***21st Century Community Learning Centers 2018-2019 Request for Application***

**Miracle 2: Southwest Florida Workforce Development Board**

**5.1. Project Abstract**

Miracle 2 (M2), in Immokalee, Florida, serves 471 at-risk students at four Title I schools: Highlands Elementary, Village Oaks Elementary, Immokalee Middle and Immokalee High Schools with high quality activities that support Florida’s standards; offer enrichment; and, engage families in educational and personal development opportunities which occur in students’ day schools to ensure familiarity and access. M2 focuses on underachieving students in grades 3-12 and addresses students’ unmet academic and personal development needs. Primary academic goals are to increase proficiency in reading, math and science and the enrichment goals of visual arts, personal leadership and drop-out prevention.

**5.2. Continuing Improvement**

SFWDB has a history of providing quality afterschool programming to Immokalee students. Program data shows increases in student achievement and a high degree of student and parent satisfaction. This reputation has been maintained through careful consideration to student needs. Miracle student data is collected and analyzed to aid in program improvements. On-going, varied evaluation has yielded continuous progress and consistent results. Evaluations based on program visits and data are utilized to assist with enhancements and modifications.

The Miracle 2017-2018 formative assessment report was conducted based on student baseline and end of year data. The results indicate gains in both academic and enrichment subject areas. Data also revealed that a large percentage of third and fifth grade students were performing below grade level benchmarks in language arts, math and science. It was recommended that instructional plans be developed for students who are struggling to improve grade level performance. These findings resulted in program modifications for the 2017-2018 program year. Changes include a greater focus on grade level benchmarks in language arts and intensified reading and writing activities. Students will attend small group tutoring sessions based on need and teacher recommendations. To ensure students are reaching grade level standards in math and science, a greater emphasis has been placed on STEM instruction. Students will also receive science and math small and large group tutoring. It was also recommended that additional efforts be applied to reaching students that are not engaged in after school activities at the secondary level. At the middle school level, science and language arts small group tutoring will continue to be provided High school students will be offered English, science, and math tutoring along with FSA Prep course.

To provide students with support outside of the academic realm, 6YFN (6 Years From Now – the secondary component of Miracle) includes a counseling component to extend the program’s focus on drop-out prevention and growth mindsets. Continual improvements are made to ensure sustained student development and growth.

**5.3. Program Evaluation**

Miracle’s evaluator is a well-qualified, independent assessor with over 15 years of experience in grant writing, administration and evaluation (including years of 21st CCLC programs.) Selection criteria included prior experience, recommendations and negotiated rate.

The evaluator employs a variety of instruments including the self-administered Florida Standards for Quality Afterschool Program Assessment. The evaluation plan is designed to ensure Miracle makes continuous progress toward achieving its objectives. The Evaluation Table on the following pages outlines the methods and timeline for data collection, responsibility for the collection of data, and specific measures and benchmarks for monitoring progress. Both ensure timely and effective analysis of data with the least disruption to program operations.

The Miracle evaluation plan is based on CIPP (Context, Input, Process, Product) Evaluation Model (Stufflebeam, 1966, 2002) used to guide both formative and summative evaluations of projects and is founded on the belief that the primary purpose of evaluation is to improve. Evaluation activities are designed to (a) identify the strengths and weaknesses of the program in addressing academic achievement and enrichment outcomes; (b) determine if project objectives are met; and, (c) identify areas where improvement is necessary to ensure continuous improvement and support informed decision-making.

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| 1. **Program Objectives**   **NOTE: *“****regularly participating students” are those attending 30 days or more* | 1. **Program**   **Activities** | **(3) Specific Measures and Data Sources** | **(4) Person Responsible for Data** | **(5) Timeline** | **(6) Benchmarks for Assessing Progress** |
| **English Language Arts Academic Objective : Report Card Grades** | | | | | |
| 1.1) 40% of regularly participating students will maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents) in **English Language Arts** | * Homework assistance * Tutoring * PBLs * Supplemental resources (e.g.,   targeted software) | Source: District/StopWatch   * Report card grades | Collected by Site Coordinator  Analyzed by  Evaluator | Baseline: Oct 2015  Formative: Feb 2016  End of Year:  June 2016 | Comparative progressive data analysis of students |
| **English Language Arts Academic Objective: Florida Standards Assessment** | | | | | |
| 2.1) TBD | * Homework assistance * PBLs * Supplemental resources * Computer based programs | Source: District/StopWatch   * FSA | Collected by Site Coordinator  Analyzed by  Evaluator | Baseline: Sep 2015  End of Year:  June 2016 | Comparative progressive data analysis of students |
| **Mathematics Academic Objective: Report Card Grades** | | | | | |
| 1.2) 40% of regularly participating students will improve to a satisfactory level or above in **mathematics**, or maintain a high grade across the program year. | * Homework assistance * Tutoring * PBLs * Supplemental resources (e.g.,   targeted software) | Source: District/StopWatch   * Report card grades | Collected by Site Coordinator  Analyzed by  Evaluator | Baseline: Oct 2015  Formative: Feb 2016  End of Year:  June 2016 | Comparative progressive data analysis of students |
| **Mathematics Academic Objective: Florida Standards Assessment** | | | | | |
| 2.2) TBD | * Homework assistance * PBLs * Supplemental resources * Computer based programs | Source: District/StopWatch   * FSA | Collected by Site Coordinator  Analyzed by  Evaluator | Baseline: Sep 2015  End of Year:  June 2016 | Comparative progressive data analysis of students |
| **Science Academic Objective: Report Card Grades** | | | | | |
| 1.3) 40% of regularly participating students will improve to a satisfactory level or above on **science**, or maintain a high grade across the program year. | * Homework assistance * Tutoring * PBLs * Supplemental resources (e.g., * targeted software) | Source: District/StopWatch   * Report card grades | Collected by Site Coordinator  Analyzed by  Evaluator | Baseline: Oct 2015  Formative: Feb 2016  End of Year:  June 2016 | Comparative progressive data analysis of students |
| **Science Academic Objective: Florida Standards Assessment** | | | | | |
| 2.3) TBD | * Homework assistance * PBLs * Supplemental resources * Computer based programs | Source: District/StopWatch   * FSA | Collected by Site Coordinator  Analyzed by  Evaluator | Baseline: Sep 2015  End of Year:  June 2016 | Comparative progressive data analysis of students |
| **Objective 3: Personal Enrichment - Personal Leadership (positive character traits)** | | | | | |
| 3) 40% of regularly participating students will improve their application of positive character traits as measured by perceptual survey (student). | * Covey “7 Habits” principles implemented | Data Source: Program-surveys; monthly evaluations   * Perceptual Survey (student) | Collected by Site Coordinator  Analyzed by Evaluator | Baseline: Oct 2015  Formative: Feb 2016  End of Year:  June 2016 | Pre-, mid- and post-- surveys |
| **Objective 4: Personal Enrichment - Performing and Creative Arts** | | | | | |
| 4) 40% of regularly participating students will improve their engagement in visual/performing arts as measured by authentic assessment. | * PBLs delivered by UAC artists | Source: Program - unit assessments   * Pre- and post- assessments and/or student surveys | Collected by Site Coordinator  Analyzed by  Evaluator | Collected after each Arts PBL:  Baseline: Oct 2015  Formative: Feb 2016  End of Year:  June 2016 | Pre and post-assessment |
| **Objective 5: Personal Enrichment – Drop-out Prevention/Career Readiness (Middle/High Programs)** | | | | | |
| 40% of participating students will improve their engagement in career exploration as measured by pre-post assessment | * PBL units in collaboration with Massive U and iTech | Pre- and post-assessments | Collected by Site Coordinator  Analyzed by  Evaluator | Collected after each PBL:  Baseline: Oct 2015  Formative: Feb 2016  End of Year:  June 2016 | Pre and post-assessment |
| **Objective 6: Adult Family Member Performance** | | | | | |
| 5) 10% of participating family members will improve their parenting skills as measured by perceptual survey (parent) | * Family literacy /informational nights – 6x/year | Data Source: Program   * Participation records * Perceptual survey (parent) | Collected by Site Coordinator  Analyzed by  Evaluator | Collected 6x/year  Baseline: Oct 2015  Formative: Feb 2016  End of Year:  June 2016 | Analysis of participation and survey results citing value added components |

Formative evaluation (including baseline, mid- and end-of-year (EOY) reporting) activities will include: (1) first two weeks baseline, mid- and end-of-year data for each objective including the particular quantitative measures for academic and enrichment program elements; (2) Periodic classroom observations to assess the extent of active and engaged student learning, demonstration of leadership skills and quality of PBL implementation; (3) baseline, mid and EOY assessment of school culture including data on student leadership, efficacy, professional development, collegial support and unity of purpose; (4) baseline, mid- and EOY reviews of documents compiled by project participants including a statement of goals and progress, achievement data and associated participant data; and, (5) In years 1, 3 and 4, End-of-Year reports will serve to guide decisions about the subsequent year’s program.

Summative evaluation in Years 2 and 5 will include: (1) analysis of the specific data collection to assess the overall success and progress toward stated objectives during the first 2 years at the end of year 2 and for all five years in year 5; and, (2) comprehensive written report that includes student attendance and enrollment rates, levels of achievement for each program objective, assessment of the overall operations, a final partnerships table, teacher surveys on each student, student and parent satisfaction surveys, and recommendations based on findings.

Miracle evaluation also includes a specific Project Based Learning Process Assessment. The evaluation for PBL is developed in two parts: 1) process to determine the extent that Miracle’s PBLs are conducted consistent with the research; and, 2) learning assessment to determine the extent PBLs result in authentic learning, both in academic and soft skills (21st Century Skills including creativity and innovation, critical thinking, problem solving, communication and collaboration).

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| **Evaluation Question** | **Strategy** | **Data Collection Process** |
| To what extent does the PBL demonstrate the four primary indicators of student engagement? | Scale: 1-Lacks Essential Features; 2-Needs Further Development; 3- Incorporates Best PBL Practices  Indicators: Vision, Tasks, Assessment, Models, Strategies | Site visits to complete the BIE PBL assessment rubric (minimum of four PBLs during the year); compare with teacher and student rubric results to determine the level of integrity and accuracy |
| **Analytic Method** | | |
| The PBL Process evaluation includes both quantitative and qualitative data analysis techniques that will be used to address each evaluation question. Results will be shared with site coordinators, lead teachers, classroom teachers and staff so that the evaluation findings can be used to make improvements in the project. | | |

Findings and benchmarks of continuous improvement will be reported to stakeholders through regular newsletters, scheduled Advisory Board Meetings and the Miracle’s Website. Specific information that will contribute to improvement will be discussed between the evaluator, project director and the site coordinators regularly.

SFWDB has the capacity to collect the required evaluation data. SFWDB has a written agreement with the Collier County School District to allow access and collection of the appropriate data to be used for the 21st CCLC program’s comprehensive evaluation components including deliverables, formative and summative assessments, and data appropriate to the requests of the FLDOE and the U.S. Department of Education. SFWDB and the CCPS created an online data resource called StopWatch that is password accessible to the project director, project evaluator, site coordinators and lead teachers. StopWatch houses Miracle students’ academic, attendance, demographic, and Miracle’s custom PBL data.

The Miracle’s project and evaluation plan incorporates all the federal 21st CCLC Principles of Effectiveness per ESEA SEC. 4205(2): (1) objective data used to determine program need; (2) established set of performance measures; (3) research based evidence of activity effective-ness; (4) periodic evaluation (as described above); and, (5) use of evaluation to ensure continuous improvement.

**5.3.b Measurable Objectives and Assessments**

*Submitted web-based*

**5.4. Partnerships, Collaboration & Sustainability: 5.4.a. Community Notice**

The need to develop education safety nets for students continues to grow as academic standards and assessments simultaneously increase and are continuously redefined. The Miracle application is a result of the request of the education community – in particular, principals and their leadership teams. In the service provider community, SFWDB is part of a collaborative called “Great Programs Synergizing” (GPS) in which its Leadership Team monitors programs, recognizes gaps, and identifies resources to meet existing and emerging needs. In fall 2013, GPS endorsed the development and application of Miracle to fill an existing gap that aligns with the purposes of the 21st CCLC grant program. Meetings during the 2nd week of March, 2014, with school district administrators and specific site principals reaffirmed the need and desire to seek 21st CCLC grant funding. The intent to submit the Miracle application was also announced on the SFWDB and Alliance of Educational Leaders websites in March 2014, both of which provide instructions to access the application. The last step was repeated in April, 2015, to announce the RFA process.

**5.4.b 21st CCLC Advisory Board**

Miracle has created an advisory board that meets between 2 and 4 times annually. Members include site principals, lead teachers, parent and student representatives (at least 2 of each), designees of Immokalee out-of-school time providers, a school district administrator, an Immokalee Chamber member, an NCEF Foundation representative, and program staff. Board members are selected each year by site and program administration. At each meeting, the advisory board reviews data trends, offer recommendations/ input/resources, and hear both student and parent perspectives. Agendas include discussion of upcoming events, program needs, and sustainability.

**5.4.c Collaboration with Private Schools**

There are no private schools in Immokalee.

**5.4.d Partnerships**

Miracle’s primary partner is the Collier County Public Schools (CCPS) which provides school facilities and equipment at no cost, referrals and recruitment of targeted students, access to data as legally permissible (including student IEPs), inclusion of staff in District professional development and collaboration in the development of the Miracle program. Through CCPS, Miracle contracts District transportation and drivers (Level II clearance) for afterschool students and certified teachers. The District has created a specific software program for Miracle called StopWatch, which enables the project director and coordinators to access the data points necessary for reporting and continuous program improvement. An annual MOU is signed between CCPS and SFWDB to detail the agreement and each party’s responsibility.

A grant from the United States Department of Health to the SFWDB provides nutritious snacks and hot suppers to all 21st CCLC Miracle students. The contribution totals the costs of food provided daily and is tracked through attendance.

The Naples Children and Education Foundation (NCEF) has partnered with funding contributions during the 21st CCLC fund declination years. Funds have been awarded for year 2 and it is anticipated the support will continue during years 3-5 to maintain the stability of funding and services.

Miracle continues to seek and utilize community partners to ensure robust implementation of the 21st CCLC afterschool program. The value of all in-kind goods and services from other community partners will be tracked electronically by the site coordinators.

**5.4.e Collaborations with the Regular Day School**

Miracle was developed at the request and with the collaboration of the four (4) school principals served by this project. An initial focus group identified the targeted students and the program focus. The principals continue to provide input to design and content as the project focuses on continuous improvement in years 2-5.

Students attend the Miracle afterschool program at their day schools. Each afterschool site is staffed by day school teachers from that location so that students work with teachers they know (and vice versa) and who have the opportunity to employ different instructional strategies and materials to support the mastery of the State Standards being taught during day school. This ensures seamless communication and strong alignment between the day and after school programs. The remainder of the staff is highly qualified paraprofessionals chosen from the school site and college students. The latter also serve as role models because they are from Immokalee and are attending postsecondary schools. Miracle site coordinators maintain open frequent communication with site staff and administration. For the 2015-2016 year, a new feature (called EW – Early Warning) will be added to StopWatch whereby Miracle staff will be notified when a student is falling behind in a specific subject or standard mastery enabling time and activities to focus on reversing the trend.

**5.4.f Sustainability**

Immokalee is an isolated, rural community with no corporate offices or large businesses. It is challenging to find investors in this area. Miracle continues to work with Collier community partners to sustain this highly successful and much needed program. To date, the Naples Children and Education Foundation (NCEF) has partnered with funding contributions. In years 3-5, a grant application will be submitted to acquire the funds needed to ensure the same level of services. It is anticipated the NCEF support will continue. Additionally, National foundations that have like interests will be identified and approached through grant writing to support the enhancement and/or sustainability of Miracle.

Miracle continues to seek and utilize community partners to ensure robust implementation of the 21st CCLC after school program. Grants will be sought and conversations with the casino will continue (at this point, there is an unwillingness from the casino to contribute to the community) in an on-going effort to ascertain continued resources to sustain the program.

**5.5 Program Plan: 5.5.a Recruitment and Retention**

Miracle has the capacity to serve approximately 10% of each elementary site’s K-5 population and 6% at the secondary level. Because the entire student population is considered at-risk (98% economically needy and 79% coming from homes in which English is not the first language, e.g.), target students are identified by the principals, lead teachers and/or counselors at each site. Miracle first targets Level 1 and 2 students in grades 3-12 at each of the elementary sites. Within the final population, all learners are eligible regardless of disability, gender, race or ethnicity.

Identified Miracle students and families are invited by one and/or two strategies: (1) school administration reaches out to the families directly to explain the benefit and need for their child(ren) to participate; and/or (2) an invitation is sent to the homes of the targeted students. If the latter occurs, the letter is sent in the native language of the family (Spanish or Creole). The follow-up consists of regular school teachers, Miracle staff, and program coordinators reaching out to parents through phone calls and personal contact to encourage students’ participation. This is done to ensure full understanding as to why the student is a candidate and the value of participation relative to future success.

Because retention of students is critical to program success, a parent orientation is scheduled for the beginning of the program year. Together with the school principal and lead teacher, Miracle staff share the objectives of the program and the value added to student success. The attendance policy is distributed and all communication is translated to ensure understanding and answer any questions. Maintaining a high level of student interest is vital to student retention. Miracle has identified highly engaging PBL units and ensures there are numerous opportunities for student voice and choice throughout the program. Miracle is designed to ensure a student’s sense of engagement and purpose. Many of the academic and enrichment activities are structured in teams, which is the way in which students learn best and also provides the most opportunity for leadership roles and responsibilities. With such emphasis on the importance of student demonstrations of skills, choice and leadership, Miracle incorporates the characteristics known to increase student participation. 15

Program recruitment for the 2018-2019 school began during the last month of the 2017-2018 school year. At the elementary sites, school administration provided coordinators with a list of identified students based on quarter 4 benchmark scores. These students received a priority invitation and application for the 2018-2019 program year. At all sites, students will be recruited at school events, such as open house, before the start of the school year. Miracle staff will also be on-site during the first week of school in the mornings and afternoons to enroll students and answer any questions parents may have. Additionally, site coordinators will work closely with school administration to continue identifying students that should be targeted for recruitment. Parents of these students will be contacted by Miracle staff. Flyers and applications will be sent home to those families as well. New and engaging activities will help to retain students and keep them involved and attending the afterschool program after they have enrolled.

In the past, Miracle programs have averaged 90+% average daily attendance. The program has typically had a waiting list of students. If Miracle student attendance decreases, a plan of action is implemented by the Miracle team. Students are considered individually to determine the most appropriate course of action; for example, (1) phone call(s) to parents in the case of excessive absences or early removals to determine the reasons and to remind families of the attendance policy and value of regular attendance; (2) coordination with the day school to determine if absenteeism is occurring in both programs; (3) meeting with student to ascertain the reasons for missing program and address them, if appropriate and possible; and, (4) if none of the above is successful, the student is replaced by someone on the waiting list. Attendance records are maintained and reviewed at each site monthly to identify trends and make adjustments to the program and/or enrollments.

**5.5.b Student Program Activities**

To develop students’ understanding and correlation among high school credits, graduation, post-secondary education and careers, at the elementary level, M2 is called “Miracle University” (MU). Comprised of colleges, academies and institutes, MU provides “credit-bearing” PBL units in Communications, Leadership, Technology, the Arts, Business and Math and Science. With the intention of introducing students to a variety of postsecondary avenues, PBLs are aligned to academies (of the arts or leadership), institutes (of technology or math and science), and colleges (of communication or business). As students move through each in 5 or 6 week intervals, they earn “credits” for activities, responsibilities and PBLs completed, build “transcripts” or résumés, and be introduced to related careers. With enough earned “credits,” students graduate in the spring (“sophomores” become “juniors” and “juniors” move to their “senior” years). On the middle and high school levels, the “6YFN” (“6 Years From Now”) design focuses students on creating their future selves. Students are provided individual support to understand where they are now in their educational careers, to develop the foundation of future plans for their future self. Part of this process includes the opportunity to get to know their future selves by exploring different interests and being introduced to career options through a partnership with Collier County’s iTECH Center and as they complete 6YFN’s PBLS in “student clubs”. Student clubs run for nine week intervals. At the onset of the program, students select clubs based on interests. All 6YFN club meetings take place twice a week, allowing students to remain active in other extra-curricular activities such as sports, academic clubs and even jobs. Clubs are designed around PBL’s that integrate Florida’s State Standards, drop-out prevention and career readiness. PBLs provide cross curricular subject areas that address appropriate grade level standards. The structure of both enables M2 to address enrichment goals of increasing achievement in the arts, address dropout prevention, college readiness and career awareness (IHS) and personal leadership/behavior. The 7 Habits and growth mindsets are used to increase student resiliency and self-efficacy. Studies on students from abject poverty (such as seen in Immokalee) who have become successful demonstrate that they lack two common traits: self-efficacy and resiliency. Miracle supports the mastery of Florida State Standards built on the foundation that students believe they can learn, know they are responsible for learning and are interested in solving challenges.3 “Homework Hall” will offer tutoring and/or homework support. A separate program of the Southwest Florida Workforce Development Board will provide Miracle students a nutritious snack and hot supper daily. Southwest Florida Workforce Development Board will not charge any fees associated with participation in the 21st CCLC program for the project year.

The Miracle academic foundation is built on Project Based Learning Units (such as Mind Works or Career Launch) which were written to align with the Florida State Standards and utilize a variety of learning strategies to accommodate students’ diversity of learning styles. Intrinsic to well-designed PBLs is higher levels of student engagement, a critical factor in ensuring Miracle students understand language and concepts and are successful in scaffold learning models. Miracle’s staff employs Kagan classroom management structures that support learning such as team building, social skills, communication skills, decision making, knowledge building, processing information, thinking skills and presenting information skills. Kagan’s cooperative learning model has a demonstrated record of improving achievement and serves as integrated safety nets for Miracle students mastering new concepts and skills.

Into each PBL, Miracle infuses the language and activities of growth mindsets and personal leadership.4 Pacing of each PBL is adapted regularly so that there is time as needed spent on understanding vocabulary and concepts and connecting day school curriculum to the afterschool units. Delivery of Miracle PBLs is also designed to incorporate the current brain research and is characterized by students: (1) working in pairs or groups (social learning); (2) solving “real world” problems; and, (3) participating in “Brain Break” activities which require physical activity.

PBL units are selected based on alignment to relevant Florida State Standards and intentionally layer 21st Century skills such as communication, collaboration, creativity, critical thinking, problem solving, life and career skills and personal leadership throughout. Miracle PBL units are characterized by (1) research based; (2) linked to project objectives; (3) cross-curricula; (4) aligned with grade level standards; and, (5) engaging, hands-on experiential learning. The Miracle PBLs emphasize the 21st CCLC objectives of English language arts, science and math, clearly the identified needs of these students. The added component of art (STE**A**M) is designed with the assistance of the United Arts Council of Collier County, which schedules creative and performing artists to work with Miracle students throughout the year.

Based on student need, focused academics are delivered by certified teachers who work in the day school at each site. They are skilled and knowledgeable about the students and their respective academic needs and the appropriate support and/or interventional strategies. Students will have access to iReady and other District software to support mastery of the State standards. Additionally, all staff is trained to integrate critical thinking and depth of knowledge questions and activities as well as Kagan classroom structures to increase engagement and application of current brain research. This range of instructional strategies and innovative activities ensure diverse student learning styles and needs are addressed.5 To ensure effectiveness, academics and PBL units are monitored through pre- and post-assessments to gauge student progress.

A day in Miracle University Life:

* Miracle students seamlessly move from the conclusion of their school days to the cafeteria where attendance is taken and supper is served.
* During that time, Miracle staff members welcome the students and challenge them with “trivial pursuit” questions regarding the 7 Habits, leadership, growth mindsets and/or more academically focused topics. At some sites, the students have created a Miracle cheer, song or motto which has become the group activity to end the supper period of approximately 20 minutes.
* Students move to the PBL component in their identified groups which are reorganized regularly based on need, progress and/or interest regardless of grade level. A brain break activity guides the Miracle transition to classrooms. For example, a student leader may be using the “walk this way” activity or another employing “Simon Says” to practice following direction skills.
* When students enter the classrooms, they are greeted and the learning goal for the day (the “end in mind”) is both displayed and discussed. Students are well aware of their goals and know they have choices in how those are met. Student leaders of the day are identified and roles assigned or student created. For the next approximately 45-60 minutes, all students are actively learning with certified teachers (1:10 ratio) and assistants through a PBL vehicle. All students are engaged as a result of the Kagan structure that is being employed. Students are drawing connections between what has been introduced in day school and the after school activities and reflecting on the application of what they learn. At appropriate intervals (1-2 times), students break from the PBL projects to re-energize their brains (called “brain breaks”). One day, they might be walking backwards around the classroom; on another, they are following a “treasure map.” The hour ends with students reflecting on what they learned or accomplished. Some days, this is done in their journals and other days in pairs or groups.
* Students leave their active PBL work and transition under the supervision of Miracle staff to one of two program components. Student groups are determined by Miracle teachers and coordinator; however, all students experience both components each day. Homework Hall provides homework support to students through paraprofessionals or college students providing one-on-one or small group tutoring. On two of the days each week, certified teachers assist specific students as an additional safety net. Recognizing that the best way to learn something is by teaching it, older or more advanced students have the role of mentors and work with other students on a variety of academic or leadership topics. During this time, the after school snack is provided.
* Simultaneously, the other group of students is engaged in learning and honing skills in a variety of recreational or art activities ranging from dance to soccer. Students monitor their progress on scoreboards or in their journals. It is during this time that the artists from the United Arts Council introduce students to an expanded world of art.
* Approximately 50 minutes later, students transition to the alternate program component under the supervision of their assigned paraprofessional or college student. Students again assume leadership roles in leading their groups using a variety of strategies.
* At the end of the program day, students sign out of program and are guided to district buses, parent transportation or walker dismissal.

A day in 6YFN life (Middle School):

* 6YFN middle school students move seamlessly from the conclusion of their school days to the cafeteria where attendance is taken and snack is served. This time period also serves as the Homework Hall component. Homework support is provided to students through paraprofessionals providing one-on-one or small group tutoring in their identified groups which are reorganized regularly based on need, progress and/or interest.
* Approximately 20 minutes later, students move to their selected clubs where the PBL component begins. For the next 60 minutes, all students are actively learning with certified teachers (1:10 ratio) and assistants through a PBL vehicle. Students are drawing connections between what has been introduced in day school and the after school activities and reflecting on the application of what they learn.
* Next, students report to the cafeteria for dinner or snack as staff supervises for the next 15 minutes.
* Students transition to the enrichment portion of PBL units for the remainder of the program day. Under the supervision of paraprofessionals (1:20), some students are engaged in learning and honing skills in a variety of leadership and art activities.
* At the end of the program day, students report to their respective areas and dismissal follows. Students sign out and are guided to district buses, parent transportation or walker dismissal.
* Summer: 31 students (Grades 6-8) 4 days per week (Monday-Thursday), 5 hours per day (12:30 pm to 5:30pm) 20 hours per week, 8 days.

A day in 6YFN life (High School):

* 6YFN students move seamlessly from the conclusion of their school days to the cafeteria where attendance is taken and supper is served
* Students move to the library for the Homework Hall component. Homework support is provided to students through paraprofessionals or certified teachers providing one-on-one or small group tutoring in their identified groups which are reorganized regularly based on need, progress and/or interest.
* Approximately 30 minutes later, students move to their selected clubs where the PBL component begins. Students are then greeted by their club representative, and informed of the daily learning goal and agenda. An emphasis is placed on the importance of approaching daily activities, choices and goals with the end in mind. For the next approximately 45-60 minutes, all students are actively learning with certified teachers (1:10 ratio) and assistants through a PBL vehicle. All students are engaged as a result of the Kagan structure that is being employed. Students are drawing connections between what has been introduced in day school and the after school activities and reflecting on the application of what they learn. Some students are escorted to the iTech center by Miracle staff to engage in career readiness PBL units.
* Students transition to the enrichment portion of PBL units for the remainder of the program day. Under the supervision of paraprofessionals (1:20), some students are engaged in learning and honing skills in a variety of leadership and art activities. Other students take part in an intense tutoring program. During this time, two days a week, small groups of students are assisted by certified teachers in areas of need. These groups are also reorganized regularly based on need, progress and/or interest.
* At the end of the program day, students report to the cafeteria for dinner or snack as staff supervises. Dismissal immediately follows. Students sign out and are guided to district buses, parent transportation or walker dismissal.

**5.5.c Adult Family Member Program Activities**

The Miracle Family Member Program Activities are developed as a triad of strategies to meet the needs of families, with consideration to: (1) respect for the Immokalee culture which presents challenges based on employment in the fields, packing houses, migrant work, and/or travel 45 miles to jobs in the service industry; (2) citizenship status: and, (3) language barriers. First and on-going throughout the year, the Southwest Florida Workforce Development Board, Inc. provides services to families throughout the region. The Miracle staff is located within its parent organization’s building in Immokalee (CareerSource Southwest Florida) and has ready access to the statewide resources to assist Miracle families with finding employment (Employ Florida), support services and training opportunities. The Department of Children and Families is also located in the same building which, again, provides accessibility to parents and families. All of these resources are explained, available and connected to Miracle families.

Secondly, specific family activities occur six times a year and are approximately 60 minutes long. The content of the informational section of each evening is identified through parent interest/need surveys distributed at the beginning of the program year attached to registration forms to assist in the rate of return. The results help to determine the programming and information section of each event scheduled for the year. The Miracle family activities include events and activities based on observation and/or participation designed to support students’ and family learning. Examples of event topics and activities include: safety, health, dissemination of program objectives, community resources, job training, parenting skills, family safety, bullying prevention, health education, and student/parents projects or activities. The students and parents also have the opportunity to work together to complete projects and literacy focused programs. For example, students and parents may write and illustrate a bi-lingual book. Such projects encourage positive parent-student interactions and build confidence in the parents’ abilities.

The third component of the Miracle Family Plan is the leveraging of the partnership with the Collier School District. Miracle staff works with the Collier County Public Schools Family Outreach Specialist to identify additional strategies and resources to best respond to the interests and/or needs of Immokalee 21st CCLC families.

Often, Immokalee parents’ work schedules prohibit participation in school events. Additionally, some are uncomfortable and anxious about entering a government building because of citizenship issues or negative personal experiences. Miracle focuses on creating a positive and inviting environment that involves the students to encourage participation. Program development priorities include leveraging available resources; student led events (including conferences, academic related performances, projects); and ensuring families have the information to respond to health and literacy needs. Quarterly newsletters (in 3 languages) provide contact names, numbers, and locations of permanent resources and special events.

**5.6.e Staffing Plan and Professional Development**

Miracle has a flat organizational structure. A project director with over 10 years of 21st CCLC experience administers Miracle ensuring the implementation of the approved program, timeline and budget. Each Miracle site has a full-time site coordinator who reports directly to the project director and whose responsibilities center on the daily program operation from enrollment and attendance to data collection to staff, schedules and delivery of services. Site coordinators are experienced with 21st CCLC programs; if, during the course of the grant cycle, any new site coordinators are needed, each will have at least a 4-year degree and experience in working with students in an out-of-school-time environment. There is one lead teacher at each site whose responsibilities include the continuous design and improvement and overall quality of program implementation. The lead teachers are certified teachers identified by building principals as having the knowledge, skills and experience to effectively lead the program and accomplish the goals. The lead teachers work during program and planning hours and ensure the focus remains on the specific areas. The lead teachers and coordinators are responsible for the identification of the remaining staff including certified teachers, paraprofessionals and college students. The latter are responsible for program delivery and outcomes. In addition to the lead teachers, there are certified teachers at each site who work with students in an average 1:10 ratio; the enrichment portion is staffed with an average 1:20 ratio.

As described previously, the Southwest Florida Workforce Development Board has decades of experience in administering Federal and State grants. Miracle complies with all its processes and policies and utilizes SFWDB experienced staff for administrative roles of bookkeeper, controller (payroll), purchaser and director of fiscal services.

Project evaluator Dr. Susan Hibbard has over 15 years of grant writing and administration and has experience in grant assessments including multiple 21st CCLC projects. Her scope of work will include site monitoring visits and data collection and analysis. Effectiveness, data analysis and coaching will be supported by Ms. Jamie Scott, the coordinator of GPS with prior experience in 21st CCLC programs. Ms. Scott co-authored the GPS Growth Mindsets curriculum and trained in the *7 Habits of Highly Effective People* and *Great Leaders, Great Teams and Great Results*. Ms. Riley is a certified trainer for both programs.

The staff PDP begins with a “boot camp” that includes: (1) 21st CCLC basics and project objectives; (2) Project Based Learning units and delivery; (3) Kagan classroom structure strategies; (4) *7 Habits of Highly Effective People;* and, (5) Growth Mindsets. Monthly throughout the program, college students are mentored on upcoming units and activities and continuous improvement coaching resulting from observations. Day school principals invite Miracle staff to participate in their PD opportunities ranging from teaching writing and reading to math concepts. All PDPs support program outcomes to provide a diversity of academic, enrichment and personal development opportunities and family educational development. At least 2 active staff members including the Project Director will attend the 21st CCLC Conference (August 2015) and one additional conference linked to the 21st CCLC Miracle program objectives.

Miracle follows the public and transparent hiring policies of the Southwest Florida Workforce Development Board. Positions are advertised as appropriate, including on college and university websites. Résumés are reviewed against written position descriptions; those applicants meeting the criteria are interviewed by a panel of 3 interviewers asking a set of standard questions. Second and third interviews follow including on-site program visits and reference checks. A conditional job offer is made to the top candidate by the project director pending the results of the background and drug screenings.

Within the Immokalee community, there is not a volunteer pool largely as a result of the barriers of language, work hours (fields, packing houses, and service jobs), migrant patterns and immigration concerns. Miracle reaches out to area churches and the Chamber of Commerce to seek volunteers.

**5.5.e Program Site**

Miracle’s sites are day school facilities which provide full access to cafeterias, media centers, classrooms, and outdoor areas such as playing fields and pavilions. All schools are fenced and there is one point of access through the main office. All visitors must enter the building and check in at the central office. Miracle follows the safety and emergency procedures of the day school so that both students and staff are familiar with protocols. Miracle safety processes have been developed with the School District’s Safety Officer to ensure alignment and compliance.

The use of school facilities ensures accessibility and familiarity to both students and families who are from the surrounding neighborhoods.

**5.5.f Safety and Student Transportation**

Student safety is a high priority in Miracle. Miracle staff and subcontractors (including bus drivers and caterers) meet the requirements of its licensing agency including Level II (national criminal checks) background and drug screenings. The former is conducted by the School District and the latter through SFWDB. Volunteers meet screening requirements as per Collier Policy No. IJOC. All visitors (including parents) are required to sign in and out at the front office and wear a visitor tag (Collier Policy No. KK), except during Family activities.

The programs take place at school sites which are fully ADA accessible and secure facilities including fenced property lines and locked exterior doors. The Miracle program has access to school public address systems and staff use walkie-talkies to communicate.

Students are under the supervision of Miracle staff for the entirety of the program. Students sign in using student identification cards and are placed under the supervision of Miracle staff. At the end of program, all students exit from a central dismissal point. Registration forms require the custodial parent and/or guardian to provide a list of approved persons to whom a student may be released. If students are picked up, each is asked to identify the person and the name and identification is checked against the approved list and a valid identification. Parents/guardians are required to sign out any student who needs to leave the program early. Attendance records designate and are used to identify participants who are bus riders, walkers, bicycle riders, or car riders. Students riding buses are escorted and supervised as school district buses are boarded. Collier County School buses have a record of quality, on-time bus transportation to provide students safe transportation. Hours of programming are monitored to ensure that students who are bike riders or walkers are not dismissed after dark or additional buses are contracted. Student travel time will average 30 minutes or less a day.

Miracle’s Program Safety Policy includes the adoption of the School District’s Emergency Plan and school procedures for the after-school program. Among other components, this plan addresses the steps to be taken when to call 911 or the fire department, notify parents and family, and file of incident reports. A copy of the Emergency Plan is readily accessible in a red binder within each classroom and at the front office at each site. All staff is trained in emergency and safety procedures annually.

**5.5.g Dissemination Plan**

Information about the 21st CCLC Miracle program is disseminated by audience appropriate vehicles. All audiences have access to the Miracle staff maintained website which includes recent reports, newsletters, student project pictures and related information (including useful links). By October 1, 2015, the website will expand to include calendars, 21st CCLC programs, grant narrative, and progress toward Miracle goals. In addition:

1. students are aware of their progress toward goals through leadership portfolios that contain personal scoreboards and bulletin board highlights;
2. parents and families will receive information through newsletters, postings on school site bulletin boards, and site and/or project advisory committee meetings;
3. school district personnel will receive direct (electronic, where possible) mailings of reports, findings, progress, and challenges;
4. partners and external stakeholders receive updates by presentations, electronic mailings and/or electronic alerts to check the website;
5. media outlets are contacted for events and newsworthy accomplishments; and,

Miracle is accessible to colleagues throughout the State via the 21st CCLC website, video/phone conferencing, and/or State conferences. To ensure accuracy, site coordinators conduct monthly website updates.

1Collier County Public Schools. (2014). Collier County Public Schools: Schools. Retrieved from <http://www.collierschools.com/schools/>

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5Gardner, H. (1993).*The Theory of Multiple Intelligences*. New York: Basic Books