Program Goal

Target Population

Pace utilizes a genderresponsive, traumainformed, strength based approach to providing educational and social services for at-risk girls to improve academic performance. reduce high risk behaviors and to help them develop the skills to lead productive and engaged lives in the community

Pace Program Model

Girls:

- Ages 11-17 years
- Residing in Florida
- Demonstrate at least 3 risk factors associated with increased likelihood of delinquency, including:
 - o History of trauma or abuse
 - o Academic failure
 - High risk sexual activity
 - o Substance use
 - Aggressive behavior
 - Involved with the court or protective services
 - Runaway or in unstable family situations
- Completed initial needs assessment (INA)

Program Components

Case Management & Counseling

Assessment, Goal Setting and Plan Development

- o Based on completed INA prior to enrollment, minimum of 1 meeting with counselor within the first 30 days to develop ONA [ongoing needs assessment].
- Counselor and girl develop individual care plan (ICP), identifying academic and career goals and needed supports

Ongoing Counseling and Case Management

- o Counselor coordinates and monitors progress on the ICP and updates the ONA every 6 months
- o Counselor provides individual counseling and crisis intervention for a minimum of 1 hour bi-weekly
- o Counselor conducts initial home visit within the first 30 days and maintains monthly contact with family through home/office visits, telephone contact and monthly progress reports
- o Counselor make referrals, advocate for access and monitors progress with external service providers for girl and her family as appropriate

• Transition Planning

o Transition plan developed within a period of thirty (30) prior to program completion, identifying follow-up goals and plan of action around education, career and life planning

Academic Support Services

• Assessment, Goal Setting and Plan Development

o Education staff conduct baseline assessment in reading and math using STAR and the INA to develop Individual Academic Plan (IAP) and use CHOICES assessment tool within 15 days of enrollment to develop a roadmap for success in post-secondary education and/or careers

Academic Advising and Support Services

- Education staff review and monitor progress on IAP and career goals bi-weekly and update every nine (9) weeks
- o Education staff provide ongoing individual and/or group academic remediation and support services on a daily basis aligned with the IAP goals, school requirements and career goals

• Academic Instruction

o Daily individualized middle and high school instruction provided by certified teachers in an all-girls classroom setting with a maximum teacher to girl ratio of 1:14

Girl-Centered Social, Emotional, Career and Life Skill Development

- Group instruction, provided by a counselor/teacher for 45 minutes/day, 5 days/week for a minimum of two (2) semesters, utilizing **SPIRITED GIRLS!**, a gender responsive, strength based life management curriculum, focused on promoting healthy development and behaviors in key developmental domains (emotional, relational, physical, spiritual, sexual and intellectual) and providing school to work readiness instruction
- Psycho-educational small groups of 8-12 girls, meeting twice/month for 45 minutes for duration of program
 participation and led by a trained facilitator to support girls to increase their knowledge, decision or coping
 skills related to risk and protective factors
- Community Volunteer Service: Once per semester, girls engage in one community service project
- Monthly recognition to celebrate achievements and provide incentives for continued progress

Follow Up

• Follow-up services as needed, by phone, email and/or in- person, monthly for first three (3) months post program completion, then quarterly for twelve (12) months post program completion

Outcomes:

Expected

Outcomes

Interim Outcomes

- Enrolled in traditional, vocational or alternative education setting
- Maintain attendance
- Advance to next grade based on credits/grades
- Demonstrate increased selfefficacy and prosocial coping
- Decrease in:
 - risky sex behavior
 - o illicit substance use
 - juvenile or criminal justice involvement
 - o disciplinary action in educational setting (e.g. suspensions, expulsions

Outcomes

- Graduate high school/GED
- Enroll in postsecondary education
- Obtain & maintain employment
- No involvement in the criminal justice system