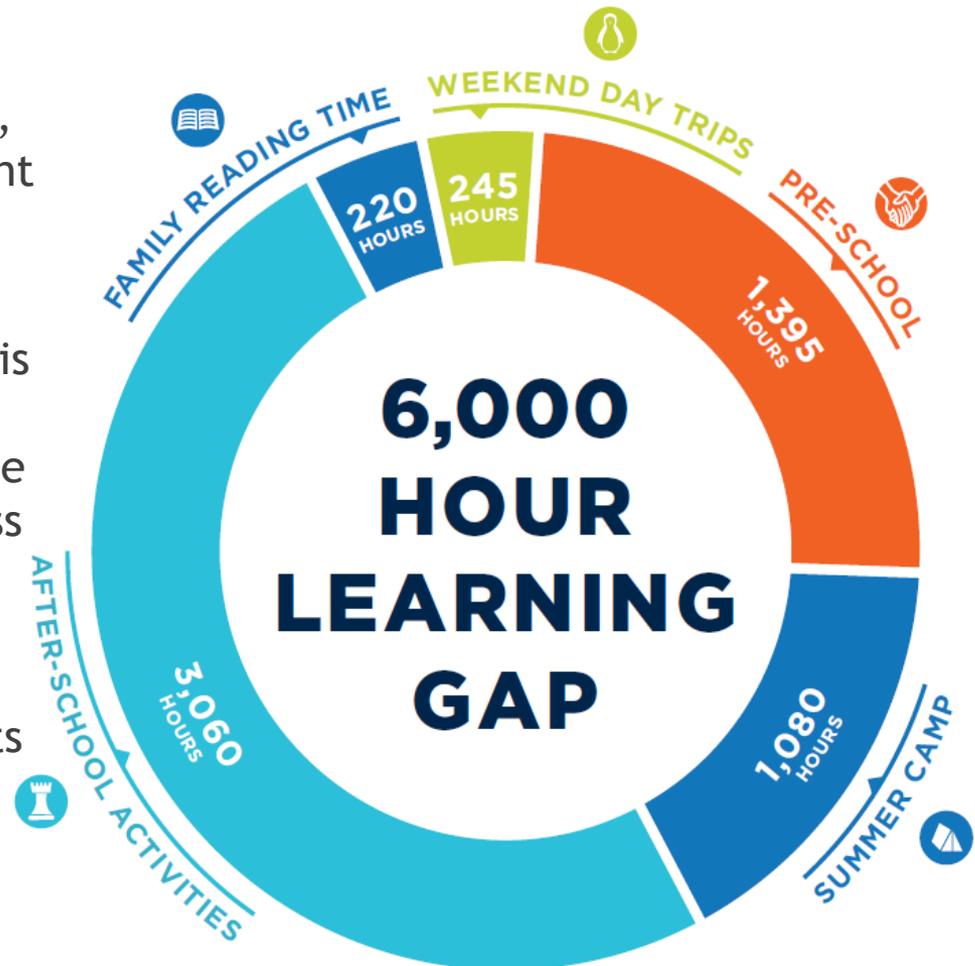


The background features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue. The shapes are primarily triangles and polygons, creating a dynamic, layered effect. The text is centered in the white space between these shapes.

Miracle Makers After School Program

6000 Hour Learning Gap

- ▶ By the time they reach 6th grade, middle class kids have likely spent 6,000 more hours learning than kids born in poverty.
- ▶ Learning time is a resource that is unequally distributed, and disadvantaged students suffer the consequences. While middle class children learn to read, create, persist, and problem-solve at home and through after-school and summer experiences, parents stressed by poverty are far less likely to be able to ensure those opportunities for their children.



Miracle Makers Overview

- ▶ After-school programming serving 185 Ruskin students daily- Monday-Friday, 2-5pm, as well as 6 week summer camp/slide program. 91% average attendance rate
- ▶ After School programming is embedded in Ruskin Pk-6 Neighborhood School.
- ▶ Miracle Maker Demographics- 32% Caucasian, 8% African American, 43% Hispanic 6% Multi-racial, and 11% Turkish. 47% are English Language Learners, 45% tested “urgent intervention”, and 13% have IEPs, 2% gifted (ALL of our students are gifted!)
- ▶ East Dayton child poverty rate is over 60%- Ruskin is 100% free and reduced breakfast/lunch program
- ▶ Funding- 21st Century Community Learning Center Grants, local private foundations, county funds, donations,

The Stress of Poverty on the Brain

- ▶ Poverty is toxic stress
 - ▶ Cortisol and the Constant state of fight, flight, or freeze.
 - ▶ Stressors such as neglect, scarcity, hunger, violence, and chaos act like toxins and hijack the developing brain
 - ▶ Trauma, PTSD, ongoing stress, constant high levels of cortisol in the brain
 - ▶ Prefrontal Cortex- Executive Function skills- impulse control, focus, working memory, problem solving, focus, reasoning, emotional regulation
 - ▶ Greatest predictor of success in children- Self Control

Multi-layered Interventions

“Academic achievement, social and emotional competence, and physical and mental health are fundamentally and multiply interrelated. The best and most efficient way to foster any of those is to foster all of them (Zenner 2014).”

Miracle Makers After-School Program

Multi-layered intensive intervention program for children living in East Dayton

- ▶ **Academic Interventions**
- ▶ ***Enrichment***
- ▶ ***Holistic Wellness***
- ▶ ***Strong Families***

Academic Interventions

- ▶ Goal: Close the achievement gap! Foster a life long love of learning!
- ▶ Symbiotic Relationships with Ruskin teachers and Administrations is key
 - ▶ Conferencing with Ruskin teachers about students' needs.
 - ▶ Sharing of lesson plans- Extension of school day- integrating classroom space
 - ▶ Participation on building leadership teams, teacher-based- team meetings discussing building and student level data
 - ▶ Shared Professional Development
 - ▶ Goal: seamless programming for students between school day and afterschool
- ▶ Miracle Maker Education Plans (MMEPS)- Goal setting and Interventions tailored to individual students-
- ▶ “Academics”- hands-on learning experiences, integrated throughout
- ▶ Trauma informed care/teaching

Enrichment- Spark Workshops

- ▶ Search Institute Research- Students who engage in something that they are passionate about, have talent or interest in, will result in a domino of positive effects- increased attendance, less likely to engage in violent behavior, increased academic scores, etc.
- ▶ Inquiry-based, project-based-8 week courses designed to foster deep learning
- ▶ Student choice
- ▶ Example of courses offered: Photography, Engineering and Design, MakerSpace, Musical Theater (Lion King), Culinary Arts/Iron Chef, Science Experiments, French/Spanish, Around the World, Documentaries 101, Urban Gardening, Lego League Dayton Philharmonic- Q the Music, (This is where the dreams are born!)
- ▶ College and Career connections

Wellness

- ▶ Social/Emotional/Behavioral/Physical- Health
- ▶ Afternoon classroom “meetings”- Dialogue Circles
- ▶ Mindfulness
 - ▶ Childhood self-control is greatest predictor of success- predicts physical health, personal wealth, and safety
 - ▶ Intervention for executive functioning skills- improves self-regulation
 - ▶ Outcomes: Better focus and concentration, increased calm, decreased stress & anxiety, enhanced health, improved impulse control, gain skillful ways to respond to difficult emotions, increased self-awareness, increased empathy and understanding of others
- ▶ Restorative Justice
- ▶ Mental Health Services
 - ▶ Partner with local agencies offering individual and group therapy for students
 - ▶ Individual, group, art therapy
- ▶ Prevention Programs
 - ▶ Dayton center of opioid epidemic- prevention is key
 - ▶ Piloting Hope Curriculum and PAX Good Behavior Game in fall 2017

Strong Families

▶ Family Support Specialist

- ▶ Home visits
- ▶ Basic-Needs resourcing/linkages (food, clothing, etc)
- ▶ School washing-machine/ Food and Hygiene products Pantry
- ▶ Navigating the school and other system systems
- ▶ Key resources for all families, especially newcomers
- ▶ Referrals for job-assistance, utility assistance, GED , ESOL, classes, etc.

▶ Monthly Family Nights- Family Engagement

- ▶ Miracle Makers staff along with Ruskin Staff, and Neighborhood Site Coordinator plan monthly family nights that focus on topics of health, literacy, math, science, etc.

▶ After School Advisory Board

- ▶ Budding after school parent advocacy group
- ▶ Parent input in programming
- ▶ Bake-sales
- ▶ Help plan Miracle Maker family nights- Bowling

Community Partnerships as Heroes

"We live in a world in which we need to share responsibility. It's easy to say, 'It's not my child, not my community, not my world, not my problem.' Then there are those who see the need and respond. I consider those people my heroes (Mr. Rogers)."

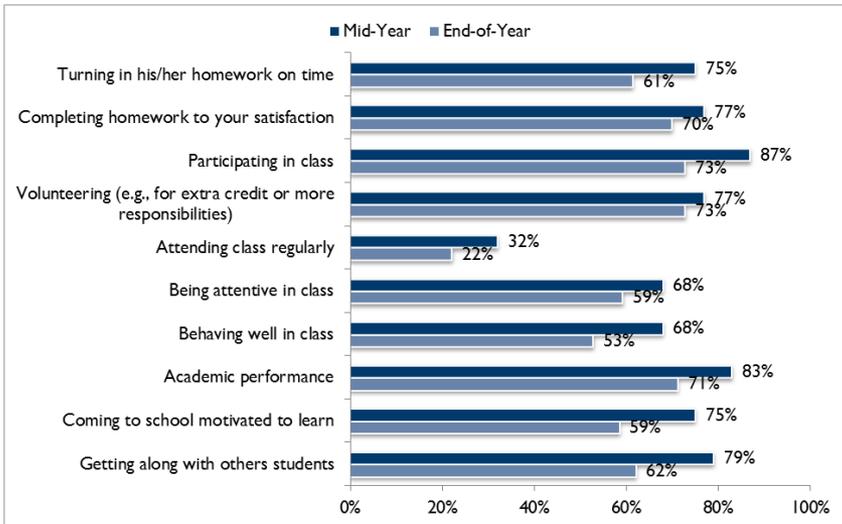
- ▶ Key to building capacity within after school programs
 - ▶ Boonshoft Discovery Museum
 - ▶ Human Society of Dayton
 - ▶ Twin Towers Mental Health Services
 - ▶ University of Dayton
 - ▶ Wright State University
 - ▶ Sinclair College
 - ▶ Girl Scouts/Boy Scouts
 - ▶ Dayton Metro Library

Miracle Maker Outcomes

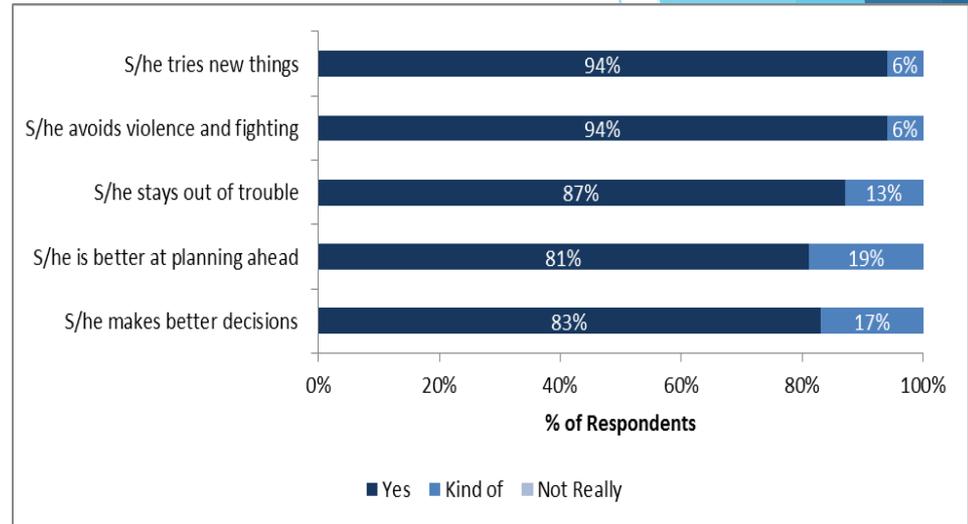
- Miracle Makers students show greater academic growth, and self-regulation of behaviors and emotions.
- 2015-2016 Third grade Miracle Makers scored at 73% proficient in reading. Third grade Miracle Makers scored 88% proficient in Math
- Miracle Makers =18 points higher than state
- 2016/2017 NWEA (MAPP) Data
 - 55% of Miracle Makers students met or exceeded their expected growth in math. Versus 42% of non-Miracle Makers students.
 - 95.63% of Miracle Makers students showed growth in math. Versus 82.24% of non-Miracle Makers students.
 - 90.63% of Miracle Makers students showed growth in reading. Versus 77.88% of non-Miracle Makers students.

Miracle Maker Outcomes- Surveys

Percentage of Students that Improved, Reported by Teachers



Parents' Perceptions of their Child's Healthy Social Behaviors



Parents' Perceptions of their Child's Social Skills

