

21<sup>st</sup> Century Community Learning Center Grant Project  
MIRACLE PLUS 1: Eden park, Pinecrest, and Village Oaks Elementary Schools

**SUMMATIVE EVALUATION**

**Table of Contents**

<b>OVERVIEW AND HISTORY .....</b>	<b>2</b>
<b>STUDENT ATTENDANCE AND ENROLLMENT.....</b>	<b>2</b>
TABLE 1: STUDENT ENROLLMENT: TOTAL VERSUS REGULAR PARTICIPANTS .....	2
TABLE 2: AVERAGE DAILY STUDENT ATTENDANCE .....	3
TABLE 3: STUDENT DEMOGRAPHICS: ALL PARTICIPANTS .....	3
TABLE 4: STUDENT DEMOGRAPHICS: REGULAR PARTICIPANTS .....	3
TABLE 5: STUDENT SPECIAL NEEDS: ALL PARTICIPANTS .....	3
TABLE 6: STUDENT SPECIAL NEEDS: REGULAR PARTICIPANTS .....	4
TABLE 7: STUDENT RACE AND ETHNICITY: TOTAL VERSUS REGULAR PARTICIPANTS.....	4
TABLE 8: STUDENT GRADE LEVELS: ALL PARTICIPANTS .....	5
TABLE 9: STUDENT GRADE LEVELS: REGULAR PARTICIPANTS .....	5
<b>Feeder Schools .....</b>	<b>5</b>
<b>Program Operation.....</b>	<b>5</b>
TABLE 10: SUMMER 2010 OPERATION .....	5
TABLE 11: 2010-2011 ACADEMIC YEAR OPERATION.....	6
<b>Quality of Staffing .....</b>	<b>6</b>
TABLE 12: STAFF’S REGULAR RESPONSIBILITIES.....	6
<b>Objective Assessment.....</b>	<b>8</b>
<b>Progress Towards Sustainability.....</b>	<b>12</b>
TABLE 13: TABLE OF PARTNERSHIPS AND SUB-CONTRACTORS .....	12
<b>OVERALL RECOMMENDATIONS .....</b>	<b>12</b>

## OVERVIEW AND HISTORY

Immokalee, Florida, is one of the nation's largest agricultural regions. The majority of the families in the area have limited education, limited job skills, and limited economic resources. Immokalee is remotely located approximately 40 miles inland from coastal city of Naples. After school program opportunities are limited in Immokalee and Miracle Plus 1 (MP1) serves to fill the gap at three elementary schools: Pinecrest, Village Oaks and Eden Park.

The Southwest Florida Workforce Development Board (SFWDB) has been the key partner to the Collier County School District in providing academically focused after school programs in Immokalee for more than seven years. SFWDB began its after school work at 5 sites in Immokalee and has expanded to serving all 9 schools (including the charter, middle and high schools serving Immokalee students) and more than doubling the number of students participating. From the inception, MP1 has and continues to serve students in grades 3-6 who are academically underperforming and have associated at-risk characteristics.

Today, the program incorporates a broad range of instructional strategies to synergistically provide direct instruction and disguised learning opportunities that include a generous amount of hands-on activities. Curriculum and instruction is closely aligned to the day school and based on the Next Generation Sunshine State Standard and/or the Core Standards. Decisions including those of staffing, student grouping and learning activities are increasingly more data driven. Students attend the program 12 hours a week for 36 weeks at the three school sites and participate in an array of structured programs designed to increase skills in reading, math and science. Additionally, students are engaged in personal enrichment including leadership development, the arts and sports.

There are several current noteworthy and unique aspects of the Miracle 21<sup>st</sup> CCLC projects:

- Staff leadership developed a prototypical model to incorporate and leverage the SES (Supplemental Educational Services) resources to more cohesively serve students involved in both programs. This was as a result of being awarded one of five national grants with the aim of decreasing or eliminating competition and creating synergy.
- The program has used the federal grant resources to offer professional development opportunities to both its Miracle staff and SES tutors (sometimes the same) in areas of after school programming and targeted instructional components such as non-linguistic representation, thematic units, positive mindsets, and vocabulary acquisition. The professional development was delivered by McREL (Mid-continent Research for Education and Learning) consultants.
- The structure of the program is that of a community (called "Miracle Place") which offers its "citizens" opportunities to learn through experience many facets of a democratic society including voting for representation, adopting laws, understanding supply and demand and other related components.
- To address the competencies of resiliency and self-efficacy, the program has adapted the work of Stephen Covey (*7 Habits of Highly Effective People*, 1989, 2004) to the after school program and is the first to do so nationwide. 2010-2011 was the first full year of implementation and it included the large majority of Miracle staff completing the 7 Habits of Highly Effective People Signature Workshop delivered by certified trainers.

Miracle Plus 1 measures programmatic effectiveness through seven main goals. The goals are: 1) improve academic achievement in reading, math and science, 2) explore fine and creative arts, 3) improve skills in recreational activities, 4) promote family awareness of community resources, 5) increase parental engagement in arts and health activities, 6) increase student knowledge of community service, and 7) demonstrate understanding of the 7 Habits of Highly Effective People adapted for students.

**STUDENT ATTENDANCE AND ENROLLMENT**

**TABLE 1: STUDENT ENROLLMENT: TOTAL VERSUS REGULAR PARTICIPANTS**

	<b>Total Enrollment</b> <i>(Attending at least one day)</i>				<b>Regularly Participating Enrollment</b> <i>(Attending at least 30 days)</i>			
	Summer 2010 Only	Academic Year 2010-2011 Only	Both Summer/Academic Year	Total	Summer 2010 Only	Academic Year 2010-2011 Only	Both Summer/Academic Year	Total
<b>Eden Park</b>	7	162	22	191	7	130	22	159
<b>Pinecrest</b>	11	146	15	172	11	135	15	161
<b>Village Oaks</b>	7	146	36	189	7	134	36	177

**TABLE 2: AVERAGE DAILY STUDENT ATTENDANCE**

	Summer 2010	Academic Year 2010-2011			
		After School	Before School	Weekend/Holidays	Overall
<b>Eden Park Elementary</b>	7	121	0	22	121
<b>Pinecrest Elementary</b>	11	132	0	13	132
<b>Village Oaks Elementary</b>	7	146	0	46	146

**TABLE 3: STUDENT DEMOGRAPHICS: TOTAL STUDENT PARTICIPANTS**

	Gender		Free or Reduced-Price Lunch		
	Male	Female	Yes	No	Unknown
<b>Eden Park Elementary</b>	94	97	190	1	0
<b>Pinecrest Elementary</b>	91	81	171	1	0
<b>Village Oaks Elementary</b>	87	102	189	0	0

**TABLE 4: STUDENT DEMOGRAPHICS: REGULAR PARTICIPANTS**

	Gender		Free or Reduced-Price Lunch		
	Male	Female	Yes	No	Unknown
<b>Eden Park Elementary</b>	73	86	158	1	0
<b>Pinecrest Elementary</b>	85	76	160	1	0
<b>Village Oaks Elementary</b>	86	91	177	0	0

**TABLE 5: STUDENT SPECIAL NEEDS: ALL PARTICIPANTS**

	Limited English Proficient			Identified with Disability		
	Yes	No	Unknown	Yes	No	Unknown
<b>Eden Park Elementary</b>	58	133	0	31	160	0
<b>Pinecrest Elementary</b>	57	115	0	20	152	0
<b>Village Oaks Elementary</b>	58	131	0	34	155	0

**TABLE 6: STUDENT SPECIAL NEEDS: REGULAR PARTICIPANTS**

	Limited English Proficient			Identified with Disability		
	Yes	No	Unknown	Yes	No	Unknown
<b>Eden Park Elementary</b>	51	108	0	23	136	0
<b>Pinecrest Elementary</b>	49	109	0	20	141	0
<b>Village Oaks Elementary</b>	58	119	0	32	145	0

**TABLE 7: STUDENT RACE AND ETHNICITY: TOTAL VERSUS REGULAR PARTICIPANTS**

	Total Student Population					Regularly Participating Students				
	American Indian/Alaska Native	Asian/Pacific Islander	Black or African American	Hispanic or Latino	White or Caucasian American	American Indian/Alaska Native	Asian/Pacific Islander	Black or African American	Hispanic or Latino	White or Caucasian American
<b>Eden Park Elementary</b>	0	0	25	162	4	0	0	25	132	2
<b>Pinecrest Elementary</b>	0	0	41	130	1	0	0	36	124	1
<b>Village Oaks Elementary</b>	0	0	82	106	1	0	0	81	96	0

**TABLE 8: STUDENT GRADE LEVELS: ALL PARTICIPANTS**

	Grade In School													
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>Eden Park Elementary</b>					65	33	56	37						
<b>Pinecrest Elementary</b>					75	41	37	19						
<b>Village Oaks Elementary</b>					60	43	46	40						

**TABLE 9: STUDENT GRADE LEVELS: REGULAR PARTICIPANTS**

	Grade In School													
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>Eden Park Elementary</b>					58	28	43	30						
<b>Pinecrest Elementary</b>					71	41	33	16						
<b>Village Oaks Elementary</b>					57	39	45	36						

**FEEDER SCHOOLS**

Eden Park, Pinecrest and Village Oaks Elementary Schools feed Immokalee Middle School and, ultimately, Immokalee High School.

**PROGRAM OPERATION**

**TABLE 10: SUMMER 2010 OPERATION**

	Total number of <b>weeks</b> THIS site was open:	Typical number of <b>days per week</b> THIS site was open.	Typical number of <b>hours per week</b> THIS site was open on		
			<b>WEEKDAYS</b>	<b>WEEKDAY EVENINGS</b>	<b>WEEKENDS</b>
<b>Eden Park Elementary</b>	2	4	20	0	0
<b>Pinecrest Elementary</b>	2	4	20	0	0
<b>Village Oaks</b>	2	4	20	0	0

**TABLE 11: 2010-2011 ACADEMIC YEAR OPERATION**

	Total number of weeks THIS site was open:	Total number of days THIS site was open.	Typical number of days per week THIS site was open.	Typical number of hours per week THIS site was open on				TOTAL number of days THIS site operated			
				Before School	During School	After School	Weekends/Holi days	Before School	During School	After School	Weekends/Holi days
<b>Eden Park Elementary</b>	36	132	4	0	0	12	16	0	0	132	4
<b>Pinecrest Elementary</b>	36	132	4	0	0	12	16	0	0	132	4
<b>Village Oaks</b>	36	132	4	0	0	12	16	0	0	132	4

**QUALITY OF STAFFING**

**TABLE 12A: STAFF’S REGULAR RESPONSIBILITIES (EDEN PARK ELEMENTARY)**

	2010-2011 Academic Year		Summer of 2010	
	Paid	Volunteer	Paid	Volunteer
School-day teachers (include former & substitute)	12			
Center administrators and coordinators				
Youth development workers and other nonschool-day staff with a college degree or higher	9		3	
Other nonteaching school-day staff				
Parents				
College students	1			
High school students		6		
Other community members				
Other nonschool-day staff with some or no college	0			

**TABLE 12B: STAFF'S REGULAR RESPONSIBILITIES (PINECREST ELEMENTARY)**

	2010-2011 Academic Year		Summer of 2010	
	Paid	Volunteer	Paid	Volunteer
School-day teachers (include former & substitute)	11	1	0	
Center administrators and coordinators	1			
Youth development workers and other nonschool-day staff with a college degree or higher				
Other nonteaching school-day staff	8		2	
Parents				
College students				
High school students		6		
Other community members				
Other nonschool-day staff with some/no college				

**TABLE 12C: STAFF'S REGULAR RESPONSIBILITIES (VILLAGE OAKS ELEMENTARY)**

	2010-2011 Academic Year		Summer of 2010	
	Paid	Volunteer	Paid	Volunteer
School-day teachers (include former & substitute)	17	0	0	
Center administrators and coordinators				
Youth development workers and other nonschool-day staff with a college degree or higher				
Other nonteaching school-day staff	13		2	
College students	1			
High school students		4		
Other nonschool-day staff with some or no college				

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## OBJECTIVE ASSESSMENT

### MIRACLE PLUS 1

The academic progress of Miracle Plus 1 students is promising. FCAT and report grades are detailed below in the Academic Tables. The narrative uses rounded percentages and the tables reflect percentages reported to the hundredths. Report card grades show comparison between the 1<sup>st</sup> and the 4<sup>th</sup> quarter. In the case of students that did not attend the entire year, but did attend 30 days or more, report card grades are the comparison between the first and last report cards applicable for those students. Students that maintained A's are counted as increased.

The overall FCAT Math results for students attending 30 days or more in Miracle Plus 1, showed that 24% of students increased, 43% remained the same and 33% decreased.

<b>FCAT-Math</b>			
<b>Classification</b>	<b>Total # of Students in Program (Not Class.)</b>	<b>Student in Classification</b>	<b>Student % in Classification</b>
<b>Remained the Same</b>	294	126	42.86%
<b>Increased</b>	294	70	23.81%
<b>Decreased</b>	294	98	33.33%
			100.00%

The Report Card grades results showed overall that 42% of students increased, 37% remained the same and 21% decreased.

<b>Grades-Math</b>			
<b>Classification</b>	<b>Total # of Students in Program (Not Class.)</b>	<b>Student in Classification</b>	<b>Student % in Classification</b>
<b>Remained the Same</b>	472	174	36.86%
<b>Increased</b>	472	199	42.16%
<b>Decreased</b>	472	99	20.97%
			100.00%

The overall FCAT Reading results for students attending 30 days or more in Miracle Plus 1, showed that 27% of students increased, 46% remained the same and 27% decreased.

<b>FCAT-Reading</b>			
<b>Classification</b>	<b>Total # of Students in Program (Not Class.)</b>	<b>Student in Classification</b>	<b>Student % in Classification</b>
<b>Remained the Same</b>	294	135	45.92%
<b>Increased</b>	294	79	26.87%
<b>Decreased</b>	294	80	27.21%
			100.00%

The Report Card grades for Reading for students attending 30 days or more showed overall that 40% of students increased, 43% remained the same and 17% decreased.

<b>Grades- Reading</b>			
<b>Classification</b>	<b>Total # of Students in Program (Not Class.)</b>	<b>Student in Classification</b>	<b>Student % in Classification</b>
<b>Remained the Same</b>	472	205	43.43%
<b>Increased</b>	472	189	40.04%
<b>Decreased</b>	472	78	16.53%
			100.00%

The FAIR scores for Reading for students attending 30 days or more showed an overall gain of 62%, 11% of the students remained the same, and 27% showed a decrease in scores.

<b>FAIR - Reading</b>							
<b>School</b>	<b>Total Students</b>	<b>Gain</b>		<b>Same</b>		<b>Decrease</b>	
		<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
<b>Eden Parks</b>	133	91	68	8	6	34	26
<b>Pinecrest</b>	151	77	51	16	11	48	32
<b>Village Oaks</b>	156	103	66	23	15	35	22
<b>Overall</b>	440	271	62	47	11	117	27

The overall report card grades for 6th grade science attending 30 days or more in Miracle Plus 1, showed that 30% of students increased, 38% remained the same and 32% decreased.

<b>Grades- 6<sup>th</sup> Grade Science</b>			
<b>Classification</b>	<b>Total # of Students in Program (Not Class.)</b>	<b>Student in Classification</b>	<b>Student % in Classification</b>
<b>Remained the Same</b>	78	30	38.46%
<b>Increased</b>	78	23	29.49%
<b>Decreased</b>	78	25	32.05%
			100.00%

### **Academic Highlights**

- Overall, 59% of Eden Park Elementary students increased in report card reading grades and 30% remained the same, 11% decreased.
- Overall, 54% of Eden Park Elementary students increased in report card math report, 24% remained the same and 22% decreased.
- Overall, 80% of Miracle Plus 1 students show an understanding of the 7 Habits (*of Happy Kids*) which promotes leadership and self-efficacy.

## OBJECTIVES

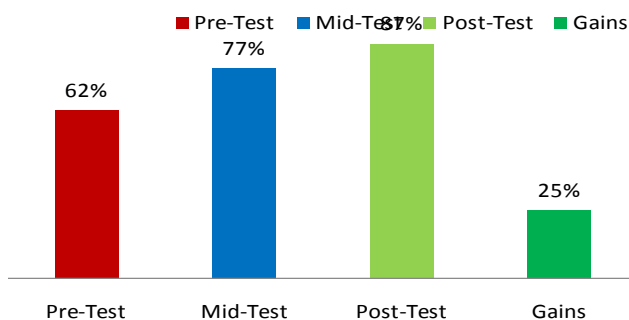
Objective	Measures	Original Proposed Objective	Status
1.1 80% of regularly participating students (attending 30 days or more) will show improvement in reading skills as demonstrated by such measures as standardized testing, report card grades, and/or feedback from classroom teachers	<p>Report card grades: Quarterly(Reading /Language Arts)</p> <p>Oasis academic progress tracking software- monthly reports.</p> <p>Pre and post tests developed for each Thematic Unit</p> <p>Florida Assessments for Instructional Reading (FAIR) and FCAT: Annually (reading)</p> <p>Pre and Post tests are created by certified teachers; aligned with NGSSS</p>	YES	83%  Objective Met
1.2 80% of regularly participating students (attending 30 days or more) will show improvement in math and science skills as demonstrated by such measures as standardized testing, report card grades, pre-and post measurements of Miracle Plus units.	<p>Report card grades: Quarterly (Math/Science)</p> <p>FCAT : Annually (Math and Science scores)</p> <p>Pre and Post test for each Thematic Unit</p>	YES	76%  Objective not met, Good Progress
2.1 80% of reg. participating students (attending 30 days or more) will learn knowledge and skills related to the performing or creative arts as demonstrated by such measures as successful completion of student portfolios, projects and/or student surveys.	<p>Pre and Post test by unit (twice throughout the program year) or products/artifacts created by students</p> <p>Pre and Post tests provided by subcontractors</p>	YES	88%  Objective Met
2.2 80% of regularly participating students (attending 30 days or more) will demonstrate increased knowledge and skills in at least one recreational activity as demonstrated by such measures as pre- and post- assessments and/or student surveys.	<p>Pre, mid and post fitness evaluation</p> <p>Student survey for knowledge of recreational activity</p>	YES	80%  Objective Met

3.1) 15% of parents of regularly participating students (attending 30 days or more) will improve their knowledge, and awareness of community resources related to health and adult education.	Newsletter quarterly (3 languages)	YES	7% Objective not met
3.2 15% of parents of regularly participating students (attending 30 days or more) will participate in family arts and health night activities as demonstrated by participation records.	Sign in sheets and Flyers	YES	24% Objective Met
4.1) 60% of regularly participating students (attending 30 days or more) will increase their knowledge of community, service, and economic skills as demonstrated by such measures as student surveys, JA and/or staff generated assessments	Community Service pre and post test or Student Survey  1 <sup>st</sup> semester (Junior Achievement)  Pre and Post test 2 <sup>nd</sup> semester Biz in a Box	YES	67% Objective Met
4.2) 60% of regularly participating students (attending 30 days or more) will demonstrate their understanding of the 7 Habits as measured by staff observation and/or student surveys	Survey or Assessments Student Product and artifacts	YES	80% Objective Met

The 7 Habits of Highly Effective People adapted for students were implemented through the program and was measured in a pre-, mid- and post-test during the 2010-2011 school year.

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### 7 Habits



**PROGRESS TOWARDS SUSTAINABILITY**

**TABLE 13: PARTNERSHIPS AND SUB-CONTRACTORS**

Agency Name	Type of Organization	Subcontractor (Yes/No)	Estimated Value (\$) of Contributions	Estimated Value (\$) of Subcontract	Type of Service Provided
<b>Collier County Public Schools</b>	SC	Yes	\$ 95,904	\$173,766	Paid Staffing Transportation Facilities
<b>Collier Parks and Recreation</b>	PRD	Yes		\$10,500	Programming, Paid Staffing
<b>Science Unleashed</b>	FPO	Yes		\$ 11,735	Programming
<b>Si2</b>	FPO	Yes		\$4,000	Programming
<b>SFWDB</b>	CBO	No	\$53,154		Facilities Goods and Materials
<b>Super Science</b>	FPO	Yes		\$5,265	Programming, Paid Staffing
<b>United Arts Council</b>	CBO	Yes	\$5,000	\$3,000	Programming, Paid Staffing

**OVERALL RECOMMENDATIONS**

Miracle Plus 1 provides elementary school students with a safe and nurturing place to learn after school. The Miracle Plus 1 program has increased academic achievement for many of the students it served in the 2010-2011 academic year. MP1 is making positive progress towards meeting all of the program’s goals.

Overall, academic achievement is increasing for students who are participants of the Miracle Plus 1 program. For FCAT Math, 24% of regularly attending students increased and in FCAT Reading, 27% of students increased performance levels. FCAT and report card grades indicate the majority of the students increased the grade earned or stayed at the same level of performance. In particular, 20% of Eden Park Elementary students increased FCAT reading; 26% of Pinecrest students increased in FCAT Math, and 15% of Pinecrest Elementary School students increased FCAT reading.

- The goal of 80% of the students making progress in math and science was not met (objective 1.2). However, it should be noted that 76% of students did make progress. Miracle Plus staff is encouraged to review student data, curriculum and activities related to math and science for the purpose of improving student learning and engagement.
- Collection and depth of student data available improved during 2010-2011. It is recommended that expanded use of the data be explored to support increased student learning and applying differentiated instructional strategies.
- Expansive collection of data is both required by the Department of Education and sought after by Miracle Plus Staff. It is recommended that electronic collection and storage of data be expanded to enhance organization, manipulation and use of data as well as to decrease the use of paper and storage space.

Students were actively engaged in Miracle Place and the 7 Habits of Happy Kids, both identified as program components which increase the sense of community and belonging (characteristics of strong after school programs) and the self-efficacy and resiliency of students. The inclusion of Miracle Place is highly compatible with the 7 Habits and allows students to not only practice leadership in a variety of roles, but it serves to provide students a sense of community. The student led MP Place roles are precursors in developing 21<sup>st</sup> Century skills and the program aligns well with Common Core Standards. Strong supporting programs including Biz in the Box and Junior Achievement compliment the student leadership components.

- It is recommended that MP1 continue to provide and strengthen Miracle Place and 7 Habits for its student participants, with a focus on personal leadership.
- The program is encouraged to pursue Light House *Leader in Me* status in order to continue efforts in student character development and leadership as integral components of improving academic achievement and quality preparation for middle school.

Miracle Plus 1 maintained a high average daily attendance; the consistency in student attendance contributed to the program's positive results. Infusing the arts, sports and personal enrichment with academic instruction is one of the program's highlights and strengths and should be maintained. These services provide positive enrichment experiences to students.

- MP1 should persist in monitoring all activities including the duration and frequency of the programs to continue to realize the full extent of their productive impact.

The involvement of Immokalee parents and families in the Miracle programs present unique challenges in an area in which the majority are field workers or service industry employees traveling approximately 40 miles to work sites. Objective 3.1 was not met during the 2010-2011 program year.

- It is recommended that communication with parents and families continue to be consistent throughout the year through such vehicles as newsletters and phone calls.
- It is recommended that Miracle staff revise the type of data collection and methodology as it involves parents to more accurately reflect the actual involvement.

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