



21st Century Community Learning Centers 2019-2020 Request for Proposal

Miracle 1: Boys & Girls Club of Collier County

Project Abstract/Summary: Located in Immokalee, Florida, Miracle 1 (M1) serves 353, underachieving 3rd - 5th grade elementary students at three Title I schools, Eden Park Elementary, Pinecrest Elementary and Lake Trafford Elementary, with high-quality after-school, Spring Break and Summer activities (Florida Afterschool Network-based). Miracle is designed to support mastery of Florida’s high academic standards, build Social Emotional Learning skills, offer enrichment opportunities ranging from art to recreation, and engage adult family members in educational and personal development opportunities. Providing safe, familiar and accessible locations, the after-school programs and family outreach operate in the day schools of the students. To develop students’ understanding and correlation among high school credits, graduation, post-secondary education and careers, the elementary programs are called “Miracle University” (MU). Programming will be provided for 2.5 hours daily after school, 8 hours during the summer and 5 hours during weekend/holiday. Refer to Site Profiles as the guiding document for site operations as there may be year to year changes

Site	# Students	Hours /week	Days /week	Hours	# days/ year	Spring Enrichment Days	Summer Enrichment Days
Eden Park	110	12.5	5	2:55-5:25	161	5	10
Lake Trafford	125	10	4	2:55-5:25	132	5	10
Pinecrest	118	12.5	5	2:55-5:25	161	5	10

In August 2020, the Miracle 1 After School Program was acquired by the Boys & Girls Club of Collier County (BGCCC) in a transfer from the original fiscal agency, Southwest Florida Workforce Development Board. This change in fiscal agencies will not impact programming or services offered to the target population.

3.2.a. Community Notice: In developing the 21st CCLC Miracle grant application, four focus groups were convened: (1) all Immokalee principals; (2) all Immokalee out-of-school-time providers; (3) current partners, including school district staff, and; (4) the 2018-2019 steering

committee, including students and parents. Participants will be invited to serve on the Advisory Board so that their contributions to Miracle continue. For those parents and students unable to attend meetings, surveys will be distributed annually to gather feedback and suggestions for improvements in all program areas.

Notice of SFWDB's intent to apply and process to review the submitted application was given to focus groups and posted on websites (SFWDB and the Miracle social media page) in July 2019, on bulletin boards in Immokalee (printed in English, Spanish and Haitian Creole) in June 2019, and in the Naples Daily News in May 2019. Following submission, the application will be available for review by contacting the Project Director; if approved, the project will be available on the website. (There are no private schools in Immokalee.)

3.2.b. Needs Assessment: Miracle is a collaborative partner in the Naples Children & Education Foundation's (NCEF) Immokalee Out-of-School Time Initiative (IOSTI). The NCEF Board of Trustees conducted a needs assessment of childhood well-being in Immokalee, Florida, in 2005, 2010, as well as an update study in 2017 with Civitas Strategies¹.

The updated Civitas report addressed the areas of poverty, health, early learning, student achievement, Reading, Mathematics and Science, retention and dropout, after-school care and substance abuse¹. The Miracle Leadership Team (MLT), comprised of the Project Director and lead coordinators, studied areas of program effectiveness, student achievement, retention and dropout, and after-school care. The MLT looked at existing programs or program components to identify those that (1) were effective, (2) needed strengthening or (3) did not yet exist. The results were shared with the Advisory Board and the IOSTI Leadership Team as a basis for strategic planning of the Miracle program. The results were completed in July 2019 and discussed with school principals for additional insight to the needs of each site's target 21st CCLC population. Finally, the MLT looked at the Florida State standards and academic assessment benchmarks to determine if the identified units and other activities aligned.

<i>Community Demographics: Immokalee Quickfacts²</i>	<i>%</i>
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Black or African American alone 2018	21.7
Hispanic or Latino 2018	71.6
White alone, not Hispanic or Latino 2018	5.1
Foreign-born persons 2013-2017	46
Language other than English spoken at home, age 5+, 2013-2017	81.6
High school graduate or higher, persons age 25+, 2013-2017	39.6
Unemployment Rate	3.5
Per capita money income in past 12 months (2017 dollars), 2013-2017	\$11,047
Median household income (2017 dollars), 2013-2017	\$29,308

An analysis of the data in the chart above establishes that Immokalee, one of the nation’s largest agricultural regions, has a population of 25,284 people with limited education, job skills and economic resources. Its largely migratory workforce is concentrated in the farm (e.g., field work and packing houses) and service industries (e.g., housekeepers and kitchen workers). With the median household income of \$29,308, it is not uncommon to see families with six to eight children living in one- or two-room homes. In the 25-years-and-older Immokalee population, 37.6% have less than a ninth-grade education³ and 39.6% have at least a high school diploma². This is a community plagued by immigration and human-trafficking issues, and its demographics define it as high need.

Born into conditions that drastically impede learning, Immokalee’s children are at-risk with a clear and pressing need for out-of-school time programs. Their risks include demographic (mobility, language), socioeconomic (poverty, hunger, healthcare) and institutional (underperforming schools) factors that are predictive of educational failure.⁴ Recent research has also revealed that severe poverty hinders child brain development but can be offset by intensive interventions such as focused lessons and stimulating games, which are intentionally incorporated into the design of Miracle.⁵ To break the cycles and effects of poverty, there is an overarching need to develop growth mindsets in students whereby they believe that “effort is the essential component to reaching academic potential” and “grit and persistence is the pathway to learning, not genetics” or environment.⁶ At-risk students need to acquire resiliency and self-efficacy to overcome learning barriers and benefit from 21st CCLC opportunities.

Poverty and location are two factors that deny Immokalee children access to opportunities to participate in organized lessons and sports to develop self-discipline and social and teamwork skills. M1 provides experiences to support these developmental needs of the “whole child”⁶ and the preparation required to overcome these daily challenges. As the Superintendent of Collier County Public Schools, Dr. Kamela Patton, states in her letter of support, “[Miracle] has contributed to the significant increase in graduation rates that have been seen in Immokalee. Our students have gained greater understanding in their academic pursuits as well in many areas of the arts, character development and physical education.” M1 schools are all Title I designated schools:

M1:Data Point (percentage)	Eden Park	Lake Trafford	Pinecrest
School Grade 2019 ⁷	B	B	D
Economically Needy ⁸	98.71	96.99	99.87
Home Language Other than English ⁸	78.05	69.02	92.59
Migrant ⁸	35.01	29.67	48.41
Limited English Proficiency ⁸	29.99	33.46	68.25
Minority ⁸	97.42	96.73	99.07
Immokalee Drop-Out (2018) ⁸	6.9		

M1 2019 Reading FSA Data:⁹ Percentage of students demonstrating proficiency						M1 2019 Math FSA Data:⁹ Percentage of students demonstrating proficiency				
Gr	State Avg.	District Avg.	EPE	LTE	PCR	State Avg.	District Avg.	EPE	LTE	PCR
3	58	61	45	46	32	62	68	69	63	51
4	58	58	40	49	26	64	65	69	54	36
5	56	60	41	47	27	60	67	75	69	29
M1 2019 Science FSA Data:⁹										
5	53	56	46	47	30					

All grades in the three M1 schools score below the State average for FSA Reading for grades 3-5, and Science (for grade 5); about half of the students in grades 3-5 at the three M1 schools underperform in Math. Over 60% of the students do not meet the State’s high standards in Reading; over 40% do not meet the standard for Math; and nearly 60% do not meet it for

Science. Confronting the difficulties caused by poverty, migrant patterns, low educational levels and immigration issues, Immokalee parents and families are ill-equipped to support their children's education.

In its School Improvement Plans, Eden Park stated that it plans to increase proficiency in ELA, while Lake Trafford stated that it plans to increase proficiency in English Language Arts (ELA), Math, and Science; Pinecrest stated that one of its focus areas will be increasing parent involvement. The Miracle program aligns with each schools' individual initiatives by working closely with the administration to plan program projects that keep consistent academic strands supporting the day school and the Miracle objectives and goals.

The Immokalee Out-of-School Time Initiative (IOSTI) collaboration is structured and ongoing, wherein all out-of-school time providers collegially analyze school and demographic data, identify gaps and propose solutions with one common goal is to ensure services are equitably distributed among all schools. Students in K-2 are currently served in the Immokalee schools; therefore, the Miracle application targets grades 3 and above.

3.3 Dissemination of Information: Information about the 21st CCLC Miracle program will be disseminated through several, diverse, audience-appropriate vehicles to ensure the majority of stakeholders and community members are reached. All audiences will have free and open access to the Miracle webpage that will be part of the Boys & Girls Club of Collier County website. The 21st CCLC portion is regularly monitored, maintained and updated by Miracle site coordinators. The Miracle website will include recent reports, schedules, student project pictures and related information (including useful links). By October 1, 2020 the website will expand to include calendars, 21st CCLC programs, grant narrative and progress toward Miracle goals. In addition: (1) Students will be aware of their progress toward goals through leadership portfolios that contain a personal résumé that builds each time they complete a unit; (2) Parents and families will receive information in all three languages (English, Spanish, Haitian Creole) through social media posts, scheduled family nights, flyers, postings on school bulletin boards, and site

and/or project advisory committee meetings; (3) School district personnel will participate in the advisory board meetings and receive direct (electronic, where possible) mailings of reports, findings, progress and challenges; (4) Partners and external stakeholders will receive updates by presentations, electronic mailings and/or electronic alerts to check the website; (5) Media outlets will be contacted for events and newsworthy accomplishments; and, (6) Miracle will be accessible to colleagues throughout the State via the 21st CCLC website, video/phone conferencing, and/or State conferences.

3.4 Target Population, Recruitment and Retention: Pinecrest Elementary is listed as a Comprehensive Support and Improvement School. Eden Park and Lake Trafford Elementary were identified by CCPS, the Local Education Agency (LEA), as in need of intervention and support, submitting the documentation necessary in March 2019. These sites have been included on the LEA Determined Schools list.

In the past, Miracle programs have averaged 90+% average daily attendance and typically have a waiting list of students. For 2019-2020, Miracle's target population at Eden Park, Lake Trafford and Pinecrest elementary will be identified by data and recommendations from each school's principal and/or lead teacher. Miracle will have the capacity to serve approximately 16% of each site's population in grades 3-5. Because the entire student population is considered at-risk, the first invitations will be extended to students achieving at Levels 1 and 2 on the FSA. Within the target population, all students will be eligible regardless of disability, gender, race or ethnicity. Students with special needs are eligible and will be provided support as needed within the realms of the 21st CCLC budget. The Collier School District provides the Miracle program with student data surrounding individualized education plans and exceptional student needs. Miracle will seek assistance from partners and district staff as necessary to best accommodate and meet the needs of each student.

Multilingual (English, Spanish, Creole) invitation letters describing the program and registration forms will be sent to the parents of children whose needs have identified them as

the first priority. In partnership with the regular day school teachers, Miracle staff and site coordinators will reach out to parents through phone calls and personal contact to encourage students' participation. This will be done to ensure full understanding of the programs resources, communicating why their child is a candidate and the importance of participating for his/her future success.

Because retention of students is critical to program success, a parent orientation will be scheduled for the beginning of the program year. Together with the school principal and lead teacher, Miracle staff will share the objectives of the program and the value it will add to student success, inviting parents' suggestions of additional elements to include in the program's array of activities. The attendance policy will be distributed, and all communication will be translated to the three languages to ensure understanding and answer any questions.

Maintaining a high level of student interest is vital to student retention. Miracle has identified highly engaging units and will ensure there are numerous opportunities for student voice and choice throughout the program. Many of the academic and enrichment activities are structured in teams, which is how students learn best and provides the most opportunity for leadership roles and responsibilities to increase children's participation.¹⁰

If Miracle attendance or student participation declines which is analyzed monthly, an individual plan of action will be implemented by the Miracle team. For example, (1) phone call(s) to parents in the case of excessive absences or early removals to determine the reasons; (2) coordination with the day school to determine if absenteeism or lack of engagement is occurring in both programs; (3) meeting with student to ascertain his/her reasons for nonattendance/disinterest and, if appropriate and possible, address them; and, (4) as a last resort, the student will be replaced by someone on the waiting list.

Parents/guardians and other family members are invited to participate in five family nights, where they will have the opportunity to meet the site coordinator and other program staff. Flyers will be sent home periodically throughout the year with upcoming events and important

information in all three languages. The Miracle Facebook page will provide weekly or bi-weekly updates on what is happening at different sites, and the Miracle website will have updated information and calendars for families as well.

3.5 Times and Frequency of Service Provision for students and Adult Family Members:

Miracle University will be open to serve all students for 12.5 hours per week at EPE and PCR and 10 hours per week at LTE. The start date for all M1 programs will be August 26, 2019, and the end date will be May 22, 2020 for EPE and PCR and May 27, 2020 for LTE enrichment programs. Based on school dismissal times, all M1 programs begin at 2:55 p.m., five minutes after school dismissal, and continue for two and a half hours until 5:25 p.m. EPE and PCR will operate Monday through Friday for after school 161 program days. Based on site and principal preferences, LTE will run Monday through Thursday for 132 after school program days.

Daily, students will be engaged in disguised learning units and tutoring for 45-60 minutes; provided with Growth Mindset Time (GMT) in “Homework Hall” for 30 minutes; and participate in personal enrichment and Social Emotional Learning (SEL) activities/projects for 45-60 minutes. Transition times are marked by 5-15 minute “brain breaks” (physical activity). Daily activity schedules will vary based on project time requirements and student needs and choices. However, all daily schedules will include the aforementioned basic components and a meal.

During the 2020 – 2021 school year, each Miracle site will operate virtually on a total of four days. On virtual programming days students will virtually receive academic support and tutoring conducted by program staff.

Miracle will offer students Spring and Summer enrichment programs. The Miracle Spring enrichment program will serve a total of 55 M1 students (EPE:18, LTE:20, PCR:17) and will run five days from March 9, 2020, to March 13, 2020, beginning at 8:30 a.m. and ending at 1:30 p.m. The two-week Summer Enrichment program will serve a total of 45 M1 students (EPE:15,

LTE:15, PCR:15) and take place from June 8, 2020, to June 19, 2020, beginning at 8:30 a.m. and ending at 4:30 p.m. During the Spring and Summer enrichment programs, all students will participate in academic units implemented by a certified teacher. These units will include both academics and personal enrichment activities. Daily scheduled activities (including swimming, art and recreational/sports activities) will be implemented and supervised by Miracle staff.

Miracle will offer at least five parent/family engagement nights at each site. The events will be announced in advance and reminders sent home as the date approaches. Each evening event will run one to two hours and will include both observation and participation activities for the adults. During family education nights, Miracle will connect parents and families with resources surrounding their child's education needs, family nutrition and mental health awareness and counseling. At least once a year, families will be provided with resources and sessions focused on SEL and mental health awareness and counseling provided by the FSU Center for Child Stress & Health.

3.6 Program Evaluation: In accordance with ESEA Sec. 4205(b), the 21st CCLC program will meet the Measures of Effectiveness by (1) basing all activities on evidence-based research or best-practices for afterschool programs to impact student achievement; (2) ensuring all activities are aligned to need-based objectives; and (3) ensuring all objectives are measured with performance indicators to assess student success and achievement.

INDEPENDENT EVALUATOR QUALIFICATIONS:

CASPER has agreed to oversee all aspects of program evaluation, including formative, summative, and data reporting (as allowed) to both the FLDOE and USED. The selected firm is led by a professional evaluator and licensed psychologist, with the firm having overseen the evaluation of over 600 educational grants, schools, districts, and states. As per agreement, the Lead Evaluator (Dr. Charles E. Byrd) will personally oversee all evaluation tasks for this project. The Lead Evaluator holds an earned doctorate (Ph.D.) from the University of Florida with a specialization in evaluation and assessments, and is also a Licensed Clinical Psychologist in the

State of Florida. He began his career as a middle-school music director before being trained as an industrial/organizational psychologist specializing in program evaluation and statistics. He now serves as faculty in both the Department of Psychology in the College of Liberal Arts and Sciences and the Department of Community Health and Family Medicine in the College of Medicine at the University of Florida. An instructional evaluator will provide added support for the 21st CCLC program. This second evaluator holds a master's degree in education and was a certified elementary school teacher prior to providing literacy education for students in Florida.

EVALUATION PLAN AND ACTIVITIES FOR EVALUATION:

The 21st CCLC Evaluation Plan is firmly grounded in a commitment to continuous improvement of operations, services, and outcomes. The cornerstone is a logical process of planning, data collection, analysis, reporting, and refining. As such, evaluation will include three connected elements to help ensure the program being implemented is effective, efficient, and sustainable: continuous improvement, formative evaluation, and summative evaluation. Ongoing evaluation will be conducted using the Continuous Improvement Model (CIM), a quality-based approach used within educational settings and particularly effective for reducing achievement gaps between student subgroups. The model focuses upon individualized assessment using both formal (e.g., surveys) and informal (e.g., meetings) techniques to guide incremental changes within ongoing services, adopt new ways to improve and measure outcomes, discontinue or adapt activities that have no value, and increase emphasis on program objectives and outcomes. With the support of the external evaluator, the 21st CCLC program will be supported in collecting and analyzing available data at least quarterly by comparing the obtained data using within-subject methods to determine individual changes among participating students.

The immediate and individualized feedback provided through CIM is particularly important for implementation of this 21st CCLC model to help guide/ensure the highest impact for each student. Evaluation will also be conducted through formative and summative evaluations, both of which incorporate elements from CIM and provide formal reports on processes/outcomes.

The program will also be supported in utilizing CIM to help guide any immediate operational changes necessary to provide a high-quality program, including such areas as staffing changes, project-based learning plan adjustments, or increased resources to specific projects or subject areas. The evaluation process will provide a structure for (1) generating information needed for ongoing program refinement, (2) assessing progress in meeting outcomes, (3) documenting/analyzing how the model works in practice, (4) documenting/analyzing change in student's actions, attitudes, knowledge, performance.

Ultimately, CASPER believes the evaluator should be actively involved in designing the evaluation plan, applying the evaluation plan, identifying and addressing potential issues impacting the design and effectiveness of the program, and assisting with the understanding of any recommendations for program enhancement. While this process takes considerably more time than hands-off evaluation methods, CASPER believes this provides for the highest quality programming and greatest impact for students, families, and stakeholders. The evaluation process for this 21st CCLC program will include, at minimum, the following elements supported by the independent evaluator: (1) comprehensive review, analysis, and synthesis of program data and measurements; (2) analysis of program effectiveness pertaining to student achievement; (3) itemization and description of useful data for providers for the ongoing evaluation process; and (4) recommendations for improvement and program enhancement.

TIMELINE FOR EVALUATION ACTIVITIES: Pre-Mid-Post Data Collection: One of the more important elements of the evaluation plan is ensuring program-specific data are collected within timelines that allow for timely reporting to the FLDOE. While most performance data are managed by the school district and obtained by the program, some data are collected and managed directly by the program – primarily pre-mid-post personal enrichment assessment data. In order to ensure timely data collection and consistency across all program staff, the program will utilize three “testing windows” for the pre-mid-post assessments: (1) Pre-Test data will be collected from all students attending the program from the first day of operation through

November 30; (2) Mid-Test data will be collected from all students attending the program from December 1 to February 29; and (3) Post-Test data will be collected from all students attending the program from March 1 to May 30. Students with any attendance during these “windows” should receive the respective assessment.

DATA COLLECTION, MAINTENANCE, AND REPORTING:

DATA COLLECTION: The Boys & Girls Clubs of Collier County will collect and provide all necessary data to complete the state and federal evaluation reporting requirements. Data will be fully provided and available to the FLDOE, USED, and external evaluator to ensure accuracy, consistency and transparency. To support the evaluation process (and under a formal data sharing agreement), the evaluator is able to work directly with the program to obtain all data needed to evaluate the 21st CCLC program – thus reducing the burden on the program and ensuring the most accurate and complete data obtained for all reporting. The program director and program teachers will have direct access to student data using dashboards developed by Collier County School District (i.e., StopWatch), and all teachers have access to data on 21st CCLC students - thus allowing an outstanding connection to the school day, but also providing for necessary data to engage in the Continuous Improvement Model with support from the evaluator. The FLDOE will have access to all FERPA-compliant data collected by the program. Data will be collected within three general categories: (1) District Data; (2) Program Data; and (3) Stakeholder Data.

(1) District data will include all student demographics, state standardized tests and end-of-course exams (from prior and current years), student report card grades, district diagnostic results on all students, student attendance during the school day, and any other additional data deemed useful for the evaluation process.

(2) Program data will include (A) student attendance (daily) and enrollment status, (B) demographics not available from the district, (C) program operational information (e.g., hours, activities, facilities, staffing, and partners), (D) adult family member data (e.g., attendance logs

to adult events, adult literacy performance surveys), and (E) student pre-mid-post assessment data for all personal enrichment activities (e.g., social-emotional learning). All objective assessments proposed within this grant measure change in student or family member performance during the entire course of the program year. All objective assessments proposed allow for submitting quantitative baseline data at the beginning of the program year, quantitative change or progress toward meeting the objective by the middle of the program year, and change in performance by the end of the program year for all students participating in 21st CCLC programs.

(3) Stakeholder data will be collected through required teacher surveys, parent surveys, student surveys through the procedures developed by FLDOE and enhanced with the strong connection to parents and teachers. All survey data will be collected through electronic systems to ensure accuracy of collected data, either those provided by FLDOE or developed by the program.

DATA MAINTENANCE: The program will enter required data into the EZReports system provided by the Florida Department of Education. All data entered into EZReports will also be fully maintained in “offline” databases to ensure (1) that a backup of data is maintained should anything happen with EZReports and (2) that staff members can have immediate access to necessary data even if they do not have access to EZReports.

COORDINATION OF EVALUATION ACTIVITIES:

The evaluation process will include coordination with program staff, students, family members, and other stakeholders. The 21st CCLC program director will coordinate with program staff to allow them to help decide when to give pre-mid-post assessments (within the testing windows presented under the data collection timeline) and how best to administer the assessments for their students. Program staff will also be provided training by the program director on how to administer assessments, how to use the evaluation findings to inform decisions at the classroom and site levels, and how to use ongoing data assessments to drive differentiated

instruction within the broader project-based learning plans. Program staff input into these processes is critical and will be elicited during staff trainings throughout the year. Students, parents, and other stakeholders will also be integral to the overall evaluation plan and ongoing continuous improvement model. In fact, students, parents/caregivers, and other stakeholders (e.g., principals, administrators, partners), will be invited to take part on the 21st CCLC Advisory Board to help inform program content that drives the evaluation of program processes and impacts. These stakeholders will not only help inform the evaluation activities, but will be integral in helping address any evaluation findings and recommendations. All stakeholders are provided opportunities to inform the evaluation process from design, to implementation, to reporting of results, to modifications.

EVALUATING PROGRAM IMPACT: As required under federal law, the 21st CCLC program is firmly rooted in providing supports and activities that impact the academic performance of regularly participating students, particularly in English language arts, mathematics, and science. As such, most of the metrics and outcomes are understandably measured with academic data and student academic performance. However, to help further enhance student performance, additional objectives are included for personal enrichment and adult family member activities. Regardless of the objective, as required by the FLDOE, all assessments proposed within this grant measure change in student or family member performance during the entire course of the program year. All objective assessments proposed allow for submitting quantitative baseline data at the beginning of the program year, quantitative change or progress toward meeting the objective by the middle of the program year, and change in performance by the end of the program year for all students participating in 21st CCLC programs.

A Formative Evaluation summary will be completed at mid-year, with additional interim debriefings provided after on-site visits. The formative summary will include a review of accomplishments and challenges, actual versus proposed operations, progress towards approved objectives, and recommendations for improvement. Summative Evaluations will be

completed at the end of each year and will have additional information on program outcomes and more detailed information about activities and operations with the greatest success. The purpose of reports is recording and developing a model program that can be presented to potential funders to enhance sustainability and continuation of the program. Summative evaluations will include program operation, activities, attendance, academic performance, teacher impact survey, staff information, and partnerships. Focus will be placed on (1) evidence of program quality (using Florida Afterschool Network Standards); (2) student attendance trends; and (3) progress towards the performance (impact) measures included in the Measurable Objectives Table (submitted with this proposal). Recommendations for program refinement will be based on both quantitative data collected to assess progress on objectives.

USE AND DISSEMINATION OF EVALUATION RESULTS:

The process for sharing and distributing information is an integral part of the evaluation plan. Distribution of evaluation findings and recommendations will occur at three levels: (1) administrators, (2) staff members, (3) stakeholders. Data will be used by the program director and teachers during meetings to help tailor the program to the needs and progress of individual students. For formative and summative evaluations, the evaluator will provide written reports to the program director, and (under the developmental evaluation model) will help guide the program in understanding and refining any identified concerns. Evaluations and findings will be shared electronically, such that the program can share reports with all stakeholders (e.g., school administrators, parents, and partners) to share information about the program and encourage feedback about ways to improve.

3.6.a.b.c Statewide Standard Objectives: Within Collier County, the Immokalee community schools share common at-risk factors and challenges, performance levels, students, and families. The Miracle Leadership Team (MLT) completed an analysis of the 2018-2019 student

(Miracle and others) results for each M1 site, including FSA (scores and strands), student grades, and pre/post-unit assessments. The analysis substantiated all students struggled consistently in all reading, math and science areas. After principal input, the MLT concluded that for 2019-2020, students will benefit most from a concentration on literacy (reading and writing) across all subject areas. Miracle’s SMART (Specific, Measurable, Attainable, Realistic and Timely) objectives are established based on aforementioned student data.

Statewide Objectives	
English Language Arts/Writing	40% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.
Mathematics	40% of regularly participating students will improve to a satisfactory Mathematics grade or above, or maintain a high grade across the program year
Science	40% of regularly participating students in third grade will achieve promotion based on their performance on the FSA.
Objectives for Academic Benchmarks	
Third Grade Promotion	35% of regularly participating students in third grade will achieve promotion based on their performance on the FSA.
Application Specified Objectives	
Social-Emotional Learning	40% of regularly participating students will improve their self-discipline as measured by pre-, mid- and post-assessment.
Personal Enrichment-Arts & Culture	40% of regularly participating students will improve their visual arts skills as measured by pre-, mid- and post assessment.
Adult Family Member Services-Parental Involvement	10% of adult family members of regularly participating students will improve their parenting skills as measured by perceptual survey (parent).

3.7 Approved Program Activities: M1 targets underachieving students in grades 3-5 within the following structure: The project addresses students’ unmet academic and personal development needs as identified by academic and attendance data. M1’s primary academic goals will be to increase proficiency in Reading, Math and Science. The program’s disguised-learning design is delivered by certified teachers (1:10 teacher:student ratio) and enrichment activities by highly qualified paraprofessionals and college students (1:20). To develop students’ understanding and correlation among high school credits, graduation, post-secondary education and careers, the M1 programs are called “Miracle University” (MU). Comprised of colleges, academies and

institutes, MU will provide “resume building” opportunities that will encourage M1 students to explore fields that align with the most in-demand careers in Southwest Florida. In 2018 the Florida Department of Economic Opportunity along with its community partners, conducted a Workforce Overview Study that revealed the top 50 occupational employment gaps based on growth from 2018 to 2026 in Southwest Florida¹¹. To encourage career exploration and personal leadership planning, Miracle University will provide students with opportunities to explore the industries identified with the most projected growth in employment. Throughout the year, students will build and add to their MU resume completing each unit with applicable skills, certifications and experiences. Focused on the industries with the most growth and diverse employment opportunities, MU will implement experience based projects that explore four industries: (1) Engineering and construction “The Engineering Academy”; (2) Business and Entrepreneurship “The College of Business”; (3) Education “The College of Education”; and (4) Healthcare “Healthcare Institute”. Quarterly, students will complete a unit within one of the identified career pathways addressing all academic areas (reading, math and science) and aligned to the annual curriculum map of standards by grade level.

“Homework Hall” will be led by Miracle staff and certified teachers will provide the guidance to reinforce subject areas taught during the day school. Miracle staff will gauge effectiveness of “Homework Hall” through school grades and teacher feedback.

SEL projects and creative and performing arts will be implemented during personal enrichment time. However, Growth Mindset and Personal Leadership concepts will be embedded in the MU units and during all daily program components (transitions and Homework Hall).

MU academic activities will be implemented daily by highly qualified certified teachers. All MU activities characterized as (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 range of instructional strategies and innovative activities will ensure that diverse

student learning styles and needs are addressed.¹² Each unit will be assessed through pre- and post-assessments to monitor student progress and project effectiveness. Assessments will focus on the specific efficacy of each unit and its delivery and includes demonstrations of proficiency as measured against project rubrics.

Activity 1: Holes Unit – Objective 1: English Language Arts/Writing: As evidenced by 2019 FSA data⁹, 66% of students scored below proficiency in English Language Arts. Miracle units provide direct instruction and disguised learning that is focused on the overarching K-12 Language Arts Florida Standards (LAFS). MU’s College of Education LAFS-focused units include the attached Holes (Socratic reading) unit. In this unit students will complete a series of engaging reading activities that will further develop the grade-specific reading and comprehension skills essential for success on the FSA. This comprehensive lesson will also draw in real-world educational career connections by providing students with the opportunity to display their personal leadership skills and level of understanding through student created presentations and student-to-student mentoring opportunities at “Mentor Day”. Literacy as a focus, will be targeted through computer programs such as iReady Reading and during “Homework Hall” (tutoring).

Activity 2: BizWorld – Objective 2: Mathematics: Objective 2 is aligned to Florida’s Mathematics Standards (MAFS). As evidenced by 2019 FSA data⁹, on average, 56% of students in grades 3 through 5 scored below grade level proficiency in Mathematics. Miracle’s project-based learning units such as the attached unit, BizWorld, address these areas of student need and support MAFS. During this College of Business unit, students will discover their entrepreneurial spirits as they create businesses while applying basic concepts of finance and sales.

Most importantly, these activities introduce math concepts using disguised learning techniques, peer learning and group discussions that maintain student engagement. Related

units include “Mindworks: Whodunit” and “Math & Science Exploration” and computer programs such as FASTT Math and “Homework Hall”. To ensure progress toward benchmarks, proficiency levels will be monitored using pre/post-assessments, student grades and State assessments. This data will be utilized to guide the Math curriculum throughout the year.

Activity 3: STEM Little Bits – Objective 3: Science: Objective 3 is aligned to Florida’s Science Standards. As evidenced by 2019 FSA data⁹, on average, 65% of students scored below in Science. The attached Little Bits curriculum, recommended by Collier County Public Schools’ curriculum specialists, will provide students with basic concepts of coding and engineering application. The unit encompasses guided activities that will provide students with opportunities for real-world problem solving while reinforcing the concept of grit. Little Bits covers a variety of science standards to include scientific investigations and experimental trials (ex. SC.5.N.1.1, SC.5.N.1.5, SC.5.N.2.2). STEM (Science Technology, Engineering and Math) will also be supported through “Homework Hall.”

Student academic growth will be tracked by staff using pre/post-assessments, grades and State assessments, and will be utilized to guide the STEM curriculum throughout the year. Miracle units, such as “Mindworks: Storm Chasers” and “Environmental Science,” will also be included in MU’s STEM-based Engineering Academy.

Activity 4: Spiral Review – Objective 4: Third Grade Promotion: As evidenced by 2019 FSA data, 58% of 3rd grade students scored below grade level proficiency in ELA and 42% of 3rd grade students are performing below proficiency in Mathematics.⁹ During Miracle University, 3rd grade students will receive direct support from certified teachers to assist with their mastery of the skills assessed by the FSA. Students will be placed in tutoring groups based on their level of proficiency. Activities such as the Spiral Review (attached) will provide them with the necessary skills to decode and comprehend. Using games and interactive activities, teachers will reinforce Reading strategies and reinforce test-taking strategies. Third grade students will receive support

in all subjects to prepare them for promotion to fourth grade.

Activity 5: Social-Emotional Learning – Objective 5: Socioemotional Learning: Miracle University recognizes that Social and Emotional Learning (SEL) is critical for academic learning and personal and professional long-term success. The 7 Habits and Growth Mindsets are used to increase student resiliency and self-efficacy. To provide students with the critical foundation for proper self-management and discipline, *The 7 Habits of Happy Kids* and *The Leader in Me* are integrated within all units and daily activities. The design of “Homework Hall” emphasizes Growth Mindsets and “putting first things first.” The intentional implementation of these activities throughout the program will be reinforced by attached SEL unit, *Discovering ME!*, during which, students will be taught how to identify and express their feelings through activities with their peers. This unit also covers SEL concepts such as “i-Messages” and “Stop, Think, Choose” to assist with conflict resolution and effective communication.

MU SEL activities will also foster student understanding that “effort is the essential component to reaching academic potential” and “grit and persistence is the pathway to learning, not genetics”⁶ or environment. Student achievement levels in these specific areas will be tracked by staff using pre/post-assessments/surveys, as well as evaluator and staff observations.

Activity 6: Digital Photography – Objective 6: Arts & Culture: Research has shown that students who study the arts are better able to analyze information, solve complex problems, and work through solutions with more patience and persistence.¹³ With low exposure to the arts, Immokalee students will be introduced to creative arts and careers through the United Arts Council (UAC), which employs some of the best artistic talent in Collier County. Miracle will subcontract with UAC artists, many of whom have worked in Immokalee previously with Miracle students, to provide comprehensive units that focus on visual and performing arts. Using academics and personal enrichment activities, each unit will introduce students to an area of the

arts while creating opportunities to design projects and gain background knowledge and exposure to potential careers. In the Digital Photography unit, for example, students will learn about camera evolution, use basic photo-editing software and discover career options.

Activity 7: Family Nutrition & Parent Café – Objective 7: Adult Family Member Activities:

Research shows the value of parental involvement in students' education and their lives as a whole.¹⁴ Immokalee, however, presents challenges for Miracle families who work in agriculture, migrate, and/or travel 45 miles to jobs in the service industry. Often, their work schedules prohibit participation in school events, and some parents are reluctant to enter government buildings. Miracle will focus on creating a positive, inviting environment to encourage participation in healthy-lifestyles activities aimed at reducing childhood obesity and promoting mental health. As outlined in the Adult Family Member Education activity plan, the UF Family Extension Family Nutrition Program will be included at each family education event, providing insight into healthy eating choices and smart decision making. To reinforce the importance of mental health awareness, The Be Strong Families Parent Café program will also be implemented during each event, focusing on “protective factors” regarding familial support and development. At least once a year, families will also be provided with resources and sessions focused on SEL, mental health awareness and counseling resources provided by the FSU Center for Child Stress & Health.

To increase family involvement, during Fall, Spring and Summer semesters parent surveys will be distributed to gauge interest in an additional weekend family event, known as Miracle Pride. If survey results reveal an interest, these Miracle Pride events will be held in addition to the adult family nutrition lessons no more than three times a year. Each event will give Miracle students the opportunity to compete and showcase their academic, personal enrichment, and health related knowledge and skills in a family friendly setting.

3.8 Applicant's Experience and Capacity: The Boys and Girls Club has an extensive history of successful implementation of Federal grants. These include the Department of Housing and Urban Development/CDBG, the Department of Agriculture and the Office of Juvenile Justice. Over the last 8 years, the Boys and Girls Club of Collier County has successfully provided 21st CCLC grant programs in Naples and Immokalee, Florida.

BGCCC's 21st CCLC program will be administered by BGCCC's CEO & President, Megan McCarthy Beauvais, and COO, Jose Hernandez, who is responsible for the overall compliance and its alignment to BGCCC's Board and mission. Mrs. McCarthy Beauvais reports to a Board of Directors, 15 diverse community members who contribute experience and funds to ensure BGCCC is financially and programmatically sound. The Board meets quarterly, and its committees oversee: finance, program, board development, strategic planning, resource development, and safety. COO Jose Hernandez reports directly to the CEO. Mr. Hernandez has 29 years' experience working in Collier County Public Schools. Mr. Hernandez will provide direct leadership to the Project Director, Ariana Desmore. Ms. Desmore has her MBA and extensive professional experience in the implementation of 21st CCLC programs, including seven years as a site coordinator and Miracle Team Lead directly reporting to the previous Miracle Project Director, Patricia Riley. As Project Director, Ms. Desmore's research focus and active involvement with education and best practices will provide the foundation for Miracle's vision ("big-picture planning") to support site-specific curriculum and instructional strategies.

One site coordinator is responsible for program implementation at each site. These coordinators have 21st CCLC experience and have contributed to its recognized success. The staff professional development plan (PDP) includes 21st CCLC basics, disguised learning, classroom management strategies, *7 Habits of Highly Effective People* and Growth Mindsets. All PDPs will support program outcomes to provide a diversity of academic, enrichment and personal development opportunities and family educational engagement.

The Naples Children & Education Foundation's Director of Out-of-School Time Programs, Jamie Scott, will support the Miracle program by providing 21st CCLC staff access to professional development, program resources and connections with community partners. Ms. Scott has 10 years of experience in 21st CCLC programs and is trained in the *7 Habits of Highly Effective People, Speed of Trust and Great Leaders, Great Teams and Great Results*.

Fiscal oversight and reporting will be the responsibility of BGCCC Chief Financial Officer Stephanie Weber, who has over 24 years of experience in financial management and ten years working with BGCCC. Ms. Weber and/or Ms. Desmore attend all fiscal-related trainings offered by 21st CCLC. Each year, BGCCC is audited by an outside agency. All program monitoring and fiscal audits within the last two years have resulted in no findings. Therefore, no corrective action was necessary. The BGCCC and its 21st CCLC programs are in good standing.

In each year of operation, Miracle has served approximately 900 students, met all 21st CCLC requirements, and, in totality, impacted thousands of Immokalee 3rd through 12th grade at-risk students. The quality of these programs has been recognized during 21st CCLC site visits. Monitors have consistently given high marks for a variety of hands-on innovative programming and the integration of Covey's *The 7 Habits of Happy Kids*. Since implementation of this SEL program, three (and counting) of the seven Immokalee Schools have adopted the curriculum creating seamless implementation in the after-school program. Program data shows increases in student achievement and a high degree of student and parent satisfaction. In January 2014, Miracle was selected as a "Spotlight Program" in Florida and described as "exemplary for its overall implementation of an effective and impactful 21st CCLC program, with special attention given to the program's core learning foundation, The 7 Habits. This foundation has been essential to the program's success." Subsequently, the 21st CCLC Administrative Team invited Miracle to be a best-practice peer presenter at the 2014 Student Success Summit. Such recognitions resulted in an invitation to the NCEF's Out-of-School Time Initiative, which is comprised of high-quality, out-of-school time programs that focus on closing the gaps of

educational opportunity for at-risk children in Collier County. This exclusive initiative brings support in partnerships and resources to the 21st CCLC program.

Early Miracle students have begun graduating from Collier County Public Schools, and significant growth in educational outcomes is evident. In the last four years, graduation rates for at-risk students in Immokalee have risen 28%. Highlights from 2017-2018 (2018-2019 is not yet available) student data results include:

Miracle 1: 2017-2018 Average Gains			
Objective (Goal)	Gains	Objective (Goal)	Gains
Obj. English Language Arts: Grades (40%)	73%	Obj. Science: FSA (30%)	34%
Obj. English Language Arts: FSA (30%)	34%	Obj. Behavior & Problem Solving (50%)	91%
Obj. Math: Grades (40%)	64%	Obj. Arts & Culture (65%)	77%
Obj. Math: FSA (40%)	57%	Obj. Adult Family Member Performance (10%)	84%
Obj. Science: Grades (40%)	70%		

Ongoing, varied evaluation has yielded continuous improvement and consistent results. Evaluation strategies include monthly site visits, coaching, data analysis and progress monitoring for academic units. Evaluation activities will be conducted in a systematic way using a timeline, which will help to inform the program and stakeholders about progress being made toward meeting grant goals and objectives throughout the year in a timely manner. The partnership with CCPS enables Miracle to easily access student data, such as grades, FAIR, FSA and Math Benchmark, to guide improvement through a system called Stopwatch. With this data, M1 programs will be able to make programmatic changes based on up-to-date data.

3.9a. Staffing and Plan: Miracle has a flat organizational structure. A Project Director with seven years of 21st CCLC experience will oversee Miracle, ensuring the implementation of the approved program, timeline and budget. Eden Park Elementary will be overseen by a part-time site coordinator along with a lead and co-lead teacher. The other Miracle sites will have 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 will be experienced with 21st CCLC programs; if, during the course of the grant cycle, any new site coordinators are needed, each full-time coordinator will have at least a four-year degree and experience in working with students in an out-of-school-time environment. Site coordinators will receive first aid and CPR certification. All Miracle staff and subcontractors, including bus drivers and caterers, will meet the requirements of its licensing agency including Level II (national criminal checks) background and drug screenings. The former is conducted by Collier County Public Schools and the latter through BGCCC.

Miracle positions are advertised as appropriate, including on college and university websites. Résumés are reviewed against written position descriptions; applicants who meet the criteria are interviewed by a three-member panel asking a set of standard questions. Second and third interviews follow, including on-site program visits and reference checks. The Project Director makes a tentative job offer to the top candidate, pending the results of background checks and drug screenings. Upon hire, all staff receives various trainings and professional development opportunities.

Miracle will be staffed in accordance with the 21st CCLC guidelines. Florida-certified teachers from each school site will be hired to work in the after-school program, ensuring a direct, seamless connection between programs. A lead teacher or staff will be identified at each site to work with the site coordinator to ensure adequate collaboration with the school site and increased academic alignment. Highly qualified paraprofessionals and university/college students (from Immokalee, serving as excellent role models) will complete the program staff. The student:instructor ratio for academic lessons will average 10:1, and the ratio for personal enrichment activities will average 20:1.

3.9.b. Professional Development: Professional development is key to the effectiveness and continuous improvement of the program. Annually, key staff (a minimum of three) will attend the Florida Department of Education fall conference and one national conference related to Miracle

goals. Throughout the year, the Miracle Leadership Team (MLT) will also participate in professional development activities consisting of trainings surrounding 21st CCLC basics, disguised learning, classroom management strategies, *7 Habits of Highly Effective People* and Growth Mindsets.

Professional development for the program staff at large will be determined by an annual needs assessment. All staff will participate in 7 Habits/Growth Mindsets, SEL and Kagan/Classroom Management trainings, and workshops based on meeting student needs. These sessions are led by certified teachers, CCPS staff as well as trained professionals.

IOSTI offers additional trainings and resources that specifically target mental health awareness and toxic stress lead by members of the FSU Center of Childhood Toxic Stress.

3.10 Facilities: The programs will take place at school sites that are fully ADA accessible and secured by fenced property lines and locked exterior doors. Through the partnership with Collier County Public Schools, Miracle students and staff will have access to sufficient resources, including classrooms and common areas, at each school to accommodate all program activities.

Classrooms, libraries and computer labs will be used for group lessons, homework and all other indoor activities that require direct instruction. Lessons requiring outside space will take place in recreational and common areas. Office and locked storage spaces will be made available at each school for staff privacy and safekeeping of Miracle program materials. Nutritious meals will be provided daily to students inside the safe and healthy environment of the school cafeterias.

Students and their adult family members can access the facilities through the main, clearly marked entrance only using the video call box. All visitors, including parents, will be required to present a photo I.D. prior to entering the building and will sign their child out in the front office. Visitors and subcontracted staff will also present a photo I.D., are required to sign in and out at the front office, and must wear a CCPS badge at all times to gain access to the building.

The Miracle program has completed the Department of Children and Families licensure survey for each program site and thus has been deemed exempt from DCF licensure.

3.11 Student Safety and Transportation: The Miracle program has access to school public-address systems, and staff use walkie-talkies and school telephones to communicate. Students sign in and out using unique student identification numbers. At the end of each school day, assigned school staff will escort Miracle students to their designated drop-off areas to be placed under the supervision of Miracle staff for the after-school program.

Students will be in the care of Miracle staff for the duration of program. After signing into the program, students go to their groups with their assigned tutor (paraprofessional or college student) or certified teacher. When students transition from one location to another (e.g. from the cafeteria to the classroom), the Miracle staff member will walk the entire group together and ensure that all students are accounted for using the regularly updated attendance roster. If there is a need for students to leave the classroom, they will be accompanied and/or provided with a hall pass from Miracle staff. Miracle staff will take attendance of their individual group at multiple points throughout the program time as well.

At the end of program, all students will exit from a central dismissal point. Attendance records will reflect each student's mode of transportation (bus, walk, bicycle, car). The custodial parent and/or guardian will be required to provide a list of approved persons to whom a student may be released. If students are picked up, each student will be asked to identify the person, whose name and identification will be checked against the approved list. Parents/guardians will be required to sign out any student who needs to leave the program early. Students riding Collier County Public Schools buses will be escorted, supervised, and accounted for during boarding. Hours of programming will be monitored to ensure that students who walk or ride bikes are not dismissed after dark.

In the event that Miracle students will go on a field trip, permission slips will be obtained for each student, signed by their parent or guardian. Site coordinators will keep a master list

with all emergency contact information and, if applicable, allergy and relevant medical information. On field trips, Miracle staff will maintain student:staff ratio of 10:1.

Miracle's Program Safety Policy includes the adoption of the CCPS 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, notify parents and family, and file incident reports. Using this plan, each program conducts four code red drills and 2 fire drills annually. A copy of the Emergency Plan is readily accessible in a red binder in each classroom and at the front office at each site. All staff will be trained in emergency and safety procedures annually.

Miracle partners and providers of student services will meet Level 2 Screening requirements as described in FL Statute 1012.32 (Jessica Lundsford Act). Volunteers will meet screening requirements as per Collier Policy No. IJOC. The majority (75%) of Miracle program staff (including bus drivers) will be Collier County Public Schools employees. All visitors, including parents, will be required to sign in and out at the front office and wear a visitor tag (Collier Policy No. KK).

3.12.a. Partnerships: Miracle is built on a partnership between the Boys and Girls Club of Collier county (BGCCC) and the Collier County Public Schools, as evidenced by the support letter from the Superintendent. Program facilities, transportation services, student data and nutrition services will be provided through this unique partnership. Through a grant provided by the Department of Health to CCPS, nutritious meals will be provided daily at no cost during the out-of-school time program.

The Naples Children and Education Foundation (NCEF) will partner with Miracle (via the BGCCC) to contribute professional development opportunities, additional materials, resources and services outside of those that are considered 21st CCLC allowable costs. NCEF has created and invested in the Immokalee Out of School Time Initiative, which has and will afford Miracle the opportunities to collaborate with other Immokalee out-of-school time providers to ensure the non-duplication of services and the leveraging of resources.

3.12.b. Collaboration: Miracle's ongoing collaboration with Collier County Public Schools provides many resources to the program. The district has created a specific software program for Miracle called StopWatch, which has enabled the Project Director and site coordinators to access the data points necessary for reporting and continuous program improvement.

Each site will be staffed by day school teachers from that location so that students will work with teachers they know (and vice versa) and who will have the opportunity to employ different instructional strategies and materials to support the mastery of the State standards. This will ensure seamless communication and strong alignment between the day and out-of-school time programs. The lead teacher at each site strengthens the connection with day school by communicating with the teachers regarding homework completion and individual student needs.

The Immokalee Out-of-School Time Initiative also provides after-school programs with opportunities for day school collaboration and facilitates regular meetings between the after school programs and school administration regarding student needs and successes, areas of concern, staff support and collaborative planning.

3.12.c. Sustainability: Immokalee is an isolated, rural community with no corporate offices or large businesses, making it a challenging area in which to cultivate investors. Miracle will continue to work with Collier community partners to sustain this highly successful and much-needed program. To date, both the Boys & Girls Club of Collier County and the Naples Children and Education Foundation (NCEF) have partnered with funding and/or in-kind contributions. Both have committed to continue support in the next grant cycle as needed to maintain the stability of funding and services in years to come. Additionally: (1) National foundations with like interests will be invited to support Miracle; (2) Partners in the IOSTI will seek projects that leverage funds from a variety of sources; (3) Collier County Public Schools will assist in seeking avenues to secure safety nets for Immokalee students and families in core academic areas; and

(4) Miracle Advisory Board meetings will address sustainability through the leveraging of partnerships and stakeholders. Meetings are held at least twice throughout the grant year. Advisory Board invitations are extended to school administration, program lead teachers, students, parents, community partners, subcontractors and all other stakeholders.