



**21<sup>st</sup> Century Community Learning Centers 2019-2020 Request for Proposal**

**Miracle 2: Boys & Girls Club of Collier County**

**3.1 Project Abstract/Summary:**

Located in Immokalee, Florida, Miracle 2 (M2) serves 398 underachieving 3<sup>rd</sup> - 12<sup>th</sup> grade elementary, middle and high school students at four Title I schools, Highlands Elementary (HLE), Village Oaks Elementary (VOE), Immokalee Middle School (IMS) and Immokalee High School (IHS), with high-quality after-school, Spring Break and Summer activities (Florida Afterschool Network-based). Miracle is designed to (1) support mastery of Florida’s high academic standards ; (2) build Social Emotional Learning (SEL) skills necessary to recognize and manage emotions, make responsible decisions, and establish and maintain positive relationships; (3) offer enrichment opportunities ranging from art to recreation; provide dropout prevention and opportunities for career exploration and, (4) engage adult family members in educational and personal development opportunities. To utilize safe, familiar and accessible locations, the after-school programs and family outreach operate in the day schools of the students.

Programming at each elementary site will be provided for two and a half hours daily (Monday – Friday) after school, eight hours during the Summer and five hours during weekends/holidays. To develop students’ understanding and correlation among high school credits, graduation, post-secondary education and careers, the elementary programs are called “Miracle University” (MU). On the secondary school levels, the “6YFN” (“6 Years From Now”) design focuses students on “meeting” their future selves by exploring career options. Programming will be provided for two hours (Monday – Thursday) after school at Immokalee Middle and High. Site profiles serve as the guiding documents for site operations as there may be year-to-year changes.

| Site      | # Students | Grades | Hours /week | Days /week | Hours     | # days/ year | Spring Enrichment Prog. Days | Summer Enrichment Prog. Days |
|-----------|------------|--------|-------------|------------|-----------|--------------|------------------------------|------------------------------|
| Highlands | 110        | 3 - 5  | 12.5        | 5          | 2:55-5:25 | 161          | 5                            | 10                           |



|                  |     |        |      |   |           |     |   |    |
|------------------|-----|--------|------|---|-----------|-----|---|----|
| Village Oaks     | 100 | 3 - 5  | 12.5 | 5 | 3:25-5:55 | 161 | 5 | 10 |
| Immokalee Middle | 100 | 6 - 8  | 8    | 4 | 3:45-5:45 | 132 | - | -  |
| Immokalee High   | 83  | 9 - 12 | 8    | 4 | 2:10-4:10 | 135 | - | -  |

**3.2 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 21<sup>st</sup> 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, programing, 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 extensive professional experience in the implementation of 21<sup>st</sup> CCLC programs, including two years as the Project Director and seven years as a Site Coordinator and Miracle team lead, directly reporting to the previous Miracle Project Director, Patricia Riley. In 2016, Ms. Desmore completed her MBA at Nova Southeastern University. 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, who reports directly to the Project Director, is responsible for program implementation at each of the four sites. These coordinators have 21<sup>st</sup> CCLC experience



and have contributed to the program's recognized success. If, during the course of the grant cycle, any new Site Coordinators are needed, each will have at least a four-year degree and experience in working with students in an out-of-school-time environment. Experienced Miracle Site Coordinators participate in program-specific trainings annually. Training topics include 21<sup>st</sup> CCLC basics, disguised learning, First Aid, and classroom management strategies. Site Coordinators also attend leadership and SEL-based trainings such as *7 Habits of Highly Effective People* and Growth Mindsets. These trainings provide a diversity of academic, enrichment and personal development opportunities as well as family educational engagement, all of which support program outcomes.

The Naples Children & Education Foundation's (NCEF) Director of Out-of-School Time Programs, Jamie Scott, will support the Miracle program by providing 21<sup>st</sup> CCLC staff access to professional development, program resources, and connections with community partners. Ms. Scott has 10 years of experience in 21<sup>st</sup> CCLC programs, has co-authored the Growth Mindsets curriculum and is trained in the following: *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 21<sup>st</sup> 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 21<sup>st</sup> CCLC programs are in good standing.

In each year of operation, Miracle has served approximately 900 students, met all 21<sup>st</sup> CCLC requirements, and, in totality, impacted thousands of Immokalee 3<sup>rd</sup> through 12<sup>th</sup> grade at-risk students. The quality of these programs has been recognized during 21<sup>st</sup> 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 of Highly Effective People*”, this foundation has created essential ingredients in the success of this program.”: Research-based Foundation/Curriculum; Program Structure; and Excellence in Leadership....[and] program supports that assist this 21st CCLC program in continuing its effective programming and making continual improvements where needed.” Subsequently, the 21<sup>st</sup> 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 NCEF’s Immokalee Out-of-School Time Initiative (IOSTI), 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 21<sup>st</sup> CCLC program.

Early Miracle students have begun graduating and significant growth in educational outcomes is evident. In the last four years, graduation rates in Immokalee have risen to over 90%. Yearly, Miracle students have met the program objective goals set forth by 21<sup>st</sup> CCLC as outlined by the “Miracle 2: 2018-2019 Average Gains” attachment. Highlights of the 2018-2019 data results indicate that Miracle students met and far exceeded all academic goals. This is also true for all personal enrichment and adult family member objectives as well.

| <b>Miracle 2: 2018-2019 Average Gains</b> |              |  |              |
|---|--------------|--|--------------|
| <b>Objective (Goal)</b>                   | <b>Gains</b> | <b>Objective (Goal)</b>                    | <b>Gains</b> |
| Obj. English Language Arts: Grades (40%)  | 71.5%        | Obj. Science: FSA (30%)                    | 55%          |
| Obj. English Language Arts: FSA (30%)     | 44%          | Obj. Behavior & Problem Solving (50%)      | 91%          |
| Obj. Math: Grades (40%)                   | 65%          | Obj. Arts & Culture (65%)                  | 90%          |
| Obj. Math: FSA (40%)                      | 44%          | Obj. Adult Family Member Performance (10%) | 95%          |
| Obj. Science: Grades (40%)                | 73%          |  |              |



Ongoing, varied evaluation has yielded continuous improvement and consistent results. Evaluation strategies include monthly site visits, staff observations, coaching, data analysis and progress monitoring for academic units. Evaluation activities are conducted in a systematic way using a timeline. This process assists in informing the program and stakeholders about progress being made toward meeting grant goals and objectives throughout the year in a timely manner. These activities include data collection, data analysis, and reporting. These processes help support the evaluation activities that are required by the grant. Miracle has a history of meeting all 21st CCLC evaluation and quarterly reporting requirements each year.

A partnership with Collier County Public Schools (CCPS) enables Miracle to easily access student data, such as grades, FAIR, FSA and Math Benchmark, to guide improvement through a system called StopWatch. Site Coordinators and lead staff are responsible for the collection and maintenance of student data. Along with program evaluators, program baseline, mid-year, end-of-year data analyses are conducted and reported as required by the grant. On a continuous basis, program staff utilize the StopWatch system to review student data to ensure effectiveness of efforts. Any programmatic changes are, therefore, the data-driven results of these frequent analysis efforts.

### **3.3 Needs Assessment:**

Miracle is a collaborative partner in the Naples Children & Education Foundation's (NCEF) Immokalee Out-of-School Time Initiative (IOSTI). This initiative focuses on collegiality, effectiveness and resource leveraging among out-of-school providers in Immokalee. The NCEF Board of Trustees contracted with the University of Florida Lastinger Center to conduct a needs assessment of childhood well-being in Immokalee in 2005 and 2010, as well as an update study in 2017 with Civitas Strategies. A three-phase process was used to collect the data: (1) data collection about the conditions and human needs of the children and the agencies addressing those needs; (2) analysis of current delivery system and the impact of NCEF strategic investments (including Miracle); and (3) presentation and report of findings. Both qualitative and quantitative



research methods were used, including statistical analysis and program evaluations provided by multiple databases from County, State and Federal sources; professional publications and reports; and extensive interviews with school district personnel (regular and charter schools), health and education service providers, civic leaders and NCEF trustees. There are no private schools in Immokalee.

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 abuse.” Utilizing this study, 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. An alignment and cause- and- effect analysis charts were created correlating areas of need and functioning responses. The MLT examined existing programs and their 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 (comprised of program stakeholders and community partners) and the IOSTI Leadership Team as a basis for strategic planning of the Miracle program.

Additionally, the partnership with the Collier County Public Schools District, allowed the MLT to collect and analyze attendance, discipline, and assessment data. The results were completed in March 2020 and discussed with school Principals and lead staff for additional insight pertaining to the needs of each site’s target 21<sup>st</sup> CCLC population. Finally, the MLT looked at the Florida State standards and academic assessment benchmarks to determine if the identified program units and other activities aligned. The resulting comprehensive assessment plan focused on both academic and personal enrichment needs of the students.

An analysis of the U.S. Census data listed in the “Community Demographics: Immokalee Quickfacts” attachment, establishes that Immokalee, one of the nation’s largest agricultural regions, has a population of 24,154 people with limited education, job skills and economic resources. Its largely migratory workforce is concentrated in the farm and service industries



(e.g., farmworkers, housekeepers and kitchen workers). With the median household income of \$30,426, 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, 49.3% have less than a ninth grade education<sup>3</sup> and 37.8% have at least a high school diploma. This is a community plagued by immigration and human-trafficking issues, and its demographics define it as high need.

| <b>Community Demographics: Immokalee Quickfacts</b>                 | <b>%</b> |
|---|----------|
| Black or African American alone 2018                                | 21.7     |
| Hispanic or Latino 2018   | 72.1     |
| White alone, not Hispanic or Latino 2018                            | 4.8      |
| Foreign-born persons 2014-2018                                      | 46.9     |
| Language other than English spoken at home, age 5+, 2014-2018       | 81.9     |
| High school graduate or higher, persons age 25+, 2014-2018          | 37.8     |
| Unemployment Rate   | 9        |
| Per capita money income in past 12 months (2018 dollars), 2014-2018 | \$11,729 |
| Median household income, (2018 dollars) 2014-2018                   | \$30,426 |

Immokalee's children are at-risk with a clear and pressing need for out-of-school time programs. The children are born into conditions that bear the demographic (mobility, language), socioeconomic (poverty, hunger, healthcare), and institutional (underperforming schools) risk factors predictive of educational failure. Poverty and language are the two largest barriers to learning and success. Today, poverty creates the achievement gap and is the "great dividing line in American Education." Recent research has also revealed that severe poverty has a negative effect on child brain development but can be offset by intensive interventions such as focused lessons and stimulating games, which are intentionally incorporated into the Miracle design. 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. At-risk students need to acquire resiliency and self-efficacy to overcome learning barriers and benefit from 21<sup>st</sup> 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. M2's 21<sup>st</sup> CCLC programming provides experiences that support the developmental needs of the "whole child." Miracle 2's programming also develops the skills required to overcome the challenges of 21<sup>st</sup> century college, citizenship, and careers. As the Superintendent of Collier County Public Schools, Dr. Kamela Patton, has stated, "[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 as many areas of the arts, character development and physical education." Based on the FL DOE data described in the "M2: Data Points" and "M2 FSA Data" attachments, M2 schools are all Title I schools with well over 90% of the student population considered economically needy. Nearly 75% of all students at each of the M2 school sites come from a home where English is spoken as a second language. In 2019, three of the four M2 schools received a School Grade of a C or D.

| <b>M2: Data Points (percentage)</b>           | <b>Highlands</b> | <b>Village Oaks</b> | <b>IMS</b> | <b>IHS</b> |
|---|------------------|---------------------|------------|------------|
| School Grade 2019 <sup>5</sup>                | A                | D                   | C          | C          |
| Economically Needy <sup>6</sup>               | 94.89            | 99.35               | 98.85      | 94.04      |
| Home Language Other than English <sup>6</sup> | 76.16            | 74.19               | 83.26      | 82.17      |
| Migrant <sup>6</sup>                          | 39.47            | 35                  | 41.37      | 38.58      |
| Limited English Prof. <sup>6</sup>            | 31.27            | 42.1                | 12.49      | 9.49       |
| Minority <sup>6</sup>                         | 97.99            | 98.06               | 98.16      | 98.57      |
| Immokalee Drop-Out (2018) <sup>6</sup>        | 13.1             |                     |            |            |

| <b>M2 2019 Reading FSA Data:</b><br>Percentage of students demonstrating proficiency |                   |                      |            |            |            |            | <b>M2 2019 Math FSA Data:<sup>9</sup></b><br>Percentage of students demonstrating proficiency |                      |            |            |            |            |
|--|-------------------|----------------------|------------|------------|------------|------------|---|----------------------|------------|------------|------------|------------|
| <b>Gr</b>  | <b>State Avg.</b> | <b>District Avg.</b> | <b>HLE</b> | <b>VOE</b> | <b>IMS</b> | <b>IHS</b> | <b>State Avg.</b>   | <b>District Avg.</b> | <b>HLE</b> | <b>VOE</b> | <b>IMS</b> | <b>IHS</b> |
| 3  | 58                | 61                   | 67         | 22         |            |            | 62  | 68                   | 62         | 44         |            |            |
| 4  | 58                | 58                   | 53         | 23         |            |            | 64  | 65                   | 57         | 35         |            |            |
| 5  | 56                | 60                   | 50         | 28         |            |            | 60  | 67                   | 84         | 29         |            |            |
| 6  | 54                | 56                   |            |            | 30         |            | 55  | 61                   |            |            | 37         |            |
| 7  | 52                | 55                   |            |            | 28         |            | 54  | 66                   |            |            | 38         |            |
| 8  | 56                | 58                   |            |            | 35         |            | 46  | 36                   |            |            | 26         |            |
| 9  | 55                | 56                   |            |            |            | 31         | 62  | 70                   |            |            |            | 22         |
| 10   | 53                | 53                   |            |            |            | 27         |   |                      |            |            |            |            |





| <b>M2 2019 Science FSA Data:</b> |    |    |    |    |    |
|----------------------------------|----|----|----|----|----|
| 5                                | 53 | 56 | 53 | 24 |    |
| 8                                | 48 | 52 |    |    | 28 |

The Florida Standards Assessment data outlined in the “M2 FSA Data” attachment, details that all grades in the M2 schools, with the exception of Highlands Elementary, scored far below the State and district average for the 2019 Florida Standards Assessment (FSA) in English Language Arts (ELA), Math and Science for grades 3-12; HLE fails to meet the State and/or district average across nearly half of the grades and content areas. Among all four M2 schools, 65% of the students did not meet the State’s standards in Reading; over 60% did not meet the standard for Math; and 65% did not meet the standard for Science. Confronting the immediate and physical difficulties caused by poverty, migratory lifestyles, low educational levels and immigration issues, Immokalee parents and families are ill-equipped to support their children’s education. The educational support gap between students from more affluent homes and Miracle families creates a challenge to provide opportunities for students and parents to interact educationally (learn together). To address these challenges, Miracle adult family member sessions are designed to increase educational confidence and interaction within families so that children and parents learn together.

Recognizing the impact and significance of the Miracle program, all Immokalee Principals have requested that the Miracle program continue to be offered to their students, especially since it targets the most vulnerable and at-risk students at each school. Immokalee is fragile and needs multiple layers of support for its children and families. All schools, even those with rising school grades and FSA scores, serve students who come from poverty face a plethora of other issues.

In their 2019-2020 School Improvement Plans, VOE, IMS and IHS all stated that they plan to increase achievement and proficiency in areas such ELA and reading. VOE and IMS plan to focus on ELA, Math, and Science, whereas IHS plans to focus particularly on ELA and



Math. Compared to the State's average, all of the M2 schools, excluding IHS, have identified ELA and Reading as the greatest gaps. Algebra I proficiency levels at IHS were identified as revealing the greatest gap in comparison to the State average. The Miracle program has developed specific program activities tailored to Algebra I. The Miracle program will work closely with administration at all M2 schools to assist in achieving their goals, as they are all in alignment with Miracle's objectives and goals.

The day school and IOSTI collaboration in Immokalee is structured and ongoing, wherein all out-of-school time providers collegially analyze school and demographic data, identify gaps and propose solutions. There are no private schools in Immokalee, but all public-school data is included in the evaluation process conducted by the IOSTI Leadership Team, which includes executive directors of all the providers, representatives from Collier County Public Schools, project evaluator, and IOSTI program manager. Although each out-of-school time program targets different students, one common goal is to ensure services are equitably distributed among all schools. Job limitations require that parents of many children work late hours in the field and other farm and service industries, resulting in many Immokalee children being left unsupervised after school. Students in K-2 are currently provided with after school services in the Immokalee schools; consequently, the Miracle application targets grades 3 and above. This population of students is underserved in the Immokalee community. M2 provides services to nearly 45% of the total student population at the four school sites.

### **3.4 Community Notice and Dissemination of Information:**

In developing the 21<sup>st</sup> 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 current steering committee, including students and parents. The intent was to ensure needs were identified, resources leveraged, and services not duplicated. Participants will be invited to serve on the Miracle Advisory Board so that their valuable input and contributions to Miracle continues. 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 BGCCC's intent to apply and process to review the submitted application was given to focus groups and posted on websites (BGCCC and the Miracle social media page), bulletin boards in Immokalee (printed in English, Spanish, and Creole), 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.)

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 included on the BGCCC website. The 21st CCLC portion is regularly monitored, maintained, and updated by BGCCC staff at least once each school semester. The Miracle website will include recent reports, Site Coordinator contact information, target school and program site locations, schedules, student project pictures, and related information (including useful links). By October 1, 2020 the Miracle website will expand to include calendars, hours of operation, 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 English, Spanish, and Haitian Creole) through weekly/daily social media posts, scheduled adult family member sessions, flyers as necessary, monthly/quarterly postings on school bulletin boards, and site and/or project advisory committee meetings;
- (3) School district personnel will participate in the Advisory Board meetings (one in the Fall and one in the Spring) and receive direct (electronic, where possible) mailings of reports (at the beginning, middle and end of the year), findings, progress and challenges on an ongoing basis;
- (4) Partners and external stakeholders will receive updates by presentations, electronic mailings



and/or electronic alerts to check the website as necessary; (5) Media outlets will be contacted for events and newsworthy accomplishments; and, (6) Miracle will be accessible to colleagues throughout the State via the 21<sup>st</sup> CCLC website, video/phone conferencing, and/or State conferences.

### **3.5.a. Partnerships:**

Miracle is constructed on a partnership between BGCCC and Collier School District, as evidenced by the support letter from the Superintendent. Program facilities, equipment, referrals, recruitment of targeted students, transportation services, student data, inclusion of staff in District professional development, and nutrition services will be provided through this primary partnership. Through a grant provided by the Department of Health to the Collier County School District, nutritious meals will be provided to Miracle students daily at no cost during the after-school program.

NCEF will partner with Miracle to contribute professional development opportunities, additional materials, resources, and services outside of those that are considered 21<sup>st</sup> CCLC allowable costs, as well as funding contributions (as available and necessary) in the event of a decrease in 21<sup>st</sup> CCLC funding. NCEF has created and invested in the IOSTI, which has and will afford Miracle the opportunities to collaborate with several other Immokalee out-of-school time providers to ensure the non-duplication of services and the leveraging of resources, thus, securing a partnership between the Miracle program and all other IOSTI providers.

Miracle has also built partnerships with many community organizations, including the David Lawrence Mental Health Center, the FSU Center for Child Stress & Health, the Benison Center of Immokalee, and UF IFAS 4H. Overall, these unique partnerships have provided resources (The Benison Center of Immokalee), trainings (David Lawrence Mental Health Center and FSU Center for Child Stress & Health), student mental health services (David Lawrence Mental Health Center and FSU Center for Child Stress & Health), implementation of SEL curriculum (David Lawrence Mental Health Center), bullying and drug prevention programming



(David Lawrence Mental Health Center), STEM courses (UF IFAS 4H), various incentives for both students and staff (The Benison Center of Immokalee), and family member nutrition (UF IFAS 4H) and mental health resources (FSU Center for Child Stress & Health and David Lawrence Mental Health Center). Miracle continues to seek and utilize community partners to ensure robust implementation of the 21<sup>st</sup> CCLC after-school program. The value of all in-kind goods and services from other community partners will be tracked electronically by the Site Coordinators.

### **3.5.b. Collaboration:**

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. Miracle’s ongoing collaboration with the CCPS provides many resources to the program such as facility and equipment use at a reasonable cost, access to student data (with written parental permission and within the limits of the law), and a contract for use of CCPS District transportation (District-trained drivers with Level II clearance). The District has created a specific software program for Miracle called StopWatch, which has enabled the Project Director and Site Coordinators to access the student data points (grades, FSA, benchmark assessments, etc.) necessary for reporting and continuous program improvement.

The Miracle program will take place in the school site of each target school. 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 after-school programs. A lead teacher or staff will be identified at each school site to assist the Site Coordinator in program leadership. The lead teacher at each site strengthens the connection between the day school and out-of-school time after-school programs by communicating with the teachers regarding homework completion and individual student needs. The program will be further enhanced by this individual’s



insight into and communication with both. The remainder of the staff will be highly qualified paraprofessionals chosen from the school site and college students. The latter will also serve as role models, as they are from Immokalee and attend postsecondary schools. Miracle Site Coordinators will communicate with school staff and administration on a daily basis via phone, email, and in-person meetings and conversations. Many school administrators also allow Miracle staff to participate in school staff training and professional development sessions.

The IOSTI also provides after-school programs with opportunities for day school collaboration and facilitates regular meetings between the after-school programs and school administration. These meetings allow for communication regarding student needs and successes, areas of concern, and staff support.

### **3.6 Target Population, Recruitment and Retention:**

All M2 schools are identified as schools in need of support and improvement. Highlands Elementary, Immokalee Middle, and Immokalee High are listed as a Targeted Support and Improvement School. Village Oaks Elementary is listed as a Comprehensive Support and Improvement School.

In the past, M2 programs have averaged 90+% average daily attendance and typically have a waiting list of students. For 2020-2021, M2's target population (grades 3-12) at each site will be identified by data and recommendations from each school's Principal and/or lead teacher. M2 will have the capacity to serve approximately 16% of the elementary site's population, 6% in the middle school and 5% in the high school. Since 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 21<sup>st</sup> 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 meet the needs of each



student. School administration and staff will also provide Miracle coordinators with student referrals based on student data. This ensures that students who most require the program's assistance are made aware of the program's offerings.

In August 2020, 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. Utilizing multilingual letters of invitation and registration forms ensure that parents in this predominantly non- English-speaking community are able to read these communications. Based on parent need, program staff will set up appointments to help parents complete the registration process. If necessary, a second round of invitations will be sent in mid-September to parents of children in the second level of priority. In partnership with the day school teachers, Miracle staff and Site Coordinators will reach out to parents through phone calls and personal contact to encourage students' participation and to ensure full knowledge of the program's resources, understanding of why their child is a candidate, and the importance of participating for his/her future success.

Since student retention is critical to program success, a parent orientation will be scheduled for the beginning of the program year. Together with the administration 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 into the three languages to ensure understanding and that all questions are answered.

Maintaining a high level of student interest is vital to student retention. Miracle has identified a wide array of highly engaging units and will ensure there are numerous opportunities for student voice and choice throughout the program. Miracle is designed to ensure a student's sense of belonging and purpose. 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 elicit all-important demonstrations of skills, choice and leadership among students, Miracle will incorporate activities known to increase children's participation.

If Miracle attendance or student participation declines, an individual plan of action will be implemented by the Miracle team. Students will be considered individually to determine the most appropriate course of action to renew their interest/attendance. 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 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. Attendance records will be maintained and reviewed at each site monthly to identify trends and make adjustments to the program and/or enrollments. Attendance tracking will also be monitored by students in efforts to encourage accountability.

Family engagement in the Miracle Program is also crucial for student and program success. To keep parents/guardians engaged, family members are invited to participate in five adult family member sessions throughout the year at each site, where they will have the opportunity to meet the Site Coordinator and program staff. These sessions will provide and encourage family learning opportunities. Multilingual flyers will be sent home throughout the year with upcoming sessions and important and relevant information. Parents/guardians will be welcome to come to their child's site to speak with the Site Coordinator and/or can set up meetings at times that are convenient for them. The Miracle Facebook page will provide weekly or bi-weekly updates on what is happening at different sites, and the Miracle website will contain updated information and calendars for families as well.

### **3.7 Times and Frequency of Service Provision for Students and Families**

MU will be open to serve all students for 12.5 hours per week at Highlands Elementary and Village Oaks Elementary. At the secondary level, 6YFN will serve students at Immokalee





Middle and Immokalee High for eight hours per week. The start date for HLE and VOE programs will be August 24, 2020, with an end date of May 21, 2021. IMS will start on August 24, 2020, and end on May 25, 2021. The IHS program will begin on August 20, 2020 and end on May 27, 2021 for IHS. All programs will begin five minutes after school dismissal: HLE and VOE programs will begin at 3:25 p.m. and continue for two and a half hours until 5:55 p.m.; IMS and IHS will operate for two hours daily, with IMS beginning at 3:45 p.m. and end ending at 5:45 p.m. and IHS beginning at 2:10 p.m. and ending at 4:10 p.m. HLE and VOE will operate Monday through Friday for 161 after-school program days. IMS will operate Monday through Thursday for 132 after-school program days while IHS will operate Monday through Thursday for 135 after-school program days. The after-school programs will take place at the target school sites. Site profiles serve as the guiding documents for site operations as there may be year-to-year changes.

Daily, students will be engaged in disguised learning units and tutoring for 45-60 minutes, provided with Growth Mindset Time in "Homework Hall" for 30-60 minutes, and participate in personal enrichment and 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.

Additionally, Miracle will offer students Spring and Summer enrichment programs. The Miracle Spring enrichment program will take place at the Immokalee Parks & Recreation Facilities and serve a total of 30 M2 students (HLE:15, VOE:15). The Spring program will run five days from March 15, 2021, to March 19, 2021, beginning at 8:30 a.m. and ending at 1:30 p.m. The two-week Summer Enrichment program will take place at the Immokalee Parks and Recreation Facilities half of the day and the Immokalee High school for the remainder of the day (the two facilities are within very close proximity). It will serve a total of 38 M2 students (HLE:20, VOE:18) and take place from June 7, 2021, to June 18, 2021, 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 and personal enrichment activities implemented and supervised by Miracle staff (including swimming, the arts, and recreational/sports activities). Site profiles serve as the guiding documents for site operations as there may be year-to-year changes.

Miracle will offer at least five adult family member sessions at each site based on times most convenient to working families. The events will be announced in advance and reminders will be sent home as the date approaches. All communication will be offered in three languages (English, Spanish, Creole). The parent/family hours may fluctuate based on the time of year (in an effort to accommodate field work and packing-house hours). Each evening session will run one to two hours and will include observation, participation and learning activities for the adults and families. For example, at least once a year, students at some sites may lead Miracle parent conferences to explain MU projects as well as the 7 Habits. The first family engagement event will include an orientation to 21<sup>st</sup> CCLC program requirements and activities. During family education nights, Miracle will connect parents and families with relevant resources and lessons surrounding their child's personal and education needs, family nutrition, mental health awareness and counseling. At least once a year, families will be provided with resources and sessions focused on SEL, mental health awareness and counseling provided by the FSU Center for Child Stress & Health. Other educational resources may be offered to parents as identified in surveys; however, outreach will be available on an on-going basis.

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 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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.

### **3.8.a. 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 M2 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 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 (see Measurable Objectives and Assessment attachment).

#### **3.8.a. Statewide Standard Objectives**

- 1) Objective 1: English Language Arts - 45% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.
- 2) Objective 2: Mathematics - 50% of regularly participating students will improve to a satisfactory Mathematics grade or above, or maintain a high grade across the program year.
- 3) Objective 3: Science - 45% of regularly participating students will improve to a satisfactory Science grade or above, or maintain a high grade across the program year.



### **3.8.b. Objectives for Academic Benchmarks**

- 4) Objective 4a Third Grade Promotion - 75% of regularly participating students in third grade will achieve promotion based on their performance on the FSA.
- 5) Objective 4b: Algebra 1 End-of-Course Exam - 65% of regularly participating students<sup>1</sup> enrolled in Algebra I will pass the Algebra I End-of-Course (EOC) exam.
- 6) Objective 4c High School Graduation - 70% of regularly participating students will graduate within their 4-year cohort.

### **3.8.c. Applicant Specified Objectives**

- 7) Objective 5: Social-Emotional Learning - 80% of regularly participating students will improve their self-discipline as measured by pre-, mid- and post-assessment.
- 8) Objective 6: Personal Enrichment - 80% of regularly participating students will improve their visual arts skills as measured by pre-, mid- and post assessment.
- 9) Objective 7: Dropout Prevention & College/Career Readiness - 40% of regularly participating students will improve their engagement in career exploration and post-secondary readiness as measured by pre-, mid-, and post-assessment.
- 10) Objective 8: Adult Family Member Services - 80% of adult family members of regularly participating students will improve their parenting skills as measured by perceptual survey (parent).

## **3.9 Approved Program Activities**

M2 targets underachieving students in grades 3-12 within the following structure. The project addresses students' unmet academic and personal development needs as identified by academic and attendance data. M2's primary academic goals will be to increase proficiency in ELA, 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 M2 programs are called "Miracle University" (MU) at the elementary level. Comprised of colleges, academies and institutes, MU will provide "résumé building" and "credit earning" opportunities that will encourage M2 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, which revealed the top 50 occupational employment gaps based on growth from 2018 to 2026 in Southwest Florida<sup>11</sup>. Focused on the



industries with the most growth and diverse employment opportunities, MU will implement experience-based projects that explore four of the identified 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.” Throughout the year, students will build and add to their MU résumé and transcript by completing each unit with applicable skills, certifications, and experiences. Quarterly, students will complete a unit within one of the identified career pathways addressing all academic areas and aligned to the standards by grade level. The culminating event, MU Graduation, will allow students with enough earned “credits” to graduate in the spring (“sophomores” become “juniors” and “juniors” move to their “senior” years).

In the middle and high schools, MU students will move into 6YFN (“6 Years From Now”) and participate in units that focus on preparing for their “future selves.” Students will be provided with support in understanding where they are now in their educational careers so they can develop the foundation of plans for their future self. Self-discovery, in-depth career exploration, college readiness, and goal setting are intentionally incorporated into each project. Students’ 6YFN self-monitored and adult-coached plans are created in a variety of mediums and will encourage self-expression and creativity. All 6YFN activities have an academic focus that addresses various student needs and interests. Activities will also provide students with the knowledge to make informed decisions regarding their future careers.

At all levels, “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” by monitoring school grades and gathering teacher feedback.

SEL projects and creative and performing arts will be implemented during personal enrichment time. Growth Mindset and Personal Leadership concepts will be embedded in the MU units as well as during all daily program components (transitions and Homework Hall). The 7 Habits and Growth Mindsets are implemented to increase student resiliency and self-efficacy.



Studies of students from abject poverty who have become successful display a lack of two common traits: self-efficacy and resiliency.

M2's academic activities will be implemented daily by highly qualified certified teachers. The Miracle academic foundation is built on activities and units (such as MindWorks or Career Launch) that were written in alignment with the Florida State Standards and utilize a variety of learning strategies to accommodate students' diversity of learning styles. Intrinsic to well-designed PBLs (Project Based Learning Unit) is a 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, and knowledge building. Kagan's practices also assist in developing information processing, critical thinking and presentation skills. Kagan's cooperative learning model has a demonstrated record of improving achievement and serves as an integrated safety net for Miracle students mastering new concepts and skills.

Into each unit, Miracle infuses Growth Mindset terminology and activities, along with personal leadership skills. The pacing of each PBL is adapted regularly, to ensure that the necessary amount of time is spent on understanding vocabulary comprehension, practicing concepts and connecting day school curriculum to the after-school units. All Miracle activities are 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 and met. Each unit will be assessed through pre- and post-assessments to monitor student progress and project effectiveness. Assessments will focus on the specific efficacy and delivery. Each unit will include demonstrations of proficiency as measured against project rubrics. Student academic growth will be tracked by staff using pre/post-assessments, grades, and State assessments, to ensure movement towards benchmarks. The



assessment scores and student grades will be utilized to guide the academic curriculum throughout the year. Miracle supports the mastery of Florida State Standards; they are built on the foundation that students believe they can learn, know they are responsible for learning, and are interested in solving challenges. All academic units align to Florida State Standards for Language Arts, Math, and Science.

**Activities 1 - 3: Holes & MindWorks Units (Elementary) & The Future Educators Club - (secondary) – Objective 1: English Language Arts/Writing:**

As evidenced by 2019 FSA data, 65% of students scored below grade level proficiency in ELA. Miracle units provide direct instruction and disguised learning, such as in the attached Holes unit (Socratic reading) from MU's College of Education. 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 connect real-world, educational career skills by providing students with the opportunity to display their personal leadership abilities and level of understanding through student-created presentations and student-to-student mentoring opportunities on "Mentor Day." At the secondary levels, 6YFN projects such as "the Future Educators Club" address the appropriate Reading and Language Arts standards, while providing students with a clear understanding of career options related to the field of education. Literacy as a focus will be targeted through computer programs such as iReady Reading and during "Homework Hall" (tutoring) at all levels.

**Activities 4 & 5: BizWorld (elementary) & Money Matters (secondary) – Objective 2: Mathematics:**

As evidenced by 2019 FSA data, 60% of students 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. During this College of Business unit, students will discover their entrepreneurial spirits as they create businesses while applying basic concepts of finance and sales. Related need-responsive units that are incorporated into MU include "MindWorks:



Whodunit” and “Math & Science Exploration.” Math skills will also be supported through computer programs, such as FASTT Math and “Homework Hall.” 6YFN students will improve their Math proficiencies through units such as “Career Launch” and “Money Matters.” Through the attached “Money Matters” curriculum, students learn the fundamentals of finance while applying basic Math skills. Activities identified for this objective at all levels introduce the Math concepts using disguised-learning techniques, peer learning, and group discussions that maintain student engagement.

**Activities 6 - 8: STEM Little Bits & Storm Chasers (elementary) & Coding (secondary) – Objective 3: Science:**

Also demonstrated by 2019 FSA data, 65% of students scored below grade level proficiency in Science. Miracle units, such as “MindWorks: Storm Chasers” and “Environmental Science,” will be included in MU’s stem-based Engineering Academy, to address areas of student need and support Florida’s Science standards. The attached Little Bits curriculum, recommended by CCPS’ 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 and includes scientific investigations and experimental trials. 6YFN projects that directly target Science categories include the attached “Coding” unit, during which students are introduced to the foundational skills of coding and computer science through a code.org course. Projects of this caliber offer students the opportunity to gauge the desirability of potential career paths. STEM (Science Technology, Engineering and Math) will also be supported through “Homework Hall.”

**Activity 9: Spiral Review – Objective 4: Third Grade Promotion:**

As evidenced by 2019 FSA data, 55% of 3<sup>rd</sup> grade students scored below grade level proficiency in Reading and 47% of 3<sup>rd</sup> grade students performed below proficiency in Mathematics. During Miracle University, 3<sup>rd</sup> 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. This will ensure that each student receives the proper level of instruction based on identified needs. Activities, such as the Spiral Review, will provide 3<sup>rd</sup> grade students with the necessary skills to decode and comprehend. Using games and interactive activities, teachers will reinforce test-taking strategies and offer support in all academic subject areas to prepare and further enhance their students' mastery of the skills and standards required for promotion to the 4th grade.

**Activity 10: Algebra I EOC Review (secondary) – Objective 4b: Algebra I End of Course Exam:**

Merely 58% of Immokalee middle and high school students passed the Algebra I EOC. 6YN students who have not passed the Algebra I EOC will receive direct support from certified teachers to assist with their mastery of the skills assessed in the exam. Throughout the year, students will be given opportunities to attend Algebra I tutoring. Activities such as the Algebra I EOC Review will provide them with the necessary skills to decode and comprehend Algebra concepts, while also providing an online Math strategy course infused with Growth Mindset concepts. Using games, interactive activities, and practice tests, teachers will reinforce test-taking strategies among their students.

**Activity 11: On Track – Objective 4c: High School Graduation:**

Within the rural Immokalee community, students often leave school for various reasons, such as to assist in providing food and shelter for their loved ones. For that reason, only 37.8% of the Immokalee population has a high school diploma and 49.3% of Immokalee residents have less than a 9th grade education. 6YFN will provide students with the tool set to stay on track to a timely graduation, within four years. Options such as the “On Track” system track students' progress throughout high school. Students will track their path to grade level promotion, graduation, and meeting long-term personal goals throughout high school to better equip them with the resources needed to graduate within their four-year cohort. Each student will be required to maintain a portfolio with deadlines and a gradebook indicating grades and scores for



assessments. These tools will allow students to track progress towards meeting this goal. This unit also incorporates academic counseling, credit recovery, and test prep opportunities.

**Activity 12: 7 Habits of Happy Kids Orientation (All) – Objective 5: Social-Emotional Learning:**

Miracle recognizes that Social Emotional Learning (SEL) is critical for academic learning as well as both 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 foundation for self-management and discipline, *The 7 Habits of Happy Kids* and *The Leader in Me* are integrated into all units and daily activities. The 7 Habits Orientation takes students on an in-depth journey to discovering their inner leader. During this unit, students are taught each of the 7 Habits as well as how they can be applied in their everyday lives, by utilizing Kagan Strategies. The design of “Homework Hall” emphasizes Growth Mindsets and “putting first things first.” The intentional implementation of these activities within the program will be reinforced by activities such as the Social Emotional Learning unit, “Discovering ME!” Throughout this unit, students will learn how to identify and express their feelings through interactive activities with their peers. This unit also covers pertinent SEL concepts such as “i-Messages” and “Stop, Think, Choose” to assist with conflict resolution and effective communication. MU’s 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”<sup>6</sup> or environment. To ensure student needs are being met, student achievement levels in these specific areas will be tracked by staff using pre/post-assessments/surveys, as well as evaluator and staff observations, and 7 Habits related projects and/or activities.

**Activity 13: Digital Photography (elementary) – 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.<sup>13</sup> 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 local artistic talent. Miracle will subcontract with UAC artists, many of whom have previously worked with Miracle students, to provide comprehensive units that focus on visual and performing arts. The Academy of the Arts units range from dance to videography and basket weaving. 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 14: How to Choose a College (secondary) – Objective 7: Dropout Prevention/College & Career Readiness:**

6YFN students will be introduced to career and college options as they complete units such as “Career Launch”, “Junior Achievement”, and the attached “How to Choose a College.” Students at Immokalee Middle will receive a plethora of college and career readiness opportunities, one of which is the Metrix Learning computer software program. In this program, students will take part in courses surrounding the skills necessary for job readiness. At the end of each course, students will receive a certificate of completion. Metrix Learning courses also provide students with licensure opportunities through learning providers such as Skillsoft (includes soft skills, business, IT, etc.), a widely recognized business training provider, and Medcom (billing and coding, HIPPA, CNA, etc.), a notable health care content provider. Many of these courses qualify for continuing education units for nursing and other in-demand career fields. Metrix Learning is made available through a partnership with NCEF and the SFWDB Education Exploration Project at no cost.

To further enhance their career foundations, students will also be provided with real-world/work-based learning experiences in local community partner organizations and



businesses. These opportunities will serve as authentic workplace experiences and early career exploration opportunities that will encourage independence, accountability, curiosity and growth. Career exploration events, résumé and portfolio creation, job shadowing, and mentorship opportunities will also serve as integral portions of this program. Internships and financial literacy programs will tie all of the aforementioned together by providing practical information about personal finance and the importance of identifying education and career goals based on a student's skills, interests, and values.

At the high school, level 6YFN students will build on soft skills acquired in grades 6-8. Students will be introduced to more in-depth career and college options as they continue to create their plans for the future. Units such as "Junior Achievement" support students learning fundamental business and economic concepts, explore career interests and opportunities, and develop work-readiness skills. Students will complete the attached "How to Choose a College" exercise. During this model-eliciting activity, students will research colleges and the various factors that should be measured when making future decisions. Students will have the opportunity to utilize "Naviance" a software designed for self-discovery which will aid in college preparations, such as college research and goal setting. The Collier County School District has provided all students with account access to the Naviance software.

~~6YFN students will continue building their résumé through the computer program "Alison," provided through the Career Source Southwest Florida/SFWDB. Alison will allow students to follow a four-step process in which they will (1) choose from 16 industries; (2) select a career path; (3) select their preferred occupation; and, (4) take courses necessary to obtain full knowledge of the occupation selected. Each Alison course also provides the option for certification.~~



The Miracle Leadership Team has also sought out the iTech (Immokalee Technical College) in hopes of providing students with real-life experiences and technical education opportunities. Dropout prevention will be addressed through guest speakers providing motivational speeches to students and real-life scenarios. Students at IHS will also be offered opportunities for credit recovery. Students who have received a D or F letter grade will meet with counselors and work through failed course(s) under the supervision of CCPS staff. This component reinforces the importance of resiliency and self-management.

For all secondary grade levels, student achievement levels in these specific areas will be tracked by staff using pre/post-assessments, evaluator and staff observations, and 7 Habits related projects and/or activities. 6YFN students will be equipped with the tools and skills required to earn and keep a job in high-growth career industries. The combination of these efforts ensure that students are prepared to fill the high-demand, high-wage jobs of today and the future.

#### **Activity 15: Family Nutrition & Parent Café (All) – Objective 8: Adult Family Member**

##### **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 traveling 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.~~



Research shows the value of parental involvement in students' education and their lives as a whole. Immokalee, however, presents challenges for Miracle families who work in agriculture, migrate, and/or have long work commutes. 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 most of the five adult family member sessions, 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.

### **3.10a. Staffing Plan:**

Miracle has a flat organizational structure. A Project Director with seven years of 21<sup>st</sup> CCLC experience will oversee Miracle, ensuring the implementation of the approved program, timeline, budget and all grant requirements. Highlands 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 and maintenance to staff, schedules, and coordination and delivery of services. Immokalee Middle and High will share one site coordinator who will oversee the two sites along with the lead and co-lead teacher at each site. The Site Coordinators' full-time schedules will allow for planning, best practices research, data-analysis, and lesson planning during the day. This will ensure that Coordinators are able to focus on students' more immediate needs during program. Site coordinators will be experienced with 21<sup>st</sup> CCLC programs; if, during the course of the grant cycle, any new site coordinators are needed, each 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 screening by CCPS and drug screenings by BGCCC.

Miracle follows the public and transparent hiring policies of the Boys and Girls Club of Collier County. Positions are advertised as appropriate, including college websites. Résumés are reviewed against written position descriptions; those applicants who meet the criteria are interviewed by a 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 are provided with various trainings and professional development opportunities.

Miracle will be staffed in accordance with the 21<sup>st</sup> 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. Academic lessons will be delivered or supervised by a certified teacher. In efforts to ensure adequate collaboration with the school site and increased academic alignment, a lead teacher or staff will be identified at each site to work along with the Site Coordinator as the collaboration liaison. Lead teacher responsibilities will include the



continuous design and improvement and overall quality of program implementation. The lead teachers will be identified by school Principals as having the knowledge, skills and experience to effectively lead the program and accomplish the goals. The lead teachers will work during program and planning hours and ensure the focus remains on the specific areas. The lead teachers and coordinators will be responsible for the identification of the remaining staff including certified teachers, paraprofessionals and college students. The latter will be responsible for program delivery and outcomes. The highly qualified paraprofessionals (hired from the school site) and university/college students will come from Immokalee and serve as excellent role models. The student:instructor ratio for academic lessons will average 10:1, and the ratio for personal enrichment activities will average 20:1. The appropriate number of staff members will be hired at each site to maintain proper student:instructor ratios for the proposed activities. Each Miracle program will support nearly 100 or more students daily. For this reason, staffing budgets will be carefully crafted to ensure that programs have the ability to hire enough staff to meet the above mentioned student:instructor ratios. To ensure student safety, program staff will be will attend First Aid and CPR certification trainings.

As described previously, the Boys and Girls Club of Collier County has experience in administering Federal and State grants. Miracle complies with all its processes and policies and utilizes BGCCC experienced staff for administrative roles of bookkeeper, controller (payroll), purchaser, and director of fiscal services.

### **3.10.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 21<sup>st</sup> CCLC Fall conference and one national conference relevant to Miracle priorities and goals. These staff members will meet with the larger group to disseminate their newly acquired knowledge and discuss applicable program enhancements. Throughout the course of the year, the MLT will also participate in an array of professional development activities that align with



Miracle objectives. MLT members will follow a professional development plan (PDP) consisting of trainings surrounding 21<sup>st</sup> CCLC basics, disguised learning, SEL, ACE child stress and trauma, 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 CPR and First Aid trainings, 7 Habits/Growth Mindsets, SEL and Kagan/Classroom Management trainings, and specific workshops based on meeting student needs. These sessions are directed by certified Collier County Public Schools teachers and staff as well as trained professionals. Many of the professional development sessions are hands on and provide staff with the opportunity to practice newly acquired skills and knowledge in ways relevant to program activities. Trainings are followed up by monthly site meetings to ensure application of knowledge. Miracle staff will also be afforded professional development opportunities through IOSTI, which will offer Miracle staff trainings in surrounding areas of need as identified by program and school administration. These trainings are provided to all out-of-school time program staff, including Site Coordinators, teachers, tutors, and paraprofessionals. IOSTI offers additional trainings and resources that specifically target mental health awareness and toxic stress lead by members of the FSU Center for Child Stress and Health. Such trainings are delivered by certified mental health professionals.

### **3.11 Facilities:**

The programs will take place in the safety of the target school sites that are fully ADA accessible and secured by fenced property lines and locked exterior doors. Students will attend Miracle at their day school site providing the luxury of a familiar space for students and families. Through the partnership with CCPS, Miracle students and staff will have access to sufficient resources and amenities at all school sites, including classrooms and common areas at each school, to accommodate all program activities. Classroom spaces, multipurpose rooms, libraries, and computer labs will be utilized for small and large group lessons, homework, and all other indoor activities that require direct instruction. Lessons requiring the use of outside space will take



place in recreational and common areas including fields, playgrounds, and basketball courts. In addition, Immokalee Middle and High will provide access to the gymnasiums and auditoriums. Office and locked storage spaces will be made available at each school site, for staff privacy and safekeeping of Miracle program records and materials. Daily Nutritious meals will be provided daily to students inside the safe and healthy environment of the school cafeterias.

Students and their family members can only access the facilities through the main, clearly marked entrance, 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 secure building.

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

### **3.12 Student Safety and Transportation:**

Student safety is a high priority in the Miracle Program Additional security systems include access control devices, requiring all person entering school sites to provide proper photo identification prior to gaining access. 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 their 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 the program. After signing into the program, students will go to their groups with their assigned tutor (paraprofessional/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 CCPS buses will be escorted, supervised, and accounted for during boarding. CCPS buses have a record of quality, on-time transportation to provide students safe transportation. Drivers are trained and background screened by the school district. 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 go on a field trip, permission slips will be obtained for each student, signed by their parent or guardian. Site Coordinators and lead staff will keep a master list with all emergency contact information and, if applicable, allergy and relevant medical information. Transportation will be provided by Collier County Public Schools buses, or, if unavailable, an equally safe alternative. On field trips, Miracle staff will provide adequate supervision maintaining the appropriate student:staff ratio of 10:1 and will ensure that students are always accounted for.

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 two 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 as well as participate in emergency drills throughout the school year.



Miracle partners and providers of student services will meet Level 2 screening requirements as described in FL Statute 1012.32 (Jessica Lunsford Act). Volunteers will meet screening requirements as per Collier Policy No. IJOC. The majority (75%) of Miracle program staff (including bus drivers) will be CCPS 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).

### **3.13 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, BGCCC and NCEF have partnered with funding and/or in-kind contributions to sustain the program. Over the course of the 2019-2020 school year these organizations as well as the Collier School District provided the program with necessary funding to maintain program operations absent the 21<sup>st</sup> CCLC grant. All have committed to continue support in the next grant cycle as needed to maintain the stability of funding and services in years to come. NCEF has also assisted Miracle in the development of partnerships with other community organizations whose primary focus is sustainability within the community.

Additionally: (1) National foundations with like interests will be invited to support the enhancement and/or sustainability of Miracle; (2) Partners in the IOSTI will seek projects that leverage funds from a variety of sources; (3), Those avenues will continue to be pursued; and, CCPS will assist in seeking avenues to secure safety nets to ensure that the Immokalee students and families receive support in core academic areas; and, (4) These supports sought by Collier County Public Schools will not expose students to the highest potential that a 21<sup>st</sup> CCLC stature could provide.

Over the course of the last few years, Miracle staff have formed relationships with various community organizations that serve as community partners and provide resources, incentives,



curriculum, and other necessary program components. As evidenced by their letters of support, many of these organizations have committed to assist the program as needed in years to come.

Advisory Board meetings will address sustainability through the leveraging of partnerships and stakeholders. Dialogs surrounding sustainability efforts and the future of the program will take place during Advisory Board meetings. The Advisory Board will meet at least two times throughout each school year. Members will include school administration, lead teachers from each site, parent and student representatives (at least two of each from the middle and high school), designees of Immokalee Out-of-School Time providers, a Collier County Public Schools administrator, an NCEF representative, program staff, private- sector members, and community agencies and partners, as well as all other stakeholders. During each meeting, the Advisory Board will review data trends, offer recommendations/input/resources, and hear both student and parent perspectives. Agendas will include discussion of upcoming events, evaluation results, program operations, recruitment plans, the status of current enrollment, subcontractor updates, and program needs. Minutes will be recorded by Miracle Site Coordinators and reviewed by the Project Director to ensure follow through.