of SWFL provides after school tutoring and mentoring to over 600 under-resourced K-12 students each year. The pandemic has exacerbated the learning gaps that students face. Remote learning has reduced student achievement for low-income and minority children (National Bureau of Economic Research Working Paper 29497). Lower-income parents may not have the time or financial resources to provide additional academic support to their children. For New Horizons, the pandemic has also correlated with a high staff turnover exacerbated by lack of adequate training and resources to best support students and staff alike. Last year, staff turnover at New Horizons was 34.7%. A high turnover rate disrupts the relationships that students make and without these important bonds, students continue to struggle.

New Horizons of SWFL seeks \$213,786.46 in capacity-building funds to support a professional development program for its 90 staff members along with updated technology to meet the increased technology needs caused by the pandemic. Training employees is an important way to show our investment in them and will help curb the turnover rate, improving student outcomes. Creating a professional development plan for employees will increase engagement, and in a recent Dale Carnegie survey, companies with engaged employees outperformed those without by up to 202%. A strong program requires strong leaders. The creation of this professional development program will strengthen and engage employees in the short term, and improve New Horizons' services in the long term. The technology component of this project would help staff build a bridge between what is currently possible and what will make them most successful.

According to a 2017 study in the Journal of Applied Psychology, leadership training increased participants' capacity for learning by 25% and their performance by 20%. It is important to provide training to all staff, including entry-level employees, managers, department heads and executives. It helps existing leaders become better leaders and creates new leaders who can advance within New Horizons in the long term. This project will empower staff with skills, prepare future leaders and improve talent retention across the organization. This will create a stronger team. In turn, this project will help New Horizons to address the educational disparities our students face because staff will learn new, creative ways to support our students. We want better teachers. When a staff member is confident and what they know, they will be more adept at identifying and supporting students' needs.

The project would include:

- 1) Three professional development training programs for club-level and department leaders:
 - a. Learning Differently & Teaching Better: Master Strategies for Improving Outcomes for Disadvantaged Students & Families
 - Taught by Dayana Philippi, Ed.D.
 - The scope of the training series will focus on best practices in instruction AND relationship building where it concerns 4 major vulnerable subgroups in K-12 education:
 - 1) Students from major racial and ethnic groups (Hispanic & Haitian in southwest

Florida)

- 2) Economically disadvantaged students (Free and reduced lunch)
- 3) Children with disabilities (Exceptional Student Education 'ESE' & 504 plans)
- 4) English learners (native and foreign-born ELL/ESL/ESOL/LEP)

For non-educators, navigating the alphabet soup of acronyms and what we call "educationese" or teacher talk can be difficult and intimidating. The training will improve staff's background knowledge of the subgroup classifications and how they can use strategies and tools already accessible to them to improve outcomes and outreach.

Training Outline:

1. Lunch n' Learn (45m-1hr) to provide an overview of this behemoth of an overarching topic and gather insights based on your team's questions and comments.
2. Four quarterly sessions (1-2 hours each) on each topic area with practice assignments
3. Four or six informal touch-base meetings in-between to check on staff, implementation issues and successes and help as applicable.

b. Master Teacher Professional Development

Two Master Teachers, Polly Kiely and Claire Cutting will provide Train the Trainer professional development on classroom and student management, best-practice tutoring techniques, and success in building trust and respect with students for all New Horizons' Area Coordinators and Club Directors.

Trainers will assist Club Directors to then train their staff in the best practices.

Trainers would meet with all Club Directors quarterly to answer questions and provide support.

c. Senior Leadership Training

Course registration at the official 3.5 day Disney Institute Leadership Training includes:

- Comprehensive reference materials
- Guided field experiences at Walt Disney World Resort
- Opportunities to hear from current Disney leaders
- A welcome dinner, daily breakfast and lunch buffet, plus refreshments

Topics include:

The Leadership Imperative

A key to Disney's long-term success can be linked to exceptional leadership from individuals who establish, put into action and sustain the values and vision formed by Walt and Roy Disney. This course will have you consider your leadership strengths and how your own behavior relates to and can impact your team and organization.

Establish Values and Vision

Aligning your personal values with those of the organization is critical. When values and vision are in sync, this alignment can lead to outstanding results. By proactively aligning your behavior with your organization's values, you'll establish your own personal values and vision as a leader.

Put Behaviors Into Action

Leaders must model the values that contribute to the vibrancy of an organization. By intentionally communicating, reinforcing expectations, building values-infused teams and staying connected to the front-line, you'll reinforce your culture.

Sustain and Protect the Culture

Every organization's values are vulnerable and will erode over time, which can threaten a company's future if not protected. By developing the next generation of leaders today, you can pass on the values that can enable your organization's vision to continue expanding. You'll learn to recognize when values may be most at risk and how to preserve them in times of change.

Lead with Your Legacy in Mind

What kind of influence do you want to have on others that's truly lasting? If you want to make a positive impact on your organization for the long run, start thinking about your legacy now. Learn what leaving an intentional legacy means and experience opportunities to reflect on and begin to refine.

- 2) Updated technology for staff and students, including laptops, cell phones, printers and hot spots.
 - a. According to a 2016 study by Adobe, workers believe technology makes them more productive (85 percent), improves work-life balance (70 percent) and would make their workday better and easier (74 percent).
 - b. Improved technology will help staff become more efficient, allowing them to spend more time doing the work that accomplishes the mission and less time waiting for computers to load and other ways that outdated technology limits productivity and leads to frustration and lowered morale.

The results of this project will be tracked by various methods including staff surveys, staff retention rate, student enrollment, student grades and stakeholder surveys. By coordinating with best practice trainers and empowering staff with the skills to serve students in the best way possible, we can also ensure that the needs of our families are met both in school and at home.

5. Quality of Service Questionnaire

- A. Describe how the project is innovative, based on national best practices, and designed in accordance with an existing evidence-based program, or will be subject to a formal program evaluation.**

Documentation of evidence-based model and/or planned program evaluation model is required for ARP funding and must be attached to this application.

Offering continuing education is a best practice approach to retaining satisfied, productive employees. This project is the first step in helping us to reach our goal of becoming a best practice workplace that creates positive outcomes for under-resourced K-12 students. According to the Association for Talent Development, companies that offer comprehensive training programs have 218% higher income per employee than companies without formalized training. At the root of these results is increased employee productivity, which in turn is driven by the skills advancements made possible through employee training

and development. Quality staff training will support our students. This project seeks to utilize updated technology and staff development to better address the needs of New Horizons' students.

The programs that this project supports are also based on evidence. Super Kids and Teens Clubs are based on strategies for effective tutoring as reported by the U.S. DOE ("Evidence that Tutoring Works," 2001) that includes: coordination of materials with the classroom, training of tutors and frequent structured tutoring sessions. Tutoring provides positive feedback and has been shown to increase student performance in reading based on a study of high poverty schools (Strange, Popp, Grant, "Effective Teachers of At-Risk and Highly Mobile Students: A Review of Literature", NCHE, 2007). The New Horizons delivery model includes small group instruction, cooperative learning and computer based instruction. Following research-based best practices, our tutors are trained and receive ongoing support from the staff. Tutoring sessions are well-structured and students work on assignments/homework they receive in school.

B. Describe how the project will engage and gather feedback from program participants and persons of any particular historically underserved, marginalized, or adversely affected groups.

New Horizons staff will be directly engaged at the hands-on professional development sessions and they will directly utilize the updated technology at their work locations. Staff will be surveyed following completion of the training programs to gather feedback about the development sessions. Staff performance goals are tied to student metrics and outcomes, so the trainings will better prepare them to help students accomplish their goals and students will benefit from these development sessions.

New Horizons will also gather feedback from each of its stakeholders, including under-resourced students and families, through an array of processes and benchmarks used measure program success, including:

- Student enrollment records to indicate the interest in programming and retention of students
- Pre and Post tests to measure the acquisition of learning
- School records such as GPA, FSA scores, and graduation rates to determine student proficiency
- Surveys completed by the parents, teachers, students and volunteers, which provide feedback on their experience with the program over time
- Parent meetings held three times per year

- Stakeholder meetings held two times per year with a report given to the Board of Directors by the stakeholder group. The stakeholder group consists of one parent representative from each club

C. Describe how the project will be marketed to individuals who may need assistance, and how marketing will be targeted to those least likely to apply for assistance, specifically those persons of any particular historically underserved, marginalized, or adversely affected groups.

All New Horizons staff members will participate in their assigned staff development trainings, ensuring that everyone receives the same knowledge and skills. In this way, those who need the assistance will receive it in a group setting. In addition, all staff will benefit from the updated technology items. When staff members are empowered with professional development training, New Horizons will be able to build trust more quickly with potential families who may need assistance but are unfamiliar with the organization. New Horizons collaborates with local public schools to identify the students who are most in need of our programs. In addition, we utilize referrals from current students and we advertise in local publications that prospective families might read. When New Horizons receives a referral, staff learn what that family's preferred language is and makes sure that all communications thereafter are conveyed in the preferred language.

D. Describe your procedure for assessing participant's needs and making client referrals to other service providers.

To be eligible for New Horizons programs, students must 1) come from low-income households in which the primary language spoken is not English and 2) be struggling academically at the time of enrollment. In general, the parents of New Horizons students are busy working, are unfamiliar with U.S. culture, and do not communicate well with the school system and other social services. These barriers prevent parents from helping their children with homework, addressing problems at school and encouraging their children to take advantage of opportunities to succeed. New Horizons of SWFL's programs operate to help these families and their students overcome the many challenges they face. The average annual income of New Horizons families is \$21,600 and the student population is 95% Hispanic/Haitian. Transportation is a barrier to learning for our students because most parents are working or don't have access to a vehicle in order to bring their children an after-school tutoring facility. To best serve our students, New Horizons owns a fleet of buses and vans to transport students to and from their tutoring locations.

As a community-focused organization, New Horizons partners with host sites to provide our programming. These host sites do not charge for rent or utilities, minimizing overhead expenses. The only assets belonging to the

organization are computers, software for student learning and buses for transporting students to and from programs. New Horizons also partners

with other local entities to provide students with materials and experiences such as school supplies, sneakers and field trips during summer camp. The holistic approach that New Horizons takes when it comes to student needs requires us to have dozens of active partnerships with other service providers every year. These providers supplement student needs in ways that range from medical and health appointments to legal services, financial assistance and English language classes. As staff are made aware of needs (food, shelter, etc.) either by parents, students, or the schools, families are provided with information about resources and services to address issues that pose barriers to children's success. New Horizons staff will help facilitate contact with local resources and support families.

E. Explain your agency's experience providing services to children and families including federal, state, and/or local government grant experience and capacity of the organization to administer the project and oversee all compliance requirements.

New Horizons of SWFL began in 2002 when an elementary school teacher recognized the tremendous need to provide extra support to students from non-English speaking homes whose families lack the resources to support their education. Since there was also not enough time to provide students with extra help during school hours, New Horizons of SWFL was born. From its small beginnings with 20 students attending a single program at one location, New Horizons has grown to offer seven programs to over 600 under-resourced students at 10 locations that are near where students live and go to school. New Horizons programs are specifically designed for socio-economically disadvantaged students in K-12 who live in homes where English is not the primary language. Program participants learn in an environment ranging from small group to 1:1 tutoring and mentoring focused on their specific needs. New Horizons offers a range of programs to improve the academic skills, social skills, and character development of students and their families in Lee and Collier Counties. The goal is to empower under-resourced students to graduate from high school with a plan for their lives.

The Super Kids and Super Teens Club programs are based on strategies for effective tutoring as reported by the U.S. Department of Education ("Evidence that Tutoring Works, 2001) that includes: coordination of materials with the classroom, training of tutors, and frequent structured tutoring sessions. Tutoring provides positive feedback and has been shown to increase student performance in reading, based on a study of high poverty schools (Stronge, Popp, Grant, "Effective Teachers of At-Risk and Highly Mobile Students: A Review of Literature", NCHE, 2007). The New Horizons service delivery model includes small group instruction, cooperative learning, and computer-based instruction. Following evidence-based practices, New Horizons tutors are trained and receive ongoing support from the staff. Tutoring sessions are well-structured.

New Horizons is professionally managed by a team of highly experienced leaders, directors and managers.

1) The organization is spearheaded by the Executive Director, Dr. Linda M. Cunning. Linda is a recent PhD graduate from Columbia International University. Her doctorate degree is in Educational Leadership. She also holds a Master of Arts in

Organizational Leadership and a Bachelor of Arts in Family Life Education from Spring Arbor University and an Associate's Degree in Early Childhood Education from Owens Community College. She began her career in the classroom teaching young children and soon became an administrator, which led to a career in which she has held many leadership positions.

2) Director of Administration, Debbie Bedard, has a Bachelor of Science in Home and Family Life/Child Development, with a Minor in Social Work, from Florida State University. She has over 25 years of experience working with children in educational settings and managing children's educational programs.

3) Andrea Holley, Director of Programs, built a 28-year career at Harvard University, working in several areas including registration, communications, finance, human resources, and financial aid. Ms. Holley has experience teaching elementary age Christian education and volunteering with the Girl Scouts. She manages an Area Coordinator for each area served in Lee and Collier Counties and the Club Directors for each of the 10 program locations.

4) As an accomplished fundraiser with 24 years of varied development experience Jennifer Nelson serves as the Director of Advancement and oversees all grants, fundraising, and endowment efforts. Ms. Nelson holds dual bachelor's degrees in English and Spanish from St. Olaf College in Northfield, Minnesota.

5) They are supported by a Director of Volunteerism, Director of Operations, Director of Transportation and Facilities, Grants Manager, Communications Manager, Administrative Assistant, and IT Assistant. The management team trains and manages the bus drivers and the program staff and volunteers who work at the program sites. New Horizons employs over 100 people in its program and engages over 250 volunteers in service.

All of New Horizons' programs have associated logic models that include outcomes and goals that are updated each year. Program outcomes have consistently met, although some club locations have struggled to reach their reading skills goals due to the lasting impacts of the pandemic. One action taken to help address this shortfall was to include in club directors' performance plans a goal for their students to achieve the logic model outcomes. Also, a performance bonus plan was implemented to reward directors for achieving their performance goals. Some of the metrics used to measure outcomes for Super Kids and Super Teens Clubs are below. The benchmark for each was 80%. During the 2020-2021 school year New Horizons exceeded its objectives for student performance:

- 100% of parents stated that their child's desire to be successful in school and get better grades has improved since attending New Horizons
- 91% of middle and high school students maintained a GPA of 2.0 or higher (with 66% maintain a 3.0 or higher)
- 96.4 of students stated their child's attitude and desire to go to school has improved since attending New Horizons
- 100% of teachers report that New Horizons is important to the success of the at-

risk students in their school

New Horizons conducted a Performance and Quality Improvement (PQI) study which led to the organization receiving its Council on Accreditation (COA) status.

For the past 20 years, New Horizons has served this vulnerable population in Lee County. New Horizons has been receiving funding from Lee County for several years through the Partnering for Results program, with a funding award of over \$265K in FY 2018-2019 (for 4 of its programs), \$290K for FY 2019-2020 (for 7 of its programs), and an increase to over \$319k for the 2021-2022 school year (for 7 of its programs). New Horizons has set up the appropriate systems to manage accounting, billing and reporting to Lee County on a monthly basis. New Horizons stands ready to meet the reporting requirements of this project. With support from this funding, New Horizons can strengthen the abilities of its staff, thus making for a stronger and more robust program that better understands how to serve its students.

F. Describe how your agency has worked to remove traditional barriers to education for children and families.

Parents often lack the time and financial resources to provide their children with additional academic support. New Horizons provides its tutoring and mentoring programs at no cost to students or their families, ensuring that those who may need help are not hindered by the potential cost. Transportation is often a barrier for families who want to seek help for their children but do not have the ability to transport them to the tutoring location. New Horizons owns a fleet of buses and vans that offer students a safe ride to the tutoring site and then back home at the end of the day.

New Horizons takes a personal approach with its students and families, getting to know the individuals and building trust. When families understand that their children are in a safe learning environment, they are more likely to keep their children enrolled in the program. Additionally, when New Horizons receives a referral, staff learn what that family's preferred language is and makes sure that all communications thereafter are conveyed in the preferred language, eliminating language as a barrier to students receiving the help they need. At all sites, our goal is to have at least one Spanish/English bilingual staff member in order to communicate with the parents in their cultural language. We will also utilize one staff member who is bilingual in Creole/English to assist Haitian parents.

Another important aspect of the program that contributes to its success is the holistic way the students are viewed by New Horizons, seeing the whole child and striving to ensure each child's well-being academically, socially, emotionally, and physically. When problems arise that are affecting a student's ability to succeed in school, staff will identify the barriers and work to remove them. If New Horizons cannot remove the barriers, then staff will work with parents, teachers, and other community partners toward solutions. For example, if socioeconomic issues are affecting a student's attendance, staff

will address this in partnership with teachers, parents, and referrals to other community agencies.

G. Does your agency conduct an internal annual evaluation of services provided? If yes, please provide a copy of the most recent evaluation.

Yes. New Horizons strives for continuous quality improvement and, to that end, has established a Performance and Quality Improvement (PQI) program. New Horizons' PQI philosophy is based on the guiding principle that quality programs and services that build upon the strengths of the under-resourced students we serve will lead to desired outcomes, namely graduation and a plan for students' future.

To ensure a thorough assessment of the program, New Horizons gathers data in the following ways:

- Satisfaction surveys from students, parents, partners, volunteers, and staff
- Open communication with staff
- Parent meetings 3 times per year
- Stakeholder meetings 2 times per year with a report given to the Board by the stakeholder group. The stakeholder group consists of 1 parent representative from each club
- Board strategic planning that is incorporated in programs and then reviewed at least annually

The results of the annual survey given to parents, teachers and students in 2021 are as follows:

- 98.5% of parents stated that their child's desire to be successful in school and get better grades has improved since attending New Horizons.
- 92% of K-5 students state that they work harder to get their homework completed and do better in school.
- 87% of students' teachers report that their students' Super Kids Club attendance has had a positive impact on their academic performance
- 85% of students' teachers report that their students' Super Kids Club attendance has had a positive impact on their attitude towards school.
- 87% of K-5 students report that they listen to others better, can ask others for help and feel more comfortable speaking to adults since attending New Horizons.
- 97% of parents stated that their child's attitude and desire to go to school has improved since attending New Horizons.
- 78% of 6-12th grade students feel more confident in their ability to participate in school and community activities since attending New Horizons.
- 100% of 6-12th grade students' teachers report that New Horizons is important to the success of at-risk students in their school.

H. Describe how the agency will continue to provide quality services in the community after the end of this grant term.

New Horizons has established financial policies and procedures and has implemented both a Finance Committee and an Audit Committee to assist the Board of Directors in providing oversight on the financials for the

organization. We receive over \$900,000 in grant funding annually from a variety of sources, including local and national foundations, as well as Lee County through its Partnering For Results (PFR) program which is managed through the Department of Human and Veteran Services.

Super Kids and Super Teens Club programs have been in operation continuously since 2002 and has proven to be sustainable over time. New Horizons has begun submitting grant applications for the 2022-2023 school year. Awards include a \$30,000 gift from the Dexter F. and Dorothy H. Baker Foundation, \$75,000 from the Clark Family Foundation and \$10,000 from Copperleaf Charitable Foundation. Numerous applications have been submitted to other funders, including several who fund New Horizons year after year. New Horizons continues to identify and apply for new grants to support the programs.

The programs will also be funded by New Horizons' successful fundraising events and contributions from individual donors, as well as support from Give Where You Live Collier (GWYL) through the Collier Community Foundation.

Long term funding strategies include:

- Continue Major Gifts and Planned Giving Campaign to grow endowment fund to \$5M to generate a \$250K revenue stream annually starting in 2023
- Director of Advancement will help grow revenue sources (grants, donors, corporate sponsorships)
- Continue to apply for a range of grants
- Continue to host annual fundraisers and explore the possibility of new fundraising events
- Maintain 6-month operating reserve to cover any shortfalls in revenue goals

6a. Timeline of Critical Tasks

Month	Date	Designation	Activity
April	Start 4/1	Programs	Plan staff end of year training
April	1st week	Programs	Survey staff - feedback, needs, professional development
April	3rd Tuesday of April	Programs	Parent Stakeholder meeting
August	2nd week	Training	Staff Training - Professional Development
August	by end of month	IT	Distribute cell phones to staff and train staff on use
February	by end of month	IT	Distribute student computers
January	3rd Tuesday of January	Programs	Parent Stakeholder meeting
January	by end of month	IT	Purchase student computers
February	by end of month	Training	Master Teacher Professional Development
March	Annual	IT	Purchase/Renew Monday.com licenses
May	1st Friday	Programs	Survey students - feedback, needs
May	3rd week	Training	Staff Training
June	by end of month	IT	Purchase, HotSpots, HotSpot Plan, Tablet, Camera, Computer Monitors, Monday.com Pro Licenses, Professional Development for Area Coordinators and Club Directors
June	by end of month	Training	Plan/Schedule - Professional Development for Area Coordinators and Club Directors
July	End of 1st week	Programs	Compile student grades for metrics
July	by end of month	Training	Confirm space for training/volunteer and staff for school year
July	7/31	Programs	Student Metric Report complete
July	by end of month	IT	Purchase Meeting Owl Pro, printers, ink, staff computers, Atera software and REVVL Cell Phones
July	by end of month	IT	Create policy for cell phones
August	by end of month	IT	All full-time staff begin using Monday.com
September	by end of month	Programs	Compile pre-test data for students for metrics
October	10/31	Programs	Compile first quarter grades for students for metrics
July 2023	2nd week	Training	Senior Leadership Development
Monthly	by due date	IT	Pay cell phone bill
Quarterly		Training	Meet for follow-ups with Master Teacher Professional Development
Quarterly		Training	Meet for follow-ups with Area Coordinator Development

6b. Monthly Spending Plan

	A	B	C	D	E	F	G
1	Store/Website	Item	Qty	Unit Price	Total	Purchase Type	Purchase Date
2	Amazon	Camera	1	\$599.00	\$599.00	One-time Expense	06/2022
3	TMobile	Cell Phone Plan	30	\$30.00	\$900.00	Monthly	08/2022
4	TMobile	Cell Phone Plan	30	\$30.00	\$900.00	Monthly	09/2022
5	TMobile	Cell Phone Plan	30	\$30.00	\$900.00	Monthly	10/2022
6	TMobile	Cell Phone Plan	30	\$30.00	\$900.00	Monthly	11/2022
7	TMobile	Cell Phone Plan	30	\$30.00	\$900.00	Monthly	12/2022
8	TMobile	Cell Phone Plan	30	\$30.00	\$900.00	Monthly	01/2023
9	TMobile	Cell Phone Plan	30	\$30.00	\$900.00	Monthly	02/2023
10	TMobile	Cell Phone Plan	30	\$30.00	\$900.00	Monthly	03/2023
11	TMobile	Cell Phone Plan	30	\$30.00	\$900.00	Monthly	04/2023
12	TMobile	Cell Phone Plan	30	\$30.00	\$900.00	Monthly	05/2023
13	TMobile	Cell Phone Plan	30	\$30.00	\$900.00	Monthly	06/2023
14	TMobile	Cell Phone Plan	30	\$30.00	\$900.00	Monthly	07/2023
15	TMobile	Cell Phone Plan	30	\$30.00	\$900.00	Monthly	08/2023
16	TMobile	Cell Phone Plan	30	\$30.00	\$900.00	Monthly	09/2023
17	TMobile	Cell Phone Plan	30	\$30.00	\$900.00	Monthly	10/2023
18	TMobile	Cell Phone Plan	30	\$30.00	\$900.00	Monthly	11/2023
19	TMobile	Cell Phone Plan	30	\$30.00	\$900.00	Monthly	12/2023
20	TMobile	Cell Phone Plan	30	\$30.00	\$900.00	Monthly	01/2024
21	TMobile	Cell Phone Plan	30	\$30.00	\$900.00	Monthly	02/2024
22	TMobile	Cell Phone Plan	30	\$30.00	\$900.00	Monthly	03/2024
23	TMobile	Cell Phone Plan	30	\$30.00	\$900.00	Monthly	04/2024
24	TMobile	Cell Phone Plan	30	\$30.00	\$900.00	Monthly	05/2024
25	TMobile	Cell Phone Plan	30	\$30.00	\$900.00	Monthly	06/2024
26	TMobile	Cell Phone Plan	30	\$30.00	\$900.00	Monthly	07/2024
27	TMobile	Cell Phone Plan	30	\$30.00	\$900.00	Monthly	08/2024
28	TMobile	Cell Phone Plan	30	\$30.00	\$900.00	Monthly	09/2024
29	TMobile	Cell Phone Plan	30	\$30.00	\$900.00	Monthly	10/2024
30	TMobile	Cell Phone Plan	30	\$30.00	\$900.00	Monthly	11/2024
31	TMobile	Cell Phone Plan	30	\$30.00	\$900.00	Monthly	12/2024
32	TMobile	Cell Phones - REVVL	30	\$199.99	\$5,999.70	One-time Expense	07/2022
33	Best Buy	Computer Monitors	15	\$209.99	\$3,149.85	One-time Expense	06/2022
34	Best Buy	Computers - Admin	10	\$1,599.99	\$15,999.90	One-time Expense	07/2022
35	Best Buy	Computers - Staff	40	\$829.99	\$33,199.60	One-time Expense	07/2022
36	Best Buy	Computers - Students	100	\$449.99	\$44,999.00	One-time Expense	01/2023
37	Best Buy	Epson - EcoTank 502 Ink Bottle	12	60.98	\$731.76	One-time Expense	07/2022
38	Best Buy	Epson - EcoTank ET-4850	12	\$499.99	\$5,999.88	One-time Expense	07/2022
39	TMobile	HotSpots	12	\$90.00	\$1,080.00	One-time Expense	06/2022
40	TMobile	HotSpots - Plan	12	\$50.00	\$600.00	One Month of Service	06/2022
41		Lodging - Senior Leadership Development	4	\$750	\$3,000	One-time Expense	07/2023
42	Office Depot	Martin Yale® P7200 Tabletop Letter Folder	2	\$399.99	\$799.98	One-time Expense	08/2022
43		Master Teacher Professional Development	1	\$3,500.00	\$3,500.00	One-time Expense	01/2023
44	Best Buy	Meeting Owl Pro 360	4	\$999.99	\$3,999.96	One-time Expense	07/2022
45	Monday.com	Monday.com Pro Licenses	20	\$57.60	\$1,152.00	Annual	06/2022
46	Monday.com	Monday.com Pro Licenses	20	\$57.60	\$1,152.00	Annual	03/2023
47	Monday.com	Monday.com Pro Licenses	20	\$57.60	\$1,152.00	Annual	03/2024
48		Professional Development for Area Coordinators and Club Directors	1	\$5,000.00	\$5,000.00	One-time Expense	06/2022
49	Advantec ConsultingGroup	Remote management software on laptops (Atera)	1	\$3,000.00	\$3,000.00	One-time Expense	07/2022
50		Senior Leadership Development	8	\$4,905.00	\$39,240.00	One-time Expense	07/2023
51	Server Supply	Switch Upgrade to Cisco Switch 48 portswitch cost and installation cost	1	\$10,000.00	\$10,000.00	One-time Expense	01/2023
52	Best Buy	Tablet	17	\$195.99	\$3,331.83	One-time Expense	06/2022

6c. Proposed Draw Schedule

	A	B	C	D	E	F	G
1	Draw Schedule						
2	Organization	New Horizons of SWFL		Project Name	Professional and Technical Development for Leaders of Under-Resourced Students		
3				Contract Price	\$213,786.46		
4							
5	Draw No.	Est. Draw Date	Percentage	Amount	Description of Purchases		Status
6	1	6/30/22	40%	\$85,515	HotSpots, HotSpots - Plan, Tablet, Camera, Computer Monitors, Monday.com Pro Licenses, Professional Development for Area Coordinators and Club Directors, Meeting Owl, Epson - EcoTank, Epson - Ink Bottle, Computers - Staff, Computers - Admin, Remote management software on laptops (Atera), Cell Phones, P7200 Tabletop Letter Folder, Cell Phone Plan		
7	2	9/30/2022	2%	\$4,275.73	Cell Phone Plan		
8	3	1/31/2023	29%	\$61,998.07	Cell Phone Plan, Computers - Students, Switch Upgrade, Master Teacher Professional Development, Monday.com Pro Licenses		
9	4	4/30/2023	2%	\$4,275.73	Monday.com Pro Licenses, Cell Phone Plan		
10	5	7/31/2023	21%	\$44,895.16	Cell Phone Plan, Senior Leadership Development, Lodging - Senior Leadership Development		
11	6	10/31/2023	2%	\$4,275.73	Cell Phone Plan		
12	7	1/31/2024	2%	\$4,275.73	Cell Phone Plan, Monday.com Pro Licenses		
13	8	4/30/2024	1%	\$2,137.86	Cell Phone Plan		
14	9	7/31/2024	1%	\$2,137.86	Cell Phone Plan		
15	Final	10/31/2024	100%	\$213,786.46	Cell Phone Plan		

6d. Reporting Schedule for Outcomes Achieved

Reporting Period/Frequency	Report Date	Report Type
June 1, 2022 – September 30, 2022	October 15, 2022	Expenditures
October 1, 2022 – December 31, 2022	January 15, 2023	Expenditures
January 1, 2023 – March 31, 2023	April 15, 2023	Expenditures
April 1, 2023 – June 30, 2023	July 15, 2023	Expenditures
July 1, 2023 – September 30, 2023	October 15, 2023	Expenditures
October 1, 2023 – December 31, 2023	January 15, 2024	Expenditures
January 1, 2024 – March 31, 2024	April 15, 2024	Expenditures
April 1, 2024 – June 30, 2024	July 15, 2024	Expenditures
July 1, 2024 – September 30, 2024	October 15, 2024	Expenditures
October 1, 2024 – December 31, 2024	January 15, 2025	Expenditures
June 1, 2022 – December 31, 2022	January 15, 2023	Outcomes (progress)
January 1, 2023 – June 30, 2023	July 15, 2023	Outcomes (first year)
July 1, 2023 – December 31, 2023	January 15, 2024	Outcomes (progress)
January 1, 2024 – June 30, 2024	July 15, 2024	Outcomes (second year)
July 1, 2024 – December 31, 2024	January 15, 2025	Outcomes (final)

7. Budget Narrative

New Horizons of SWFL seeks funding to begin a professional development program for its employees, including acquiring updated technology. The Director of Operations will purchase items according to the monthly spending plan. Most items will be purchased in year one, although there are a few recurring (monthly and annual) costs for services. Funds have been calculated to be expended before December 31, 2024.

Item	Total Cost	Description
Supplies and Equipment		
1 Camera	\$ 599.00	In the past, New Horizons has relied on donated cameras and personal cell phones in order to take pictures. The donated cameras typically use outdated technology while taking pictures on personal cell phones uses staff members' personal storage capacity. The cost listed is for the average cost of an entry level DSLR.
30 Cell Phones	\$ 5,999.70	Staff members communicate with families, schools, churches and other community partners on a daily basis. While we have an office phone located at our administrative office in Bonita Springs, our distributed staff uses personal cell phones to make calls and take pictures for marketing use. This poses a risk to New Horizons and also causes staff to use data and storage that should be reserved for personal use. The cost listed is for 30 REVVL phones at \$199/each.
15 Computer Monitors	\$ 3,149.85	Staff efficiency can increase with the ability to use a second screen instead of constantly switching between tabs on a laptop. This would cover the cost of 15 monitors @ \$209.99/each
10 Computers - Admin	\$ 15,999.90	Administrative staff often need to multitask, using various forms of software at once while running emails, designing collateral or conducting Zoom meetings. Right now, all staff are using the same style of computer as the students, which severely hinders productivity and morale. This would cover the cost of 10 admin computers @ \$1,599.99/each

40 Computers - Staff	\$ 33,199.60	<p>Program staff currently use the same style of computers as the students. Since the student computers only need to run one program at a time, this hinders performance when trying to do the same thing at the staff level. This would allow us to purchase computers for staff that have a higher performance than they currently have, boosting staff morale and productivity. 40 staff computers at \$829.99/each</p>
12 Epson Ecotank Ink	\$ 731.76	<p>This would provide ink for the 12 Epson Ecotank Printers. 12 ink bottles at \$60.98/each</p>
12 Epson Ecotank Printer	\$ 5,999.88	<p>Although there is a central printer located at the administrative office, staff sometimes need to print smaller print jobs while at the club. These are the kind of jobs that can't be planned ahead of time, so staff need to have printers at each of their sites. While clubs currently have a range of donated printers, it is difficult to maintain the variety of printer types and the ink costs are expensive. This printer would help save on ink. This would cover the cost of 12 Epson ecotank printers at \$499.99/each</p>
12 HotSpots	\$ 1,080.00	<p>Many New Horizons students rely on internet services provided at the clubs and do not have internet access at homes. When clubs are closed, which has happened several times since 2020, this prevents students from attending virtual clubs, accessing their schoolwork and practicing on the computer lab. The hotspots will allow us to extend internet services in times such as these. The cost is for the purchase of 12 devices x \$90/device</p>
2 Martin Yale Tabletop Letter Folder	\$ 799.98	<p>New Horizons regularly mails donation solicitations to supporters, and all of this has been done in-house with the help of staff and volunteers. We saw fewer volunteers during the pandemic, but our mailing list has grown to about 3,500 people. The letter folder would eliminate time spent manually folding each of the letters. 2 letter folders x \$399.99/each</p>

4 Meeting Owl Pro	\$ 3,999.96	New Horizons regularly hosts hybrid staff and stakeholder meetings, with some attending in person and some virtually. It currently isn't possible for virtual meeting participants to see or hear all of the attendees in a room using the computer's built-in webcam. This device will make it possible to give each meeting participant a platform when speaking, allowing for more effective meetings moving forward. The cost is for 4 devices at \$999.99/device
17 Tablets	\$ 3,331.83	Volunteer tutors check in and out to track their hours spent at the club. Currently, this checkout process is cumbersome: We use donated laptops that are slow and require the club director to repeatedly input a password whenever a volunteer mistakenly closes the laptop. The tablets will speed up the process and better serve both volunteers and staff. 17 tablets @ \$195.99/each
100 Computers - Students	\$ 44,999.00	Performance in the computer lab is hindered by outdated computers that cause the software to run slowly. This would cover the cost of 100 new student computers at \$449.99 each
1 Switch Upgrade to Cisco Switch + Installation	\$ 10,000.00	Network switches are essential to any company network. Switches connect devices to the same system within an office, including computers, printers, wireless access points and servers. This would provide us with security benefits such as the ability to monitor and control the network to shut down active threats, protection for data, control, and management plan. This would cover the average cost of a switch and installation.

Other Software

20 Monday.com Pro Licenses (3 years)

\$ 3,456.00

New Horizons has always had a distributed team, with a small group of administrative staff working at the office and programmatic staff at their individual sites. Communication between each of these sites has sometimes been difficult, an issue that was highlighted by the pandemic. These licenses will allow staff access to use a project management system that will keep information flowing and everyone on track. The cost is for 20 Pro licenses at the nonprofit discount price of \$57.60/person/year. 20 licenses x \$57.60 x 3 years

1 Remote Management Software on Laptops

\$ 3,000.00

New Horizons currently has 12 program locations across four cities and one IT staff member. The remote management software will increase the longevity of our devices by being able to regularly update and verify the health of the 320 student laptops that are in use. It will also allow the staff member to troubleshoot multiple issues should they happen at different locations simultaneously. The cost is for one year of the software and setup.

Program and Operating Expenses

31 Monthly Cell Phone Plan Payments

\$ 26,100.00

This item will provide service to the company-issued cell phones for a period of three years, eliminating the need for staff to use their own devices and give out personal information. 30 devices x \$30/month/device x 29 months

12 HotSpot Plans for one Month

\$ 600.00

Many New Horizons students rely on internet services provided at the clubs and do not have internet access at homes. When clubs are closed, which has happened several times since 2020, this prevents students from attending virtual clubs, accessing their schoolwork and practicing on the computer lab. The hotspots will allow us to extend internet services in times such as these. The cost is for 12 hotspots receiving one month of service 12 devices x \$50/month

Training and Technical Assistance

1 Professional Development Contract for Area Coordinators	\$ 5,000.00	This training will teach strategies on improving outcomes for disadvantaged students and families. It includes a lunch'n learn, four quarterly sessions and six touch-base meetings. The cost is \$5,000 for a full year of services.
1 Master Teacher Professional Development	\$ 3,500.00	This training will teach best practices in areas such as classroom and student management, tutoring techniques and building trust and respect with students. This will also be a train the trainer model, so that part-time staff can also benefit from the training. The cost is a \$3,500 flat rate for the year.
1 Senior Leadership Development	\$ 39,240.00	Positive relationships with families, volunteers, community partners, financial supporters and other stakeholders are all extremely integral to the success of our students. The Disney Institute Leadership Training will give New Horizons leaders a holistic perspective of how Disney leaders approach a specific business topic and allow us to begin applying these principles to our organization. 8 people x \$4905/person
Other		
4 Nights Lodging - Senior Leadership Development	\$ 3,000.00	The senior leadership development training takes place over 3.5 days in Orlando, FL and does not include lodging. Eight seniors staff members would need lodging. The cost is calculated at 4 rooms x \$187.50/night x 4 nights

Annual Operating Budget

REVENUE		
	Fundraisers	
602	Luncheon	100,000
602	Gala	300,000
602	Other, not detailed	-
	Total Fundraisers	400,000
	Contributions	
601	Annual Appeal	400,000
601	Private Donations	1,449,000
601	Community Events	45,000
601	Corporate Sponsorship	70,000
	Total Contributions	1,964,000
603	Grants	900,000
601.1	Restricted Contributions	12,500
	All other revenue	-
	Total Revenue	3,276,500
EXPENSES		
870/871 / 860/820	Staff, payroll taxes, benefits, training	2,690,000
801	Accounting Fees	8,000
804/884	Transportation	80,000
808	Activities	40,000
809	Aid to Families	2,500
810	Consulting Expense	24,000
828	Depreciation Expense	60,000
829	Due and Subscriptions	2,500
840	Fundraising Expenses	100,000
847/868	Building/Utilities/Security/Tr	102,000
849	Computers/IT	23,900
852	Marketing	4,000
857	Office Expense	2,500
861	Printing	6,700
863	Postage and Delivery	3,100
865	Professional Fees	30,000
867	Refreshments	32,500
872	Scholarship Expense	10,000
877	Educational Materials	35,000
866/892	Bernwood Rent/Utilities	50,000
853	Merchant Fees	6,400
	Other, not detailed	23,400
	Total Expenses	3,336,500
		(60,000)
		3,276,500

11c. Key Project Staff

Name	Title	Duties and Qualifications
Dr. Linda M. Cunning	Executive Director	<p>The organization is spearheaded by the Executive Director, Dr. Linda M. Cunning. Linda is a recent PhD graduate from Columbia International University. Her doctorate degree is in Educational Leadership. She also holds a Master of Arts in Organizational Leadership and a Bachelor of Arts in Family Life Education from Spring Arbor University and an Associate's Degree in Early Childhood Education from Owens Community College. She began her career in the classroom teaching young children and soon became an administrator, which led to a career in which she has held many leadership positions. Will recommend and approve trainings and guide the Director of Programs in suggested professional development areas</p>
Debbie Bedard	Director of Administration	<p>Director of Program Administration, Debbie Bedard, has a Bachelor of Science in Home and Family Life/Child Development, with a Minor in Social Work, from Florida State University. She has over 25 years of experience working with children in educational settings and managing children's educational programs. Provides and maintains the Human Resources aspect of New Horizons to include feedback about staff morale, staff retention and other aspects that would result from a staff development program. Will send out feedback surveys to stakeholders to measure the effectiveness of the project.</p>
Andrea Holley	Director of Programs	<p>Holley manages an Area Coordinator for each area served in Lee and Collier Counties and the Club Directors for each of the 12 program sites. Builds and reviews the yearly logic models, staff training and professional development. Will work with trainers to ensure a positive outcome with staff development. Will ensure that club directors are documenting metrics to measure the effectiveness of the project.</p>
Liz Becerra	Director of Operations	<p>Assists executive director in the financial oversight of the project. Oversees IT department head and guides where necessary. Will work with the IT department head to ensure that all IT and updated technology needs are met to ensure the effectiveness of the project.</p>

Budget Template

Notice of Funding Availability #ARP3.3ED

Complete **ONLY BLUE** fields. Do not edit grey fields.

Year 1 (June 1, 2022 - December 31, 2022)		
Eligible Costs	Quantity AND Description (max 400 characters)	Annual Assistance Requested
1. Staff Costs (separate quantity and description for each position)		
2. Supplies and Equipment (I.E. Computers, hardware, phones, furnishings, etc.) (separate quantity and description for each item)	1 Camera	\$ 599.00
	30 Cell Phones	\$ 5,999.70
	15 Computer Monitors	\$ 3,149.85
	10 Computers - Admin	\$ 15,999.90
	40 Computers - Staff	\$ 33,199.60
	12 Epson Ecotank Ink	\$ 731.76
	12 Epson Ecotank Printer	\$ 5,999.88
	12 HotSpots	\$ 1,080.00
	2 Martin Yale Tabletop Letter Folder	\$ 799.98
	4 Meeting Owl Pro	\$ 3,999.96
3. Other software (i.e. Zoom, financial management, etc.) (separate quantity and description for each item)	17 Tablets	\$ 3,331.83
	20 Monday.com Pro Licenses	\$ 1,152.00
	1 Remote Management Software on Laptops	\$ 3,000.00
4. Program and Operating Expenses (Costs associated with the provision of services. Including, but not limited to building lease, computer and telephone services, vehicle costs, etc.)	5 Monthly Cell Phone Plan Payments	\$ 4,500.00
	12 HotSpot Plans	\$ 600.00
5. Training and Technical Assistance (separate quantity and description for each item)	1 Professional Development Contract for Area Coordinators	\$ 5,000.00
6. Administrative Expenses - Max of 5% of total project request (i.e. A portion of CEO staff salary, contract or accounting staff, payment to consultant for accounting or payroll services) (separate quantity and description for each item)		
7. Other		

8. Other		
Subtotal Requested		\$ 89,143.46

Admin Requested (max of 5%)	
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Total Amount Requested Year 1 (2022)	\$ 89,143.46
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Year 2 (January 1, 2023 - December 31, 2023)		
Eligible Costs	Quantity AND Description (max 400 characters)	Annual Assistance Requested
1. Staff Costs (separate quantity and description for each position)		
2. Supplies and Equipment (I.E. Computers, hardware, phones, furnishings, etc.) (separate quantity and description for each item)	100 Computers - Students	\$ 44,999.00
	1 Switch Upgrade to Cisco Switch + Installation	\$ 10,000.00
3. Other software (i.e. Zoom, financial management, etc.) (separate quantity and description for each item)	20 Monday.com Pro Licenses	\$ 1,152.00
4. Program and Operating Expenses (Costs associated with the provision of services. Including, but not limited to building lease, computer and telephone services, vehicle costs, etc.)	12 Monthly Cell Phone Plan Payments	\$ 10,800.00
5. Training and Technical Assistance (separate quantity and description for each item)	1 Master Teacher Professional Development	\$ 3,500.00
	1 Senior Leadership Development	\$ 39,240.00
6. Administrative Expenses - Max of 5% of total project request (i.e. A portion of CEO staff salary, contract or accounting staff, payment to consultant for accounting or payroll services) (separate quantity and description for each item)		
7. Other	4 Nights Lodging - Senior Leadership Development	\$ 3,000.00

8. Other		
Subtotal Requested		\$ 112,691.00

Admin Requested (max of 5%)	
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Total Amount Requested Year 2 (2023)	\$ 112,691.00
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Year 3 (January 1, 2024 - December 31, 2024)		
Eligible Costs	Quantity AND Description (max 400 characters)	Annual Assistance Requested
1. Staff Costs (separate quantity and description for each position)		
2. Supplies and Equipement (I.E. Computers, hardward, phones, furnishings, etc.) (separate quantity and description for each item)		
3. Other software (i.e. Zoom, financial management, etc.) (separate quantity and description for each item)	20 Monday.com Pro Licenses	\$ 1,152.00
4. Program and Operating Expenses (Costs associated with the provision of services. Including, but not limited to building lease, computer and telephone services, vehicle costs, etc.)	12 Monthly Cell Phone Plan Payments	\$ 10,800.00
5. Training and Technical Assistance (separate quantity and description for each item)		
6. Administrative Expenses - Max of 5% of total project request (i.e. A portion of CEO staff salary, contract or accounting staff, payment to consultant for accounting or payroll services) (separate quantity and description for each item)		
7. Other		
8. Other		
Subtotal Requested		\$ 11,952.00

Admin Requested (max of 5%)	
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Total Amount Requested Year 3 (2024)	\$ 11,952.00
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9. Performance Outcomes

Applicants must select at least ONE of the outcomes below and describe how the funds will be used to achieve the outcome, and how data will be tracked to measure progress toward the outcome.

Mark Selected Outcome(s)		Describe the how the outcome will be achieved and how data will be tracked to measure progress toward the outcome.
	Number of students participating in evidence-based tutoring programs.	
	75% of youth who complete the program will show an increase in 21st-century skills such as communication, teamwork, social skills, self-confidence, and analytical thinking.	
	65% of students who complete the program will demonstrate grade-level reading ability.	
	80% of students not on track to graduate will graduate high school	
	65% of students not planning on going to college or vo-tech, will be accepted into college or vo-tech school.	
<input checked="" type="checkbox"/>	55% of students enrolled in the program will graduate from high school with a plan to work or attend college	The professional development trainings will help empower staff to help students create a plan for the future. It is New Horizons' vision to see all of its students graduate from high school with a plan for their future. New Horizons' teen-focused programs help students to formulate these plans, and at College Bound students receive help with completing applications, researching scholarships and other necessary steps to reaching this goal. Progress will be tracked by school grades, parent/teacher conferences, student surveys and graduation rates.
	55% of participants will complete further education (college, technical school, or certificate program) after completion of program.	
	85% of participants will increase their digital literacy	
<input checked="" type="checkbox"/>	70% of youth who complete the program will increase their skill level in Reading, Language Arts, Math, or Science.	In the "Master Teacher Professional Development" training, club directors would receive quarterly training and support on best practices, including best-practice tutoring techniques. They will then mentor part-time staff at "train the trainer" sessions, creating a stronger team. The effects of applying these best-practice techniques will ultimately help students to improve their skill levels. Progress will be measured by pre- and post-tests in these areas, school grades, computer-based learning and student surveys.
	85% of youth who participate in at least 30 minutes of physical fitness activity will increase their physical fitness skills.	
	90% of participating youth will learn healthy behaviors as demonstrated by not becoming pregnant or fathering a child	
	45% of participants who are not involved in extracurricular activities will join upon completion of the program.	
<input checked="" type="checkbox"/>	80% of clients who complete the program will be able to improve soft skills. (communication, critical thinking, life skills)	Staff will receive training on vulnerable subgroups. When they are better able to understand our students, they will be more effective at finding ways to help them in the areas they need it most. Various components of New Horizons

		programs help students with their soft skills, including attending events, building relationships with volunteers and participating in learning modules that prepare them to build on these critical skills. Progress will be measured via surveys from students, their parents and their teachers.
	80% of clients who complete the program will be able to complete activities of daily living.	
	Other, please specify:	

10. Equity Outcomes

1. Describe how your project prioritizes economic and racial equity as a goal,

In the training “Learning Differently & Teaching Better: Master Strategies for Improving Outcomes for Disadvantaged Students & Families,” program staff will learn how to better serve students with a focus on four major vulnerable subgroups in K-12 education. The scope of the training series will focus on best practices in instruction and relationship building where it concerns:

1. Students from major racial and ethnic groups (Hispanic & Haitian in southwest Florida)
2. Economically disadvantaged students (Free and reduced lunch)
3. Children with disabilities (Exceptional Student Education 'ESE' & 504 plans)
4. English learners (native and foreign-born ELL/ESL/ESOL/LEP)

This ties in with one of New Horizons’ core values: embracing multicultural and multigenerational relationships. We offer our educational programs to all under-resourced youth, regardless of race, ethnicity, gender, or disability status. This helps us achieve our vision of seeing all under-resourced youth graduate from high school with a plan for the future. At the Super Kids and Teens Clubs, volunteers who come from diverse backgrounds build relationships with students by providing a safe space during their study sessions, which allows students to share about themselves and facilitates mentoring opportunities.

2. Name specific targets intended to produce meaningful equity results, and articulate the strategies to achieve those targets.

The dropout rate for under-resourced students is lower than the general student population. New Horizons focuses on several academic outcomes intended to keep students on track to graduate from high school. They include:

80% of Super Teens Club graduates enrolled in college, technical school or military service
80% of 3rd, 8th and 10th grade students have a FSA-ELA score of 3 or higher

Strategies to achieve these outcomes include tutoring, mentoring, individualized performance plans, individualized training in the computer lab, parent/teacher conferences and training on the importance of education.

3. Explain how your agencies overall equity strategy translates into the specific services or programs offered by your agency in the following Expenditure Categories (*answer all that apply*):

- a. **services to address health disparities and the social determinants of health,**

N/A

- b. **build stronger neighborhoods and communities (e.g., affordable housing),**

New Horizons is dedicated to making a long-term positive impact on our students, which we accomplish by taking a holistic approach to student success. This requires strong partnerships

with community businesses and organizations that can supplement the needs of our students. We build stronger communities by creating a network of supportive agencies to holistically address students' academic, social, emotional and physical needs. In addition, New Horizons has a dedicated group of diverse community volunteers, who serve as tutors and mentors to students. Under-performing students report feeling overwhelmed by homework and an inability to keep up with the work on their own. They do not have support at home to address these challenges. This is where adult mentors can play a critical role. When community members "buy-in" to the success of our students, stronger communities result.

- c. **address educational disparities (e.g., evidence based tutoring, community schools, and academic, social-emotional, and mental health supports for high poverty schools),**

New Horizons follows an evidence-based model to effective tutoring as reported by the U.S. DOE ("Evidence that Tutoring Works, 2001) that includes: coordination of materials with the classroom, training of tutors and frequent structured tutoring sessions. This, along with our delivery model of small group instruction and computer-based instruction, allows us to address the educational disparities that exist in the population we serve.

- d. **and promote healthy childhood environments (e.g., home visiting, child care).**

Creating healthy relationships with our students and families is important to New Horizons of SWFL. We ensure that clubs have a peaceful and inviting atmosphere. Program staff is instructed to learn the names of our students and always greet them with friendly voices, expressions, and gestures. They also ask students about their day at school, home, and/or work. It is our interest to gain the respect and trust from our families. We are here to give the students all of the tools needed to succeed. By gaining the families trust, it becomes easier to come together as a team to help the students with tutoring and mentoring.

With the support of program leaders, each club director conducts home visits with students' families as needed to ensure that students are progressing and to address any needs that a family may have. If a student is struggling with an issue at home, it will be more difficult to complete their homework and engage in tutoring at New Horizons' programs.

- 4. **Are intended outcomes focused on closing gaps, reaching universal levels of service, or disaggregating progress by race, ethnicity, and other equity dimensions where relevant for the policy objective?**

New Horizons' overall objective is to close the learning gap for under-resourced students by providing tutoring, mentoring and character-building opportunities. By doing so, students will recognize and reach their full potential in life, starting with graduating from high school with a plan for after graduation. Since 95% of our student/family population is Hispanic/Haitian, do not speak English at home and have an average income of \$21,600, it is our objective to support students in their academic progress, despite these traditional barriers to education.

Alignment with Community Goals

This project indicates New Horizons' investment in its employees, an important investment considering that 78% of employees consider professional development a significant factor in staying at a job (2016 Gallup Workplace poll). This will allow us to retain effective leaders in our community rather than have them relocate.

There is a community need for New Horizons' programming. In 2019, Florida dropped in ranking from 37 to 39 in the nation for the well-being (based on economic, education, health, family, and community) of its children (The Annie E. Casey Foundation Kids Count Data Center). The study showed that 15.9% of children under the age of 18 (nearly 45,000) were living in poverty in Southwest Florida. Of these children, 23,553 live in non-English speaking homes, making it difficult for parents to communicate with schools and social services. According to the 2019 Needs Assessment for Lee County, there is a need for improved graduation and post-secondary educational outcomes for Hispanic and Black students. When parents struggle to meet basic needs, there is no time to help their children learn to read in English or complete their homework. Because first-generation students do not have help at home with schoolwork or a role model to encourage them through school challenges, many choose to drop out. Without targeted intervention and education, the cycle of poverty will continue.

Ultimately, this project will help more students graduate from high school and become contributing members of our community. Our programs are specifically designed to reach under-resourced K-12 students (95% of our students are Hispanic or Haitian and have an average family income of \$21,600). It is our mission to help students recognize and reach their full potential and graduate from high school with a plan for the future. When our staff is positioned to serve students with adequate training and access to technology, better student outcomes will result. Graduates of our programs will move on to become contributing members of society, working at, volunteering at and patronizing local establishments. This creates a happier, healthier community.

Documentation of Evidence-Based Program Design

An Evidence-Based Program

The New Horizons model is based on high-quality strategies for effective tutoring as reported in research conducted by the U. S. Department of Education, which includes the coordination of materials with the classroom, training of tutors, and frequent, structured tutoring sessions. (U.S. DOE, "Evidence that Tutoring Works," 2001).

New Horizons focuses on the five essential components of reading as defined by the National Reading Panel: phonemic awareness, phonics, fluency, vocabulary development and reading comprehension. Our program incorporates the elements of effective interventions as determined in the 2007 report by the Florida Center for Reading Research: training in phonological awareness, decoding and word study; guided and independent reading of progressively more difficult texts; and engaging students in practicing comprehension strategies while reading text (Scammacca, Vaughn, Roberts, Wanzek, Torgensen "Extensive Reading Interventions in Grades K-3," FCRR, 2007).

The computerized academic component of the New Horizons of SWFL model uses the IXL online curriculum for our students to achieve measurable outcomes in their reading, language arts, and even some math skills. IXL provides individual learning through their comprehensive curriculum, real-time diagnostics, personalized guidance for the student, and actionable diagnostics. What this provides is content that supports any of the lessons we are working with specifically for each student. IXL can pinpoint where a student's knowledge is and knows exactly where to go to help improve the student's knowledge and understanding. IXL also gives our staff real time analytics to know where to go and how to help each student. This tool is an invaluable component of IXL given the evidence in favor of interim assessments and their effectiveness in promoting learning (Carlson, D., Borman, G. D., & Robinson, M. (2011). A multi-state district-level cluster randomized trial of the impact of data-driven reform on reading and mathematics achievement. *Educational Evaluation and Policy Analysis*, 33, 378-398).

The Research Design

Instructional strategies used in our program are based on scientific research for effective instruction with diverse student populations. Using assignments given each day/week by the club director, students are given opportunity to practice skills with direction and also independently with scaffolding support. Because many of our students are Limited English Proficient learners, using visuals, graphic organizers, total physical response, ensuring understanding of vocabulary, role playing and manipulatives are critically important. Effective questioning allows for positive feedback and has been shown to increase student performance in reading in a study of high poverty schools (Stronge, Popp, Grant, "Effective Teachers of At-Risk and Highly Mobile Students: A Review of Literature," NCHS, 2007).

The 2007 Florida Center for Reading Research report states that increasing the intensity of instruction is critical to the success of any program hoping to improve reading achievement. Based on scientific research of diverse student populations, our program increases the intensity of reading instruction through small group tutoring that targets the specific needs of the

students. Students are provided more opportunities for individual response and feedback in a positive and supportive atmosphere (Center on Instruction. "Intensive Reading Interventions for Struggling Readers in Early Elementary School: A Principal's Guide," RMC Research Corp., 2006).

Metacognitive strategies are provided through direct instruction empowering students to monitor their comprehension (Armbruster & Osborn, "Put Reading First: The Research Building Blocks for Teaching Children to Read," 2001). A variety of trade books are available to encourage self-selected reading. Our program incorporates the elements of effective interventions as determined in a 2007 report by the Florida Center for Reading Research. They include training in phonological awareness, decoding, and word study; guided and independent reading of progressively more difficult texts; writing exercises; and engaging students in practicing comprehension strategies while reading text (Scammacca, Vaughn, Roberts, Wanzek, Torgensen "Extensive Reading Interventions in Grades K-3", FCRR, 2007).

Delivery Model

The New Horizons service delivery model includes small group instruction, cooperative learning and computer-based instruction. Following evidence-based practices, New Horizons trains tutors who then receive ongoing support from the staff. Tutoring sessions are well-structured and are held four days per week. The student to tutor ratio is low, generally 1:2 for elementary and 1:6 for middle/high school. (U.S. DOE, "Evidence that Tutoring Works," 2001)

Tutoring provides positive feedback and has been shown to increase student performance in reading, based on a study of high poverty schools (Stronge, Popp, Grant, "Effective Teachers of At-Risk and Highly Mobile Students: A Review of Literature", NCHE, 2007). One of the critical aspects of this program is that it is based on strategies for effective tutoring as reported by the U.S. Department of Education (Evidence that Tutoring Works, 2001) which includes coordination of materials with the classroom, training of tutors and frequent structured tutoring sessions. Super Kids and Super Teens Club provide students with adult role models and the encouragement and practical support they need to succeed academically to transition to middle school.

The New Horizons program includes computer-based instruction in our computer lab using IXL learning software, which assesses each student and provides individualized phonics, vocabulary and comprehension lessons based on Florida's Sunshine State Standards. The computer lab supports and reinforces small group instruction. In a 2007 study measuring the benefits of computer-aided instruction (CAI) for 1,585 participants, students receiving CAI scored 26% higher than their classmates (Barrow, Markman, Rouse "Technology's Edge: The Educational Benefits of Computer-Aided Instruction," FRBC, 2007) .

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: JUN 17 2008

NEW HORIZONS OF SOUTHWEST OF
FLORIDA INC
PO BOX 111833
NAPLES, FL 34108-0000

Employer Identification Number:
11-3678086
DLN:
17053145713048
Contact Person:
SHAWNDEA KREBS ID# 31072
Contact Telephone Number:
(877) 829-5500
Public Charity Status:
170(b)(1)(A)(vi)

Dear Applicant:

Our letter dated May 2003, stated you would be exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code, and you would be treated as a public charity, rather than as a private foundation, during an advance ruling period.

Based on the information you submitted, you are classified as a public charity under the Code section listed in the heading of this letter. Since your exempt status was not under consideration, you continue to be classified as an organization exempt from Federal income tax under section 501(c)(3) of the Code.

Publication 557, Tax-Exempt Status for Your Organization, provides detailed information about your rights and responsibilities as an exempt organization. You may request a copy by calling the toll-free number for forms, (800) 829-3676. Information is also available on our Internet Web Site at www.irs.gov.

If you have general questions about exempt organizations, please call our toll-free number shown in the heading.

Please keep this letter in your permanent records.

Sincerely yours,



Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Letter 1050 (DO/CG)