



**21st Century Community Learning Centers
2011-2012 Request for Application – Continuation Programs**

Southwest Florida Workforce Development Board: Miracle Plus 3

1. Project Abstract or Summary

Miracle Plus 3 (MP3), located in Immokalee, Florida, engages 183 at-risk middle and high school students at Immokalee Middle and High Schools in high quality afterschool activities that (1) support mastery of Florida’s high academic standards; (2) offer enrichment opportunities; and, (3) present their families with educational and personal development opportunities. MP3 focuses on underachieving 7th through 12th grade students in a 3 hour, 4 days a week program that spans 37 weeks of the school year and an 8 hour a day, 2 week summer camp.

To meet students’ unmet academic and personal development needs (as evidenced by academic and attendance data), MP3’s primary goal is to increase academic achievement in the areas of reading, math and science to support student mastery of District and State standards. The program design includes direct (averaging a 1:15 teacher:student ratio) and indirect instruction (1:25). MP3 students’ sense of belonging and purpose is enhanced as they take part in the high interest and student choice opportunities offered through enrichment opportunities in the arts, sports, and ventures such as Drum and Dance. Stephen Covey’s 7 Habits based *The Six Most Important Decisions You Will Ever Make* and the *7 Habits of Highly Effective Teens* are used to increase student resiliency and self-efficacy. On the high school level, an integral part of MP3 is credit recovery, by which a student may pass and receive credit toward graduation for previously failed courses. The primary purpose of such a program is to “help students stay in school and graduate on time.” For this middle and high school age group, flexibility and choice are key and both are built into MP3. Collier County Public Schools (CCPS) and the Boys & Girls Club of Collier County (BGCCC) are primary partners so continuous collaborative planning and implementation ensures a strong focus on students’ needs and progress.

2. Principles of Effectiveness

At the middle school level, the focus is on engaging the student and regaining and/or maintaining their interest and excitement in learning. Planning MP3 on the middle school level focuses on finding ways to make school relevant to their needs and activities in which they can find success and gain self confidence. To achieve these goals, MP3 teachers recognize the students' different learning styles and incorporate appropriate strategies in direct classroom instruction and hands-on, engaging activities requested by students in the areas of language. After polling the students to determine what topics they would like to pursue, middle schoolers have the chance to work on science fair projects, build roller coasters, design towers or dissect frogs. A variety of interactive academic and enrichment programs are conducted at the middle school each day to encourage the students to ask questions and seek out the answers by working together in teams. By fostering a new level of interest in learning and making education more relevant and choice driven, middle school students seek out the after school activities and find personal enjoyment in trying new things.

At the high school, the focus for the MP3 program is to support students to successfully graduate and to prepare them for higher education either through technical training or post-secondary education. The majority of MP3 high school members who actively choose to participate in the after school program have decided they want to learn, graduate and be successful adults. To address their goals, the MP3 program at the high school has a variety of activities that may be tailored to the individual needs of the students. For example, homework assistance each day consists of a series of 4 open homework halls with each monitored by a teacher specializing in a specific area of study: math, science, social studies and English. So, for example, students seeking help in algebra or geometry will attend the math room. In Immokalee, language is an area that many high school students need support. Due to the high level of migrant families, many MP3 students do not speak English as their first language. To help those struggling readers, MP3 offers students the opportunity to improve their language skills using

computer software programs such as Rosetta Stone. In addition, there are a variety of self-diagnostic, self-paced computer software programs available to the MP3 students at the high school such as Math Blaster that identify the individual needs of a student and design specific learning paths based on the gaps in each student's academic skills. The credit recovery program is also a major step towards helping MP3 students graduate from high school. Working with specially trained teachers, high school students have the opportunity to work on regaining high school credits they have missed using specifically designed on line computer programs. Students work at their pace and receive assistance from teachers while they accumulate lost credits towards graduation. High School MP3 also offers FCAT Prep (a requirement for graduation). Conversely, other MP3 students seek help to prepare for college in the after school program. Included in the schedule of the high school MP3 program are classes designed to allow students to practice and prepare for the ACT and SAT.

Use of Formative Evaluations

To meet students' unmet academic and personal development needs (as evidenced by academic and attendance data), MP3's primary goal is to increase academic achievement in the areas of reading, math and science to support student mastery of District and State standards. The program design includes direct (averaging a 1:15 teacher:student ratio) and indirect instruction (1:25). MP3 students' sense of belonging and purpose is enhanced as they take part in the high interest and student choice opportunities offered through enrichment opportunities in the arts, sports, and ventures such as Drum and Dance. Stephen Covey's 7 Habits based *The Six Most Important Decisions You Will Ever Make* and the *7 Habits of Highly Effective Teens* are used to increase student resiliency and self-efficacy. Another integral part of MP3 in high school is credit recovery, by which a student may pass and receive credit toward graduation for previously failed courses. The primary purpose of such a program is to "help students stay in school and graduate on time." For this age group, flexibility and choice are key and both are built into MP3. Collier County Public Schools (CCPS) and the Boys & Girls Club of Collier County

(BGCCC) are primary partners so continuous collaborative planning and implementation ensures a strong focus on students' needs and progress.

4. Student Safety

Student safety is a high priority in MP3. The programs take place at school sites which are secured facilities including fenced property lines and locked exterior doors. The Miracle Plus program has access to each school's public address system for program communication and staff uses walkie-talkies as needed and appropriate.

Daily, each student signs in using a student identification number and is placed and remains under the supervision of MP3 staff. At the end of the day and to ensure safety, all students exit from a central school dismissal point. Registration forms require the custodial parent and/or guardian provide a list of approved persons to whom a student may be released. If students are picked up, each is asked to identify the person and the name is checked on the approved list. Parents/guardians are required to sign out any student who needs to leave the program early. Attendance records are referred to at dismissal time and designate participants who are bus riders, walkers, bicycle riders, or car riders. Students riding buses are escorted and supervised as they board the school district buses. Collier County School buses have a long record of quality, on-time bus transportation and provide students who require safe transportation to their homes at the conclusion of each program day (all sites are located at the students' schools). Hours of programming are monitored to ensure that students who are bike riders or walkers are not dismissed at dark.

MP3 has developed a Program Safety Policy that includes adoption of the School District's Emergency Plan for the after-school program. Among other components, this plan addresses the steps to be taken when 911 should be called in an emergency, parent and family notifications, and the filing of incident reports. A copy of the Emergency Plan is kept in a readily accessible red binder within each classroom and at the front office at each site. All staff is trained

in emergency and safety procedures annually. MP processes follow that of each school site so that the emergency drills occur regularly throughout the school year apply to the after school program.

MP3 partners and providers of student services must meet Level 2 Screening requirements as described in FL Statute 1012.32 (Jessica Lundsford Act). Volunteers must meet screening requirements as per Collier Policy No. IJOC. The majority (98%) of MP3 program staff is School District employees – certified teachers or high quality paraprofessionals – and all bus drivers are CCPS employees. Students are under the supervision of MP3 staff at all times. All visitors (including parents) to MP Place must sign in and out at the front office and wear a visitor tag (Collier Policy No. KK), except during Family Night activities.

Field Trip permission forms are collected for each participating student. During field trips, the adult (MP3 staff) to student ratio will not exceed 1 to 10. Students will be checked in and out before and after each field trip. A binder containing emergency contact information will be carried by a staff member at all times.

5. Academic Enrichment: Reading and Language Arts

Objective 1.1: 80% of regularly participating students (attending 30 days or more) will increase their English Language Arts skills in at least one of the ELA strands (Vocabulary, Reading Application, Literary Analysis, Information Text) as demonstrated by one or more of the following: FCAT scores, report card grades, Florida Assessment for Instruction in Reading (F.A.I.R.) scores, district assessments, standardized test scores, and/or pre-, mid-, post- assessments of activities and/or units (e.g., teacher created assessments, computer-based assessments, curriculum-based assessment/tools).

In order to accomplish Objective 1.1, activities have been identified that will support students' acquisition of ELA skills. In combination, these activities address the various learning styles of students by offering individual, small and large group instruction; direct and disguised

learning activities; hands-on and engaging lessons; and cross-curricula units. Each activity has appropriate and corresponding assessments to monitor student progress.

Daily, students will receive support in completing homework or working on their areas of academic need so that the NGSSS and/or Common Core Standards that are being taught during the school day may be reinforced and learned with the additional time and explanations needed by Miracle students in the afterschool program. Miracle Plus has created a number of cross-curricula Thematic Units (TUs) aligned to the NGSSS and the Common Core Standards. These Units are of high interest to the students and provide engaging activities for disguised learning opportunities for students. TUs will be used throughout the program year. An example of a TU used at both the middle and high schools is Creative Writing (Scrapbooking). The final focused activity is the use of a specific ELA curriculum at each site that was selected by the school principal and teachers solely for the 21st CCLC after school program. These direct instruction curricula are implemented by certified teachers and according to the publisher’s guidelines. Examples of the selected curricula include: Freerice.com, credit recovery and Rosetta Stone in the high school and Study Island at both middle and high school levels.

Students who participate in other extracurricular activities are ensured of receiving the full breadth of Miracle Plus activities by a schedule that includes at least one academic hour under the direct instructional guidance of a certified teacher before participating in other enrichment activities.

Activity 1: Homework Assistance (“Brain Power Hour”). This activity supports objective 1.1.

Research	<p>Cosden, Morrison, et al. “When Homework is not Home Work: After-School Programs for Homework Assistance”ⁱ</p> <p>An-Me Chung’s “<i>After-School Programs: Keeping Children Safe and Smart</i>” report for the U.S. Department of Education.ⁱⁱ</p> <p>Growing evidence suggests that after-school program participation is associated with higher grades and test scores, especially for low-income students.ⁱⁱⁱ</p>
Staff	Certified paraprofessionals and teachers

Ratios	Not to exceed 1:25
CCS/ NGSSS	Supporting student completion of homework reinforces the grade level standards they are learning in day school. When homework is complete, activities are provided to support grade level Common Core Standards (RI.3.10., RI.4.10, RI.5.10, RL.6.10) in reading.
Frequency	45 minutes a day
Data	Report card grades, FCAT scores, Math benchmark assessments and computer based assessments.

Activity 2: Thematic Units are aligned to the NGSSS, Common Core Standards and provide highly engaging, multi-discipline experiences. This activity supports objective 1.1.

Research	Gardner, H. (1993). <i>The Theory of Multiple Intelligences</i> . This approach to student learning characterized by its use of diverse strategies has been shown to increase student achievement by providing the students different ways to organize new material and by appealing to students' different learning styles. ^{iv} Granger, R.T., & William T. Grant Foundation. (2008). <i>After-school programs and academics: Implications for policy, practice, and research</i> . Thematic Units employ cooperative, inquiry based learning to help students connect day school learning to real-world contexts. ^v
Staff	Certified teachers
Ratios	Not to exceed 1:15
CCS/ NGSSS	Each Thematic Unit is aligned to appropriate grade level standards and are clearly delineated in the lessons of each
Frequency	On-going throughout the program year at both the middle and high schools delivered in 1 hour blocks
Data	Pre- and post- assessments; formative evaluations will occur if units are 3 weeks or longer in duration.

Activity 3: Each site will use specific curriculum such as My Skills Tutor at the middle school; Freerice.com and Rosetta Stone at the high school; and, Study Island at both sites. This activity supports objective 1.1.

Research	Mark K. Smith, (2000) <i>Curriculum theory and Practice</i> ^{vi} The value of learning that is planned and guided. All Miracle selected curricula have individual research on effectiveness. In the area of identifying reading curricula, the Florida Center for Reading Research is used as a guide.
Staff	Certified teachers
Ratios	Not to exceed 1:15
CCS/ NGSSS	All curricula purchased for each site is researched and chosen by the day school administration (e.g. lead teacher, curriculum specialist, reading coach, principal etc.) and aligned to specific Common Core Standards (LA.7.3.1.3, LA.7.3.5.1, LA.7.5.2.3, LA.910.3.1.3, LA.910.3.5.1, LA.910.6.3.2)
Frequency	45 minutes twice a week (minimum)
Data	Report card grades, FCAT scores, FAIR and computer based assessments.

6. Academic Enrichment: Science and Mathematics

Objective 1.2: 80% of regularly participating students (attending 30 days or more) will increase math skills as demonstrated by one or more of the following: FCAT scores and report card grades, as well as formative measurements such as district assessments, standardized test scores, and/or pre-, mid-, post- assessments (e.g., teacher created assessments, computer-based assessments, curriculum-based assessment/tools).

The intent of objective 1.2 and related activities is to make math appealing and understandable to MP students. The Math Common Core Standards focus on making sense of problems and persevering in finding solutions; reasoning abstractly and quantitatively; constructing viable arguments; modeling with mathematics; using appropriate tools strategically; attending to detail and accuracy; looking for and using structure; and, recognizing repeated reasoning. MP activities will support the CCS and employ direct and disguised learning to engage students in math activities. Daily, Brain Power Hour will support students' successful completion of math homework and the mastery of NGSSS and/or CCS that were introduced during day school. Specific curricula has been purchased to support math explicit or direct instruction in the after school program. Each site selected its curriculum based on school

principals' and teachers' recommendations relative to which would best meet the learning needs of their site's Miracle students. Relative to math, for example, the middle school may use Cool Math and the high school Math Blaster. In addition, Miracle Plus ensures there are engaging activities such as thematic units created around such themes as Rubik's Cube and GEO Caching in the middle school and Rockets at the high school.

Students who participate in other extracurricular activities are ensured of receiving the full breadth of Miracle Plus activities by a schedule that includes at least one academic hour under the direct instructional guidance of a certified teacher before participating in other enrichment activities.

Objective 1.3: 80% of regularly participating students (attending 30 days or more) will increase science skills as demonstrated by one or more of the following: FCAT scores and/or report card grades, as well as formative measurements such as district assessments, standardized test scores, and/or pre-, mid-, post- assessments (e.g., teacher created assessments, computer-based assessments, curriculum-based assessment/tools).

The intent of objective 1.3 and related activities is to make science appealing and understandable to MP students. MP activities will support the NGSSS and employ direct and disguised learning to engage students in math and science activities. Daily, Brain Power Hour will support students' successful completion of science homework and the mastery of NGSSS that were introduced during day school. Specific curricula has been purchased to support science explicit or direct instruction in the after school program. Each site selected its curriculum based on school principals' and teachers' recommendations relative to which would best meet the learning needs of their site's Miracle students. In addition, Miracle Plus ensures there are engaging activities such as Rubik's Cube and GEO Caching.

Students who participate in other extracurricular activities are ensured of receiving the full breadth of Miracle Plus activities by a schedule that includes at least one academic hour under

the direct instructional guidance of a certified teacher before participating in other enrichment activities.

Activity 1: Homework Assistance (“Brain Power Hour”). This activity supports objectives 1.2 and 1.3.

Research	<p>Cosden, Morrison, et al. “When Homework is not Home Work: After-School Programs for Homework Assistance”^{vii}</p> <p>An-Me Chung’s “<i>After-School Programs: Keeping Children Safe and Smart</i>” report for the U.S. Department of Education.^{viii}</p> <p>Growing evidence suggests that after-school program participation is associated with higher grades and test scores, especially for low-income students.^{ix}</p>
Staff	Certified teachers
Ratios	Not to exceed 1:18
CCS/ NGSSS	Supporting student completion of homework reinforces the grade level standards they are learning in day school. When homework is complete, activities are provided to support grade level Common Core Standards (MA.7.A.3.2, MA.7.P.7.1 and MA.912.A.5.3) in math.
Frequency	45 minutes daily
Data	Report card grades, FCAT scores, Math benchmark assessments and computer based assessments.

Activity 2: Each site will use specific curriculum and/or software. This activity supports objectives 1.2 and 1.3.

Research	<p>Vandell, D., Pierce, K., Brown, B., Lee, D., Bolt, D., Dadisman, K., et al. (2006). <i>Developmental outcomes associated with the after-school contexts of low income children and adolescents.</i>^x</p> <p>Regularly attending students in afterschool programs tend to increase their math achievement.</p> <p>Mark K. Smith, (2000) <i>Curriculum theory and Practice</i>^{xi}</p> <p>The value of learning that is planned and guided. All Miracle selected curricula have individual research on effectiveness.</p>
Staff	Certified teachers

Ratios	Not to exceed 1:18
CCS/ NGSSS	All curricula purchased for each site is researched and chosen by the day school administration (e.g. lead teacher, curriculum specialist, reading coach, principal etc.) and aligned to specific Common Core Standards (MA.7.P.7.1, MA.912.P.1.1, MA.912.P.1.2, MA.912.P.2.1, Ma.912.P.3.1, MA.912.P.3.2
Frequency	60 minutes weekly (minimum)
Data	Pre-, mid- and post-assessments; report card grades

Activity 3: Science Instruction will take place using hands-on activities and experiments appropriate for the grade levels in each school. For example, Rubik’s Cube thematic unit will be used at the middle school and Rockets thematic unit will be implemented at the high school. Learning will take place in individual groups at each site. This activity supports objectives 1.2 and 1.3.

Research	Wesson, K. A. (2003, November). Retrieved July 5, 2011, from Science Master ^{xii} “Combining mobility with hands-on learning in a cooperative learning setting, where learners communicate their ideas with one another appears to be the best equation for yielding the greatest learning results.”
Staff	Certified teachers
Ratios	Not to exceed 1:18
CCS/ NGSSS	The Science Curriculum has been chosen to meet all of the science benchmarks that fall under “Big Idea 1-The Practice of Science” and “Big Idea 2- The Characteristics of Scientific Knowledge”. The students will engage in hands-on learning activities to better their understanding of the material.
Frequency	60 minutes a week (for one semester); this is in addition to academic enrichment hours occurring daily throughout the program year.
Data	Pre-, mid- and post-assessments; Report Card Grades

7. Personal Enrichment

Objective 2.1: 80% of regularly participating students (attending 30 days or more) will increase knowledge and/or skills related to the performing or creative arts as demonstrated by such

measures as student pre-, mid-, and post-assessments (e.g., completed projects, written measurements and/or student surveys).

Arts and Music Education is a vital component of the Miracle Plus program. The United Arts Council of Collier County is the primary provider of the related activities and its creative and expressive artists work with the students to learn the creative process as well as the science and math associated with art and music. The United Arts Councils also brings theater and dance performances to the Immokalee area for all Miracle students and their families. These events are well attended and received by the families. Additional art projects associated with other Miracle components (e.g., the 7 Habits) are led by Miracle staff throughout the year. All students complete at minimum one art project annually. Art projects include dance, musical instruments, voice, and creative units. Academic lessons are embedded in the artists' work with the students. Objective 2.1 addresses the Arts and Music Education component of personal enrichment for students in 21st CCLC programs.

Students who participate in other extracurricular activities are ensured of receiving the full breadth of Miracle Plus activities by a schedule that includes at least one academic hour under the direct instructional guidance of a certified teacher before participating in other enrichment activities.

Objective 2.2: 80% of regularly participating students (attending 30 days or more) will demonstrate increased knowledge and/or skills in at least one recreational activity as demonstrated by such measures as pre-, mid-, and post-assessments and/or student surveys.

Recent brain research has confirmed the important link between physical activity and brain development. Weekly, Miracle Plus students will participate in some form of physical activity. Throughout the week and year, students will participate in an array of structured recreational activities which are designed to increase their motor skills, physical fitness levels and life-long interests in physical activities. One of the highlights of this component is the incorporation of Socci (identified at a 21st CCLC conference) into the menu of activities offered.

Students participate in the game variations and create their own. Objective 2.2 links to the Physical Education and Recreation category of Personal Enrichment activities.

Students who participate in other extracurricular activities are ensured of receiving the full breadth of Miracle Plus activities by a schedule that includes at least one academic hour under the direct instructional guidance of a certified teacher before participating in other enrichment activities.

Objective 2.3: 60% of regularly participating students (attending 30 days or more) will increase their knowledge of community, service and economics as demonstrated by such measures as student surveys, Junior Achievement (JA) and/or staff generated pre-, mid-, and post-assessments.

Research linking a student's sense of belonging to academic success is the basis of Objective 2.3. Miracle Plus is designed as "Club MP3" at each site wherein students have roles and responsibilities in Club MP3. The students identify one (at minimum) community service project each year. Additionally, the curriculum of Junior Achievement is introduced to 7th grade students annually so that the sense of community and basic economic skills are further explored and given application. Activities supporting Objective 2.3 are designed to further efforts in Dropout Prevention, Character Education, and Entrepreneurial Education.

Students who participate in other extracurricular activities are ensured of receiving the full breadth of Miracle Plus activities by a schedule that includes at least one academic hour under the direct instructional guidance of a certified teacher before participating in other enrichment activities.

Objective 2.4: 60% of regularly participating students (attending 30 days or more) will demonstrate their understanding of the 7 Habits (*The Six Most Important Decisions You Will Ever Make* and *The 7 Habits of Highly Effective Teens*) based on the *7 Habits of Highly Effective People*, by Stephen Covey, as measured by structured staff observation and/or students surveys.

Objectives and activities supporting Character Education and, in particular, based on the *7 Habits* work will increase a student’s resiliency and self-efficacy. Club MP3 ubiquitously uses the 7 Habits so that all students begin to recognize the Leader in each of them, set personal and academic goals, and monitor their own progress toward reaching the goals. Objective 2.4 is designed to implement the Character Education and Drop-Out Prevention personal enrichment component.

Students who participate in other extracurricular activities are ensured of receiving the full breadth of Miracle Plus activities by a schedule that includes at least one academic hour under the direct instructional guidance of a certified teacher before participating in other enrichment activities.

Activity 1: Art activities including music, drama, and dance in which reading, math, and/or science are embedded. Units range from 1 day to 1 semester in length. This activity supports objective 2.1

Research	Stiegelbauer, Suzanne. <i>The Arts and Afterschool Programs: A Research Synthesis</i> , 20 ^{xiii} “All of these studies found that learners could attain higher levels of achievement through their engagement with the arts, especially students from disadvantaged circumstances.”
Staff	Certified teachers; highly trained professionals
Ratios	Not to exceed 1:25
CCS/ NGSSS	Students will utilize many NGSSS in each performing and creative art such as: measuring, coordination, creativity, critical analysis and learning/recognizing shapes (TH.68.C.2.2, TH.68.C.2.3, Th.68.O.2.2, VA.68.C.1.2, VA.68.C.3.3, MU.912.S.1.9).
Frequency	45 minutes weekly (minimum)
Data	Pre-, mid-, and post-assessments which may include portfolios or performance based evaluations or surveys as appropriate to duration of unit

Activity 2: Diverse structured recreational activities such as swimming lessons, soccer, flag football, soccer, and/or physical fitness. This activity supports objective 2.2.

Research	Nutrition and Physical Activity. (2006). <i>Knack Online</i> , 3. ^{xiv} A study that looked at a sustainable education/physical activity program for low-income students found that students involved in sports activities tend to enjoy and seek out physical activity, develop and maintain acceptable levels of physical fitness and get along with others in many different environments. Dr. Paul D. Nussman, Building a Brain Health Environment in the School, 2011 ^{xv} “Physical activity needs to be considered from both a brain health and learning perspective within the education system.”
Staff	Certified teachers; paraprofessionals/assistants
Ratios	Not to exceed 1:25
CCS/ NGSSS	Students will utilize many NGSSS (PE.K.C.1.1, PE.K.C.1.2, PE.K.L.1.2, PE.K.M.1.9, PE.1.C.1.6, PE.1.L.1.3, PE.1.M.1.5) during physical activities such as: recognizing loco motor skills, setting physical goals and learning safety rules.
Frequency	45 minutes once a week (minimum)
Data	Pre-, mid-, and post-assessments and/or student surveys as appropriate to duration of activity unit

Activity 3: Implementation of Club MP3. Money Matters and Career Launch (Boys & Girls Club Curriculum). This objective supports objective 2.3.

Research	Lauver, S., and Little, P. (2005). Finding the Right Hook. <i>The School Administrator</i> ^{xvi} MIRACLE PLUS places an importance on student demonstrations of skills, choice and soft competition – characteristics known to increase student participation.
Staff	Certified teachers; paraprofessionals/assistants
Ratios	Not to exceed 1:25
CCS/ NGSSS	Club MP3 is a unique way for students to experience career exploration and experience the responsibilities of citizens, at a local, state and federal level (SS.912.E.1.16)
Frequency	Weekly throughout the program year
Data	After school attendance records collected throughout the year

Activity 4: Junior Achievement units and related Club MP3 activities. This objective supports objective 2.3.

Research	<i>JA: Afterschool.</i> (n.d.). Retrieved July 2011, from Junior Achievement ^{xvii} Survey results prove that JA is preparing students to develop successful financial management habits, empowering them to explore the potential of becoming an entrepreneur, and providing skills necessary to succeed in a global economy.
Staff	Certified teachers; highly trained professionals
Ratios	Not to exceed 1:25
CCS/ NGSSS	Each unit, such as JA, is aligned to grade specific NGSSS (MA.912.F.3.9, MA.7.P.7.1, MA.7.P.7.2, MA.912.F.3.1, MA.912.F.3.3)
Frequency	6 weeks for 7 th graders delivered in 1 hour blocks
Data	Pre-, mid-, and post-assessments as appropriate to the duration of the units and activities

Activity 5: Community Service Project. This objective supports objective 2.3.

Research	Posner, J.K., & Vandell, D. (1994). Low-income children’s after-school care: Are there beneficial effects of after-school programs? ^{xviii} MP3 provides these experiences for its students and, thus, helps to support the needs of the “whole child”. RMC Research Corporation (2007). Impacts of Service-Learning on Participating K-12 Students. ^{xix} “Studies affirmed the strong evidence...that service-learning produces an array of positive impacts in the area of pro-social behaviors, acceptance of diversity, connection to cultural heritage, development of ethics, and strengthening of protective factors related to resilience.”
Staff	Certified teachers; paraprofessionals; highly trained assistants/professionals
Ratios	Not to exceed 1:25
CCS/ NGSSS	Community service project will help the students connect and understand different ways they can positively contribute to their community (SS.7.C.2.14, SS.912.C.2.5)
Frequency	Once throughout the program year at each program site

Data	Pre-, mid-, and post-assessments
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Activity 6: Covey “7 Habits” principles implemented. This objective supports objective 2.4.

Research	Hatch, David, Ph.D., and Collinwood, Dean, Ph.D., (2010). “The Leader in Me: Promising Results.” ^{xx} “The most noticeable impact from the standpoint of teachers is found in the dramatic drop in discipline problems....[and] the visible increase in student self-confidence...from learning new skills, being given leadership responsibilities...” Posner, J.K., & Vandell, D. (1994). Low-income children’s after-school care: Are there beneficial effects of after-school programs? ^{xxi} MP3 provides experiences for its students that help support the needs of the “whole child.”
Staff	Certified teachers; paraprofessionals; highly trained assistants/professionals
Ratios	Not to exceed 1:25
CCS/ NGSSS	The “7 Habits” is used in Club MP3 as the foundation for Character Education and is aligned to numerous NGSSS (e.g., HE.8.B.3.6, SS.912.W.1.6)
Frequency	Daily throughout the program year embedded in program components
Data	Pre-, mid-, and post-assessments

8. Adult Family Members

Objective 3.1: 15% of adult family members of regularly participating students (attending 30 days or more) will increase their involvement in their child’s education as demonstrated by such measures as participation in educational activities (e.g., sign-in sheets, completed projects).

This performance related objective is designed to have parents/guardians and their children work together to complete a project (e.g., a science experiment) or student led conference during a regularly scheduled family night. By providing a structured environment in which adults and children can work and learn together, it is anticipated that each will be able to continue to use the experience and skills learned at home. Research shows the value of parental involvement in a students’ education and their lives as a whole. Objective 3.1 offers the opportunity to create an educational family time and experience.

Objective 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 such measures as participation records.

Research shows the value of parental involvement in a students' education and their lives as a whole. The culture of Immokalee presents a number of challenges in this area. Most Miracle families work in the fields, migrate, and/or travel 45 miles to jobs in the service industry. As a result they are not available to volunteer in schools or Miracle Plus. Additionally, some are uncomfortable and anxious about entering a "government" building because of citizenship or personal experience issues. Nonetheless, Miracle staff communicates in writing with parents in their native languages through newsletters, notices, and calls to their homes sharing good news about their child(ren). In addition, intentionally designed parent/family nights are scheduled at least twice during the program year. Many aspects of the events are student led.

Activity 1: Hands on learning activities at family nights. This activity supports objective 3.1.

Justification	This activity will increase family and student interaction. The activities will also serve as ideas for continuing shared educational or enrichment experiences
Staff	Certified teachers; paraprofessionals/assistants
Ratios	Not to exceed 1:20
Frequency	Twice during the program year
Data	Sign-in sheets and/or Pre- and post-assessments and/or surveys

Activity 2: Quarterly newsletters that will inform families of community events and feature hands-on, at-home activities for families. This activity supports objective 3.1.

Justification	Informing families with community resources that they are eligible to utilize will increase the family's ability to provide for their children. Offering easy and fun activities in the newsletter will increase family and student interaction.
Staff	N/A
Ratios	N/A
Frequency	4 times during the program year

Data	Copies of newsletters
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Activity 3: Family learning events including arts and health programs and related activities offered combining middle and high school families. This activity supports objective 3.2.

Justification	At least, 50% of Immokalee’s children has no connection to pediatric care and about the same number do not have health insurance and lack preventative medical care. By providing health programs and art nights we attract the families to the school and can provide them with the needed health screenings.
Staff	Staff conducting activities will be highly qualified in their respective areas
Ratios	Staff to parent ratio will average 1:20
Frequency	Once during the program year
Data	Sign-in sheets and Parent Surveys

9. Evaluation Plan

A. Evaluation Table

Program Objectives (1)	Specific Measures and Data Sources (2)	Timeline (3)	Methods for Assessing Progress (4)
Academic			
1.1) 80% of regularly participating students (attending 30 days or more) will increase their English Language Arts skills in at least one of the ELA strands (Vocabulary, Reading Application, Literary Analysis, Information Text).	Data Source: School District/StopWatch <ul style="list-style-type: none"> • Report card grades • FCAT scores • FAIR • District assessments, pre-mid-post assessments of activities or units (teacher created assessments, computer based assessments, curriculum based assessments/tools) 	Baseline: September 2011 Formative: December 2011, March 2012 Summative: July 2012	Comparative progressive data analysis of students
1.2) 80% of regularly participating students (attending 30 days or more) will increase math skills.	Data Source: School District/StopWatch <ul style="list-style-type: none"> • Report card grades • FCAT scores • Computer based assessments from student software programming, teacher generated and/or curriculum based assessments 	Baseline: September 2011 Formative: December 2011, March 2012 Summative: July 2012	Comparative progressive data analysis of students
1.3) 80% of regularly participating students (attending 30 days or more) will increase science skills.	Data Source: School District/StopWatch <ul style="list-style-type: none"> • Report card grades • FCAT scores • Computer based assessments from student software programming, teacher generated and/or curriculum based assessments 	Baseline: September 2011 Formative: December 2011, March 2012 Summative: July 2012	Comparative progressive data analysis of students
Personal Enrichment			
2.1) 80% of regularly participating students (attending 30 days or more) will increase knowledge and/or skills related to the	Data Source: Program - United Arts Council; unit assessments <ul style="list-style-type: none"> • Successful completion of student 	Baseline: At start of units Formative:	Portfolios; teacher documentation; and/or project completions

performing or creative arts.	portfolios, performances, projects and/or student surveys • Assessments created by artists/teachers	throughout program year as units complete Summative: July	
2.2) 80% of regularly participating students (attending 30 days or more) will demonstrate increased knowledge and/or skills in at least one recreational activity.	Data Source: Program - unit assessments • Pre and Post assessments and/or student surveys • Mid-assessment if appropriate based on length of units	Baseline: Introduction of units Formative: throughout program year as units complete Summative: July	Comparative pre- and post- assessment data analysis
2.3) 60% of regularly participating students (attending 30 days or more) will increase their knowledge of community service and economics .	Data Source: Program - unit assessments • Pre and post assessment for each community service/service project and/or unit • Pre and post assessments for each JA session/unit	Baseline: At start of unit(s) Collected for each session during the program year Summative: July	Comparative pre- and post- assessment data analysis
2.4) 60% of regularly participating students (attending 30 days or more) will demonstrate their understanding of the 7 Habits of Happy Kids (based on the 7 Habits of Highly Effective People, by Stephen Covey).	Data Source: Program - unit assessments • Structured staff observation and/or students surveys.	Collected two times during project year: December, March Summative: July	Pre and post surveys and/or observation analysis citing trends and impact
Parent/Family			
3.1) 15% of adult family members of regularly participating students (attending 30 days or more) will increase their involvement in their child's education	Data Source: Program • Participation and/ or project completion records	Conducted two times per school year. Summative: July	Analysis of participation and completion records
3.2) 15% of parents of regularly participating students (attending 30 days or more) will participate in family arts and health night activities.	Data Source: Program • Participation records	Conducted once during the school year Summative: July	Analysis of sign-in sheets

B. Evaluation Narrative

Miracle Plus 3 is based on the continuous improvement of program and student outcomes and adult (e.g., staff, teaching professionals, contractors) contributions. The foundation to the continuous improvement is the periodic formative evaluations which occur twice at minimum throughout the program year; the results of which will be available in December, 2011 and April, 2012. The annual summative evaluation guides programmatic changes from year to year and will be available in July 2012. The completed reports will be posted online and executive summaries will be distributed to the Steering Committee, parents (through newsletters), and other interested parties. Full copies of the reports will be available upon request.

Data for the evaluations are a collaborative effort between SFWDB staff and Collier County Public Schools (CCPS). CCPS has developed a data collection system called STOPWatch (Student Tracking of Outcomes and Progress) to monitor and assess the progress of Miracle students. The District's data warehouse provides current academic and other relevant information about each MP student on an on-going basis as well as overall program information such as attendance records. As part of the formative evaluation process, the Project Director and Site Coordinators will work with the project evaluator to establish processes and benchmarks to gather and monitor progress toward project objectives. In addition, the evaluator will regularly monitor individual student progress and make recommendations to Site Coordinators for certain students to participate in small group tutoring or seek more advanced ("stretch") learning opportunities when warranted.

Trends, outcomes and recommendations garnered from the formative reports' will be used by the Miracle Plus Leadership Team to revise strategies, materials, student grouping and/or activities as appropriate to improve student results. Project successes will be shared at each site through the use of bulletin boards, newsletters, student led communications, and staff meetings. The summative evaluation, including sections addressing program overview and history, student attendance and enrollment, program operation, staff quality, assessments of objectives, sustainability, and, summary recommendations, will guide any necessary programmatic revisions for the next operating year.

10. Dissemination Plan

Consistent efforts are made to communicate the work of Miracle Plus. Information about Miracle Plus is posted on the website and will include formative and summative evaluations as each is completed. Periodically throughout the program year, newsletters will be distributed to parents, staff and stakeholders (WFDB members, CCPS administration and board members, sustainability partners). Additionally, efforts will be made to include media in special events and newsworthy accomplishments.

As appropriate and suggested, Miracle Plus will share best practices throughout the State via the 21st CCLC website, video/phone conferencing, and/or State Conferences. Conversely, MP Leadership Team is eager to learn from peers across the State.

11. Budget

Please see the DOE 101S – Budget Narrative Form

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