

5.1. Project Abstract

The Eneida Hartner After-School Academic Achievement Program (ASAAP) aims to provide quality academic instruction, sports and recreation, prosocial and problem-solving skills training, homework assistance and adult family member services in a safe and nurturing after-school environment for 1st-5th graders at Eneida M. Hartner Elementary School (EMHES). The ASAAP will target students from socioeconomically disadvantaged backgrounds who are at-risk for academic underachievement, social and/or behavior problems, and poor physical fitness/nutrition. By leveraging community resources and partnerships, the ASAAP will bring a wealth of support to an underprivileged community. We expect the ASAAP to contribute to improvements in academic, social and behavioral functioning.

5.2 Needs Assessment (10 pts)

Needs Assessment Strategies

A multilevel (i.e., individual, family, community) social-ecological framework was used to conduct a needs assessment for the development of the ASAAP. Data were collected using: 1) seven focus groups in three languages (i.e., English, Spanish, Haitian Creole) with approximately 70 participants, including parents, teachers, and community members; 2) paper-and-pencil and electronic surveys administered in three languages during community meetings and using social media websites; 3) school performance data; 4) national population-based statistics, and 5) review of relevant research literature.

Service Area and Target Population Demographics

EMHES serves families living in the urban Wynwood district of Miami. Located just north of Downtown Miami, the estimated population as of 2010 was approximately 28,909 (approximately 37% foreign born) ethnically/racially (approximately 43% Hispanic or Latino of any race, 53% non-Hispanic, Black or African American, 3% non-Hispanic White, and 1% of other or more than one race) and linguistically (approximately 44% English-only, 44% Spanish, 13% another language) diverse residents (U.S. Census Bureau, 2010). Approximately 39% reported family incomes below the federal poverty level (48% of children), 38% of those over 18 were unemployed, and among individuals age 25 years or older, 57% did not complete high school (28% had less than an 8th grade education). EMHES serves 570 students from pre-kindergarten through fifth grade, including high proportions of immigrants from Central and South American countries and the Caribbean Islands. The student population is 70 percent Hispanic, 25 percent non-Hispanic Black or African-American, four percent non-Hispanic White, and one percent other. Moreover, 80 violent crimes were committed within a five-block radius of EMHES within the last six months.

Existing After-School Services for the Targeted Population

The YMCA currently operates a community after-school program that serves approximately 100 EMHES students. Enrollment in the program costs \$160 and tuition costs \$40 per week. They currently offer no scholarships or tuition waivers regardless of family income, which precludes participation for many families.

Identification of Need for an After-School Program

Community Involvement in Needs Assessment

No private schools were included, as there are none located within the geographic region to be served by the proposed 21st CCLC program. Of the 45 parents surveyed, 57% identified the cost of the program as the most significant barrier to their child's participation. In addition, themes from focus group discussions centered around program costs. For example, one parent reported, *"The kids at the park across the street are always fighting and doing drugs, but I can't afford the after-school program."* An additional 19% identified student safety at the program as a primary barrier to their child's participation. For example, one parent who participated in one of the focus groups stated that, *"There are 5 workers and over a hundred kids at the after-school program. When I pick up my kid, no one checks my ID. It's scary."*

Parents indicated that academic tutoring (93%), a reading program (64%), and standardized testing preparation (57%) were the most needed academic components for an after-school program and that sports (83%), anti-bullying (67%), social and problem-solving

skills (60%), and health and nutritional education (50%) were the most needed enrichment activities. Academic services, such as homework assistance, also emerged as themes in focus groups. As one teacher noted, "*Many of our families don't have the internet and cannot complete district-required homework assignments.*" Parents also identified a need for adult services, such as English language (78%), computer (64%), General Educational Diploma (GED; 58%), and parenting classes (51%). One parent indicated that, "*A lot of parents can't help with homework, because we can't understand it. We can't read in English.*"

School Data

EMHES has been identified as a Title 1, high poverty, low-performing school, with retention rates ranging from 8-14% for grades 1-3. The overall school grade was a C for the 2013-2014 school year based on the states grading rubric, and state Reading (54%), Mathematics (42%), and Science (33%) assessments indicate that a low-to-medium proportion of students earned satisfactory or better scores (Bureau of Accountability Reporting, 2014). EMHES students have high rates of socio-economic disadvantage, as 98% of their students qualify for the free or reduced price lunch program and approximately 5% of the student body is homeless or displaced (relative to approximately .5% of all MDCPS students).

Community Supports and Resources Available

The surrounding community and larger Miami community have substantial supports and resources to offer families. For example, UP2US is a national organization that provides sports-based recreational activities and health and nutritional education at subsidized rates through their Coaches Across America program and have worked in the local community and with EMHES during the regular school day. In addition, the William H. Turner/Technical Arts Adult Education Center (WHT/TAAEC) offers daily on-site classes (e.g., English for Speakers of Other Languages (ESOL), GED preparation). In addition, FIU a large, community-engaged research university, offers a number of resources to the community through service-based learning opportunities, such as occupational, behavioral, and family therapy services.

Closing the Gaps in Available Services

Despite the availability of these supports and resources, our needs assessment, clearly indicates that a) families and community members have not adequately accessed these services, and b) gaps remain in the services that are available. Considering that parents and community members identified a need for services such as sports, health and nutritional education, and adult education and parent training services, despite the availability of these resources to their community, it is clear that these supports and resources could be better disseminated. Moreover, significant gaps in the available supports and resources exist, including academic tutoring, reading programs, homework assistance, and anti-bullying, social and problem-solving skills interventions. Consequently, the overall aim of this proposal is to develop a 21st CCLC after-school program that leverages and coordinates the existing community supports and resources and to "supplement, not supplant" them in order to close the gaps in services available to address the needs of EMHES students. In partnership with EMHES and community partners, the ASAAP will provide evidence-based activities that align with the needs and gaps identified by the community, as well as the Measurable Objectives and Assessments specified in this RFP, including: 1) Literacy and English Language Arts (ELA), 2) STEM, 3) Health and Nutrition, 4) Prosocial Behavior and Problem-Solving Skills (PBPS), 5) Homework Assistance, and 6) Adult Family Member Services. We expect that participation in the ASAAP will result in improved academic achievement, physical, social, behavioral, and family functioning (see Section 5.3.b Measurable Objectives and Assessments Table).

5.3 Program Evaluation (15 pts)

5.3.a. Evaluation Plan

Independent Evaluator

Rios Research and Evaluation is a research consultation company with more than 20 years of experience providing research services for educational and community programs, including foundations, non-profit organizations, and school district programs (see attached letter of support). The founder and CEO, Dr. Steven Rios earned his doctorate in education and

specializes in the evaluation of educational programs at all levels, from elementary to adult education. Services provided include data analysis, program evaluation, and evaluative and summative report writing. They currently provide independent evaluation services for another 21st CCLC program in the Broward County Public School District and are very familiar with the evaluation and reporting expectations of the Florida Department of Education (FLDOE). Rios They were identified based on their extensive research experience identifying barriers and supports to education among disadvantaged youth and evaluating services for a number of educational programs designed specifically for these populations (e.g., Educate Tomorrow).

Evaluation Activities and Timeline

Data collection. For this project, we will use a scalable, secure, software toolset and workflow methodology for electronic collection and management of data called Research Electronic Data Capture (REDCap) supported by the CCF Data Management staff. The software is delivered via 256 bit SSL-encryption, and features an intuitive interface for the creation of case report forms (CRFs) and validated data entry and automated export procedures for timely and seamless submission of monthly, baseline, mid-year, and end-of-year data to the FLDOE system. A REDCap database will be developed to collect all data for this project, which will include establishing appropriate value, range, and logic checks for all variables; two levels of internal system testing and revision; and user acceptance testing before data collection begins.

The Program Director will oversee all data collection activities, which will be coordinated by the Site Coordinator. Data will be collected and entered primarily by Site Coordinator, but physical fitness, child behavior, and parenting data be reported by Coaches, parents, and regular school day teachers as indicated in the Measurable Objectives and Assessment Table. The Site Coordinator will be granted access to all administrative records by Dr. McKoy via district-approved electronic data systems, including the Instructional Planning System (IPS), Student Performance Indicator (SPI), and Integrated Student Information System (ISIS). The Site Coordinator will also be responsible for accessing, collecting, and entering all daily program operations (e.g., attendance and teacher homework verification, based on sign-in sheets) data and satisfaction data from students, parents, and regular school day teachers.

Evaluation timeline. Evaluation of most program outcomes will occur during a 2-3 week period at baseline (i.e., August), the approximate mid-point (i.e., January), and the end of each academic year (i.e., June). Some program data will be collected on a daily basis (i.e., attendance, homework verification, homework completion), and some will be collected based on state testing schedules. The collection of daily and mid-point outcome data will facilitate a Response to Intervention (RtI) approach for efficiently providing appropriate services to students who are not making adequate progress.

Coordination with Program Staff, Students, Adult Family Members and Others

Evaluations will be coordinated in order to minimize interference with program activities. Coaches will administer PACER and health and nutrition knowledge-based tests (approximately 20 minutes) and doctoral students will facilitate the collection of student and caregiver data on school computers (approximately 20 minutes) during their respective activities. Teachers will be able to provide ratings at their convenience by following a link to the secure REDCap online data collection forms. The Site coordinator will enter data into REDCap on an ongoing basis.

Examining the Intended Impact

The proposed evaluation activities will facilitate the examination of the intended impact by providing multi-informant, multi-method evaluations of students' and family members' progress in the anticipated direction (i.e., improvement) on ecologically and empirically validated outcome measures. Evaluation activities were designed to provide quantitative measures that are directly aligned with each program objective, as indicated in the Measurable Objectives and Assessments Table. By determining baseline levels of each outcome, quantitative analyses will examine students change from baseline to the mid-point and end-of-year assessments using analyses of covariance and chi-squared tests (Rausch, Maxwell, & Kelley, 2003).

Program Quality Improvement

Monthly reports indicating program attendance, homework verification, and homework

completion rates, will be developed by the independent evaluator during monthly data submissions, and distributed to all program staff during monthly staff meetings. These data will be used to identify families to target with engagement strategies, students who may require individualized intervention strategies (i.e., daily report cards; DRCs), and to inform and support ongoing in-service and professional development trainings (see Training and Professional Development under section 5.6.e) in order to improve the quality and success of the program. In addition, the independent evaluator will develop mid- and end-of-year evaluation reports based on the student, family, and teacher outcome and satisfaction data collected and submitted to the FLDOE. These findings will be used to make critical adjustments that will optimize program operations and will inform a Rtl approach to targeting individual interventions.

Informing the Community and Stakeholders of Program Results

Monthly newsletters about program updates, developments, accomplishments (e.g., high attendance), and events will be distributed to families, teachers, and community member through the program and school websites and social media outlets. The aggregate findings of mid-year and end-of-year evaluations will be included in a report, which will be distributed through these outlets, as well as open mid- and end-of-year meetings, at which we will present the program outcomes, provide program information, and solicit program feedback.

5.4 Applicant's Experience and Capacity (7 pts)

5.3.b. Measurable Objectives and Assessment Table

Applicant's Experience Providing Proposed Services

FIU CCF

FIU is South Florida's public research university and includes the CCF, a nationally recognized, interdisciplinary children's educational and mental health research center and clinic. Our faculty members have authored over 500 publications on topics related to children's academic and mental health functioning. Since our current location at FIU was established in 2010, we have provided evidence-based mental health services to more than 6,640 community families and children, including individual, family, and group-based interventions in clinic, home, school, after-school, and summer camp settings.

Our project team includes CCF faculty members Dr. M. Villodas (Program Director), Dr. Hart (ELA Specialist), and Dr. F. Villodas (Clinical Trainer/Supervisor). Collectively, we have more than 25 years of experience providing similar services to children and families, including directing and supervising programs that are publicly funded by the Children's Trust of Miami and the Institute for Education Science (IES). These programs include one intensive after-school and two intensive summer treatment programs that target academic, social, and behavioral impairments in children (serving more than 100 children annually), a countywide summer reading and literacy program that serves more than 1600 children annually, and a partnership with MDCPS that aims to improve teachers' use of classroom behavior management strategies.

Major Partner's Experience Providing Proposed Services

EMHES Principal, Dr. Derick McKoy has been a MDCPS school administrator for sixteen years. He has four years of previous experience working with a 21st CCLC after-school program and is very familiar with the managerial tasks and deliverables required. His assistant principal, Mrs. Lizette Blanco has been a school administrator for seven years and the school counselor, Ms. Margarita Fernandez, plays an integral role in helping coordinate all student service activities and serves as the district liaison for homeless and displaced children.

Capacity to Manage Public Funding

The CCF has a 25-year history of receiving and managing grants from local, state, and national governmental and non-governmental agencies. Our faculty currently (2015) hold 44 grants totaling more than \$40 million dollars, the majority of which (approximately \$37.5 million) is from the National Institutes for Health, National Science Foundation, and IES. A large proportion of this funding is for educational services and intervention research and more than 20% (i.e., \$8 million) comes from 6 IES-funded projects.

Administrative Capacity

CCF administrative support staff includes four full-time grants management specialists, an administrative director, and four secretarial/administrative office staff. In addition, FIU has a dedicated Office of Research and Economic Development (ORED) that's purpose is to ensure the responsible management and administration of grant funding in compliance with all local, state, and federal regulations. The responsibilities of ORED include pre- and post-award administrative support activities, such as establishing new awards, budget revisions, negotiation of award terms and conditions, drafting subcontracts, consulting agreements, cost-sharing agreements, and progress reports, and managing deadlines and restrictions. The CCF currently manages more than \$10 million in grant funding per year and ORED manages more than \$100 million university-wide per year, all in compliance with local, state, and federal regulations.

Leadership and Organizational Capacity to Manage Proposed Program

The leadership and organizational structure of the ASAAP was designed to provide an optimal blend of the expertise of key CCF faculty with that of the EMHES administrative staff. Based on the experience of Drs. M. Villodas, Hart, and F. Villodas directing school-based educational and mental health services programs, and the experience of Dr. Derick McKoy in education and educational administration, including a 21st CCLC program, our leadership team is well-equipped to administer the proposed program. In particular, Dr. McKoy, the site coordinator, and the school administrative staff's daily presence and collaborative management of the end of the school day will facilitate an organized transition from the regular-to-after-school programming. Either Dr. M. Villodas, Hart, or F. Villodas will also be present daily, which will facilitate communication and consultation among the leadership team and between the leadership and project staff. The site coordinator will serve as a central point of contact and communication for all leadership, staff, and families regarding the daily program operations.

5.5 Partnerships, Collaborations & Sustainability (13 pts)

5.5.a. Community Notice

Multiple platforms were used to notify the community about this proposal for a 21st CCLC. An event notification was published in each of Miami's seven community newspapers, which included: 1) the website at which the proposal will be made publicly available, 2) an open invitation to participate in focus groups, and 3) the web address for an anonymous survey about community needs for family and community members. EMHES students and family members were notified about the development and submission of the proposal via social media (i.e., Facebook, Twitter, Instagram pages) and flyers that were sent home with students. EMHES staff received notification about the proposal during their monthly staff meeting. Initial notification was provided 1 month prior, social media and newspaper notifications and flyers were distributed three weeks prior, and community information meetings were held two weeks prior to submission, allowing enough time to integrate staff, parent, and community input into the proposal. The proposal will be made publicly available within 48 hours of submission.

5.5.b. Collaboration with Private Schools

There are not private schools located within the geographic area serviced by EMHES.

5.5.c. Partnerships

Our partners represent multiple entities at multiple ecological levels (i.e., local and national community organizations, universities, businesses, government agencies) and will provide services that are aligned with the specific needs and gaps in services identified by our needs assessment and the 21st CCLC objectives. **EMHES** certified Teachers and staff from will provide academic instruction, homework assistance, anti-bullying, social, and problem solving skills, and will operate the ASAAP. Dr. McKoy will also provide administrative support and access to facilities for the ASAAP. **UP2US** will match the cost for two Coaches who will provide sports-based recreation and health and nutritional education. **WHT/TAAEC** will offer free, daily, on-site adult and career technical education services, such as ESOL, GED preparation, citizenship exam preparation, career counseling, and resume assistance. The **FIU Preparing Occupational Therapists for Practice in Schools (POPS)** program will provide OT services to individual children with disabilities, as needed through service-based learning opportunities. A representative from **Wells Fargo Financial Institution** will partner with program staff to provide

free PBL activities that integrate mathematical concepts with financial literacy.

5.5.d. Collaborations with the Regular School Day

Dr. McKoy and the EMHES staff were active partners in the collaborative development of this proposal and will continue to be integral partners in the planning and development, as well as the operation of all daily program activities. We value the input and perspectives of EMHES staff, regardless of their affiliation with the ASAAP and have developed a communication protocol that will facilitate regular, timely, and meaningful collaboration with the regular school day staff. The ASAAP advisory board will hold monthly meetings to set programming alignment goals that will be open to all EMHES staff. Student performance data (e.g., current grades, after-school attendance, homework completion, DRC performance) will be presented and discussed. Board members and EMHES staff will provide feedback about program activities that complement the learning and development objectives covered during the school day in order to coordinate learning objectives. A collaborative plan will be developed to support students' improvement in key areas identified. In order to appropriately accommodate students with special needs, ASAAP personnel will request to participate in Individual Education Plan (IEP) meeting for ASAAP students. In addition to these meetings, a DRC system will be implemented for targeted students who are progressing and will facilitate communication among regular school day teachers, after-school staff, and parents about daily progress on academic, social, and behavioral goals.

5.5.e. Sustainability

Maintaining services for years 3-5

During the first two years of the program, we will focus closely on the development and refinement of the program activities based on evaluation and satisfaction data from students, family members, and regular school staff (as described under Program Quality Improvement in section 5.3.a. Evaluation Plan). We will very closely supervise all program activities to ensure fidelity to implementation and provide continued training and professional development for all staff. Gradually throughout the spring semester of the second year of operation, we will decrease the level of fidelity monitoring and frequency of supervision meetings and we will begin to rely on Dr. McKoy and the site coordinator to supervise the day-to-day program operations. Beginning in the third year, Drs. M. Villodas, Hart, and F. Villodas will gradually transition into program consultant roles, providing support and "booster" training sessions, as well as monthly program supervision to program staff and continued grant and data management and reporting. This transition will coincide with the reduction in the operating budget planned for years three through five. We will continue in this role during years four and five and will transition our monthly supervision meetings to more general and occasional in-service trainings and professional development opportunities for staff.

Continued sustainability.

During the third year of operation, we will also begin actively pursuing additional funding opportunities to sustain and expand the services offered. For example, every three years (next during year 3; i.e., Fall 2017), the Children's Trust of Miami solicits applications for a competitive funding opportunity for children's out-of-school programs, from which the CCF currently receives nearly \$3 million dollars annually. Our project team has been very successful in obtaining funding for these programs and currently receives \$1.3 million in annual funding for four of these programs. We will also pursue funding from additional local sources, including foundations and donors, as well as national funding sources for children's education and mental health services.

5.6. Program Plan (30 pts)

5.6.a. Target Students

Characteristics of target students

The target students will be disadvantaged (i.e., eligible for free or reduced price lunch) 1st-5th graders from EMHES (see section 5.2 Needs Assessment for description) who meet at least one of the following criteria: 1) achieving below satisfactory in ELA; 2) achieving below grade level in Science or Mathematics; 3) experiencing elevated social and/or behavioral problems. Priority will be given to students who are experiencing academic difficulties over

social and behavioral problems only. These characteristics align with the identified barriers to participation (e.g., cost) and needs (e.g., academic tutoring, social and problem-solving skills). Absolutely no students will be excluded from the program on the basis of age, gender, race, ethnicity, national origin, or disability. In fact, we plan to recruit diverse groups of students at the highest risk for academic underachievement.

5.6.b. Recruitment and Retention

Identifying and Recruiting the Target Students

EMHES teachers and the school counselor will help initially identify target students based on below satisfactory academic achievement, as indicated by the previous year's grades and state testing scores, and/or elevated social or behavioral problems, which will be verified using a brief teacher-rated behavioral screening measure at the time of identification. Meetings will be scheduled for interested families prior to the start of the school year during which they can provide their contact information to the program staff. The Site Coordinator will work closely with school administrators, the school counselor, and teachers to identify students who could benefit most from participation based on their academic performance.

A combination of strategies will be used to recruit participants including distribution of brochures, flyers, mailed and emailed letters, announcements in local newspapers, word-of-mouth, the ASAAP, CCF, EMHES, and MDCPS websites and announcement systems and viral marketing (e.g. on Facebook, twitter, and YouTube). Informational meetings will be scheduled prior to the start of the school year and registration forms, as well as links to electronic version of these forms, will be sent to families and distributed at meetings. Project staff will also distribute information about the program through the CCF's local community partner network.

Contacting and engaging family members. Project staff will briefly screen interested families over the phone to confirm their eligibility and interest in participating in the program. Families who agree to participate will be scheduled to complete a baseline assessment with one of our Counselors or FIU Clinical Science in Child and Adolescent Psychology (CSCAP) doctoral students at the family's home or a neutral site (e.g., EMHES) that is accessible to the family. During the assessment visit, the assessor will spend time getting to know and building rapport with the family, will provide a description of the study, answer questions, and, conduct the baseline assessment with the family and student. Assessors will be trained to use Motivational Interviewing (MI) techniques to leverage families' intrinsic motivation to engage in services (Dishion et al., 2008; Miller & Rollnick, 2012).

Retaining the target students. Effective student and family member program engagement is likely to contribute to improved retention. In addition, student's will be picked up from their classrooms daily and signed in to the program unless their parent arrives to pick them up or they have prior written authorization for absence from the ASAAP. Attendance will be closely monitored and families of students with high numbers of absences will be contact to problem-solve barriers to consistent attendance and using MI to leverage intrinsic motivation.

5.6.c. Student Program Activities

Project based learning (PBL) strategies will be integrated into program activities in order to engage students of all ability levels and learning styles in the development of hands-on group projects that allow them to investigate, discover, and solve real world problems. We will use a response to intervention (RtI) approach in order to ensure that all children's needs are appropriately addressed. Throughout the program, children will be immersed in a behavioral contingency management system that uses points, praise, and public recognition, as well as daily and weekly group rewards (e.g., computer time) to reinforce completion of assignments and appropriate behavior during all activities. For students who require additional behavioral support, a DRC will be developed to address their specific, individualized academic, social, and behavioral goals and to facilitate communication between program staff, regular school day teachers, and family members (Fabiano et al., 2010). DRCs will be developed and adjusted in consultation with family members and regular school day teachers in order to maximize their impact across contexts. Graduate students from the FIU POPS program will provide OT services to children with disabilities, as needed through service-based learning opportunities.

The ASAAP will include six primary activities that are aligned with the needs and gaps in services identified in the section 5.2 Needs Assessment and the seven objectives specified in section 5.3.b Measureable Objectives and Assessments Table, including: 1) ELA; 2) STEM; 3) Health and Nutrition; 4) PBPS; 5) Homework Assistance; 6) Adult Family Member Services.

Objective 1: Literacy and English Language Arts

The ELA activities address the 21st CCLC statewide objective to improve ELA performance to a satisfactory level or above. They are aligned with the needs for academic tutoring, a reading program, and standardized test preparation identified in surveys and focus groups and from school performance data, described in the needs assessment. One Certified Teacher and one Teacher Aide will facilitate the ELA activities for each classroom (see section 5.6.e for additional qualifications for each position). All students will participate in ELA activities for approximately 45-60 minutes per day, 2-3 times each week (or more frequently for students requiring more intensive intervention). Consistent with an RtI approach, students will be grouped by reading level at the beginning of the year (and again at mid-year) based on: 1) review of most recent iReady assessment; 2) review of most recent academic grades; 3) review of Florida Standard Assessments, and 4) an Oral Reading Fluency (ORF) assessment.

Four primary categories of activities will be implemented in order to accommodate varied learning styles: 1) whole-group reading, 2) small-group reading, 3) peer-assisted learning, and 4) computer-assisted instruction (CAI). All activities will follow Florida State Standards for literacy and will follow evidence-based curricula including materials from the Florida Center for Reading Research (FCRR), CAI from iReady and Accelerated Reader, and Peer Assisted Learning Strategies (PALS; Fuchs, Fuchs, Mathes, & Simmons, 1997). PALS Reading is a structured, peer-mediated reading activity supported by the What Works Clearinghouse that is appropriate for students in preschool through grade 6. It divides students into pairs, in which they take turns reading aloud while the other student listens and provides corrective feedback.

Objectives 2 and 3: Science and Mathematics

The STEM activities address the 21st CCLC statewide objectives to improve Mathematics and Science performance to a satisfactory level or above. These activities are aligned with the needs for academic tutoring and standardized test preparation identified in surveys and focus groups and from school performance data, described in the needs assessment. All students will participate in STEM activities for approximately 45-60 minutes per day, 2-3 times per week. Certified Teachers and Teacher Aides will incorporate STEM in a variety of hands-on science, problem solving, and technology PBL activities using the 4-H curriculum and learning materials. Students will learn STEM concepts through PBL activities focused on topics such as Animal & Agricultural Science, Environment, Robotics, Aerospace Adventure, and Business & Financial Literacy. Staff will plan activities in consultation with their regular school day colleagues in order to support the current concepts being taught.

A variety of PBL activities will be planned using the 4-H curriculum and materials in order to engage students with a variety of learning styles. Teachers will regularly set up activity centers around the classroom to facilitate students' explorations with varied topics and materials. Students will work throughout each semester in small groups to develop science projects that they will present to their peers and family members at an end-of-semester Science Fair. In addition, a representative from Wells Fargo Financial institution will facilitate PBL activities that integrate Mathematical and financial concepts to solve real world problems.

Objective 4: Health and Nutrition

The *Health and Nutrition* activities address the 21st CCLC personal enrichment objective to improve students' physical fitness and health and nutritional knowledge. These activities are aligned with the needs for sports and health and nutritional education identified in surveys and focus groups, described in section the needs assessment. They will occur daily for approximately 45-60 minutes, will include groups of approximately 20-22 students at a time, and will be staffed by two coaches, contracted through our partner, UP2US. The coaches will lead sports-based recreation and classroom-based educational activities using a curriculum that has been specifically adapted for implementation in after-school programs. The main goals are to 1)

increase moderate and vigorous physical activity; 2) increase self-efficacy and self-management; and 3) develop sport and motor skills using age specific activities. Activities will be divided into three categories: 1) interactive games (e.g., tag, relays), 2) super sports (e.g., basketball, football), and 3) recreation (e.g., dynamic dance, jump rope). The instructional units will each be 4 weeks in length and will target health-fitness and self-management skills designed to teach behavior in order to maintain increased physical activity. The classroom curriculum includes games and activities (e.g., Go Bananas, Invisible Jump Rope, and Nutritional Mix-up). We will integrate the behavioral contingency management system into all recreational activities by actively praising and rewarding children's use PBPS skills.

Objective 5: Prosocial Behavior and Problem-Solving Skills.

The PBPS activities address the 21st CCLC personal enrichment objective to improve students' appropriate social and behavioral functioning. These activities are aligned with the needs for anti-bullying, social and problem-solving skills, and homework assistance identified in surveys and focus groups, described in the needs assessment. One Counselor and one CSCAP doctoral student will teach these skills to groups of 10-12 children, at least once each week, using didactic and social learning (e.g., modeling, behavioral rehearsal, in-vivo practice, and role-plays) strategies. Evidence-based intervention strategies, including strategies that target aggressive behavior, independent living, problem solving, organization, homework management, bullying, peer relations and other relevant skills, will be integrated and implemented as a single curriculum (Langberg, Epstein, Becker, Giron-Herrera, & Vaughn, 2012; Lochman, Boxmeyer, Powell, Barry, & Pardini, 2010). To facilitate generalization across activities and contexts, children will be positively reinforced (i.e., praised and rewarded) for appropriately applying these skills during all program activities. PBPS skills will be coordinated with the parenting strategies taught to family members and will be communicated to teachers and after-school staff using DRCs, as necessary, in order to promote skill generalization across contexts.

Objective 6: Homework Assistance.

Homework assistance activities address the optional objective of improving homework completion, organization, and management, but are expected to contribute to improvements in ELA, Science, and Math outcomes as well. These activities are aligned with the need for homework assistance and lack of internet access to complete district-required assignments, identified in focus groups, described in the needs assessment. Groups of 10-12 students will have access to computer labs equipped with a sufficient number of computers (i.e., 25 computers in 2 computer labs) and staffed by two Counselors who will provide homework assistance for 45-60 minutes daily. All students will have a daily homework log, which will facilitate communication between teachers, after-school program staff, and family members. Students will record each of their assignments and obtain their teacher's signature verifying their accuracy daily. Counselors will verify teachers' signatures at pick up. Counselors will sign each homework log verifying that each assignment has been completed or note the reason that assignments were not completed. Family members will be encouraged to review the homework logs daily and staff will communicate persistent homework problems to family members at pick-up, when they attend *Adult Family Member Services*, or by phone. For students requiring a more intensive intervention (i.e., poor homework completion rates), homework management and organizational PBPS skills will be included as DRC targets.

A Day in the Eneida Hartner After-School Academic Achievement Program

At the end of the school day (1:50 PM for 1st graders, and 3:05 PM for 2nd-5th graders) students will be met at their classrooms by program staff (Coaches, Counselors, or Teacher Aides). Teachers' signatures on each student's homework log and DRC (if applicable) will be verified and noted on a sign-in sheet and they will proceed to pick up all other students in their group (approximately 10-12 students per group). They will be led to the cafeteria where program staff will serve students a snack provided by the After-school Meals Program (AMP). After eating (15 minutes), groups will split up: the two Coaches will lead 20-24 students (i.e., two groups) to Health and Nutrition, where they will engage in sports-based recreation and

nutritional and health-based educational activities in either the indoor or outdoor recreational facilities; Teacher Aides will each lead 10-12 students ELA or STEM; where they will be met by Certified Teachers in a classroom equipped with computers; one counselor will lead 10-12 students to a classroom, where a CSCAP doctoral student will meet them for the PBPS group; and the other two counselors will lead 10-12 students to Homework Assistance, which will be held in a computer lab with 25 computers.

As indicated in the sample program schedule, on most days students can expect to have approximately three activities, which will include Homework Assistance and Health and Nutrition and at least one other program activity (or two others for 1st graders). Coaches, Counselors, and Teacher's Aides will always facilitate transitions between activities and the Site Coordinator and at least one CCF faculty member will be present daily to oversee and facilitate all daily program operations. At the end of the day, students will be brought together in the school's cafeteria for dismissal, which will be facilitated by the Site Coordinator. For 1st graders (and all students on Wednesdays days) they will arrive at the cafeteria early and will be served supper (e.g., a cold meal) provided by AMP. Students who are transported by bus will be organized into groups and lead to the buses by project staff. Students whose family members pick them up will wait in the cafeteria with program staff until their designated family members arrive and sign them out.

5.6.d. Adult Family Member Program Activities

These activities address the 21st CCLC adult family member performance objective to provide meaningful and ongoing services to improve family members occupational functioning and parenting behaviors. These activities are aligned with the needs for English language, computer, GED test preparation, and parenting classes identified in surveys and focus groups, described in the needs assessment. As indicated in their letter of support, WHT/TAAEC will provide daily on-site adult classes, including ESOL, GED preparation, citizenship exam preparation, career counseling, and resume assistance. In addition to these daily services, the Family Services Specialist and one CSCAP doctoral student will provide biweekly evidence-based behavioral parent training (BPT) groups for approximately 15-20 family members per session. BPT typically includes training in topics, such as developing a structured system of rules and expectations and rewarding appropriate behaviors with praise, attention, and incentives, etc. (Forgatch & Patterson, 2010). BPT and PBPS curricula are coordinated so that family members can reinforce PBPS skill use at home.

5.6.e. Staffing Plan and Professional Development

Staff qualifications, certifications, and experience

CCF project staff. FIU's role will be to manage and administer grant funds in compliance with local, state, and federal regulations, generate fiscal reports, manage and distribute program data, and provide consultation and support in the operation of the ASAAP. The Program Director (Dr. M. Villodas), ELA Specialist (Dr. Hart), and Clinical Trainer/Supervisor (Dr. F. Villodas) are all assistant professors of Clinical Child Psychology at the FIU CCF (see section 5.4. Applicant's Experience and Capacity above for more information about the leadership team). Dr. M. Villodas has extensive experience developing and evaluating school-based and after-school programming for the prevention of academic, social, behavioral, and emotional impairments among at-risk youth. He will work closely with EMHES Principal, Dr. McKoy to oversee the direction and administration of all program activities, data collection, fiscal and outcome reporting, etc. He will serve as the primary FDOE contact in all matters related to the 21st CCLC program and will ensure that the program meets its responsibilities to the FDOE under the grant agreement in a timely manner.

Dr. Hart has successfully trained and supervised staff in the implementation of similar behavioral and educational interventions with diverse children and children with disabilities and has successfully collected, entered, managed, and reported quality assurance processes and outcomes data for locally and federally-funded programs. She will be responsible for collaboratively developing the *ELA* curriculum with the Certified Teachers, and will train and supervise staff in the implementation of this curriculum and in behavior management strategies. Dr. F. Villodas' has experience directing and supervising after-school and school-

based intervention programs. She will train staff in the use of DRCs and culturally-informed MI strategies. She will train and supervise the *Family Services Specialist* in the parent training curriculum and will oversee the Health and Nutrition activities. The Family Services Specialist will be bilingual, have experience working with families, and have or be working towards a masters degree in Mental Health Counseling or a related field. They will co-lead all biweekly parent-training sessions. Three CSCAP doctoral students will also contribute to the program through services-based learning opportunities and will co-lead PBPS and family group sessions.

EMHES staff. EMHES staff will be responsible for all daily operations of the ASAAP. EMHES Principal, Dr. McKoy has been a MDCPS school administrator for sixteen years and is licensed by the FLDOE in Educational Leadership, Biology, Chemistry, and Middle Grades Science. He and his administrative staff are integral members of the leadership team and will work closely with CCF project staff to oversee and administer all daily 21st CCLC operations. He will also be responsible for recruiting and hiring all EMHES staff. The *Site Coordinator* will be bilingual and have at least eight years of teaching, administrative, and/or educational programming experience and will be CPR-certified. The Site Coordinator will be responsible for the daily operation, coordination and delivery of services, as well as the collection all data including program operations and evaluation data.

Three Certified Teachers, licensed in the State of Florida, with at least 5 years of experience providing and differentiating academic instruction and working with diverse students will lead the ELA and STEM educational classroom components of the intervention for two hours daily. Three Teacher Aides who have experience working with children in educational settings will support the Certified Teachers, assist in the administration of behavior management strategies, contribute to daily set up and end-of-day procedures, and provide child-care for any late pick-ups. Three *Counselors* who have at least a four-year degree in education, psychology, human development or a related field and have experience implementing academic or behavioral intervention activities will co-lead the Homework Assistance and PBPS activities.

UP2US coaches. UP2US will provide two coaches from their Coaches Across America program who will lead all *Health and Nutrition* components of the program. In particular, UP2US coaches will be CPR-certified and will lead all sports-based recreational activities, as well as classroom-based health and nutrition educational activities.

Staff recruitment and retention. In consultation with FIU project staff, Principal Dr. Derick McKoy and his administrative staff will identify, screen, and recruit a Site Coordinator, 3 Certified Teachers, 3 Counselors, and 3 Teacher Aides from current EMHES staff. This will ensure the familiarity of staff to students, communication between regular school and after-school staff, the collection of school data, and sustainability of the program. We will make every effort to retain staff throughout the academic year, as well as from year-to-year, in order to maintain the familiarity of staff to students and reduce the annual training costs associated with the program. We will actively and attentively solicit feedback and suggestions from staff for program improvement and provide high-performing staff with opportunities for advancement to leadership roles. CCF staff will provide regular training and professional development opportunities at no cost.

Training and professional development. Beginning August 1, 2015, we will conduct intensive staff trainings prior to the start of the academic year (i.e., August 24, 2015). Dr. McKoy and the Certified Teachers will plan the implementation of PBL activities with the 4-H STEM curriculum. He and Dr. M. Villodas will train the Site Coordinator in the tasks required to support the daily program operation and the collection and entry of all program data. Dr. Hart will lead a three-day training workshop and planning retreat for the Certified Teachers and Teacher Aides in the ELA protocols to develop and adapt PBL activities, handouts, and materials to be used throughout the academic year. She and the Dr. M. Villodas will lead a three-day training workshop consisting of didactics and interactive (i.e., role-play) activities for all staff in the use of behavioral contingency management strategies. Dr. M. Villodas will also lead a two-day training workshop for the Counselors and CSCAP doctoral students in the Homework Assistance and PBPS activities. The previous experience that we anticipate our staff having, the retention of

staff from year-to-year, and free CCF in-service and professional development opportunities will decrease the training intensity/cost each year.

5.6.f. Program Site

As indicated by Dr. McKoy in his letter of support, the ASAAP will have access to the entire EMHES facility, which serves 570 students daily. Indoor facilities include 52 classrooms and 2 computer labs, each equipped with 25 computers, a library, with a 40-student capacity, and a multi-use cafeteria/auditorium that has a capacity of 320 students. Five classrooms, two computer labs, and the cafeteria will be used by the ASAAP daily to facilitate program activities, snacks/meals, and indoor physical recreation activities on rainy or cold days. One to two additional classrooms will be used to facilitate the Adult Family Member Services. Outdoor facilities include a courtyard with picnic tables, a playground for younger children's recreation, a large sports and recreation field and 3 full-sized basketball courts for sports-based recreational activities, and a school garden for Science PBL activities. EMHES is securely gated on all sides and provides a single point of entry that is staffed by an on-site security guard. All outdoor areas are adequately lit during non-daylight hours. No students will be released without an adult to sign them out given concerns about neighborhood safety. EMHES is accessible to families, as it is centrally located in a walkable urban neighborhood and along many public transit routes.

5.6.g. Safety and Student Transportation

All 21st CCLC staff, contractors, partners, and volunteers (present for 10 or more hours per month) will be cleared through a Level II background screening. At least one 21st CCLC program staff member will supervise students with no greater than a 12:1 ratio at all times. At least one program staff member will pick up each student from their classroom at the end of each day and will supervise all transitions between activities. Staff who are CPR-certified will be recruited, but certification will be required of the Site Coordinator and Coaches, who will always be present during program operation, as will the security guard. Program staff will be very familiar with school emergency procedures, as they will be EMHES employees. As mentioned above, all staff will be trained in child safety and child maltreatment reporting.

EMHES is securely gated with one point of entry to the school that will be staffed by an on-site security guard. All visitors will be screened and cleared by the Raptor security system, which screens visitors through the Florida Law Enforcement database. Any adult who is picking up a child will be required to present identification in order to sign the child out. Any adult who is not the identified parent or legal guardian will need prior written authorization from the identified parent or legal guardian and will be required to present identification. Students will not be released to anyone without prior written authorization.

Many of parents of EMHES students do not own vehicles and expressed concerns about neighborhood crime and safety (see section 5.2 Needs Assessment). Dr. McKoy has negotiated a partnership with the district's transportation department to establish efficient routes and secure two school buses to transport the children to their residences. Based on recent route histories, students should be transported home safely within 30-60 minutes of program dismissal.

5.6.h. Dissemination Plan

Information about the ASAAP will be disseminated on the CCF, EMHES, and ASAAP websites, newsletters, biweekly parent trainings, triannual community information meetings, and using social media. The school website will include a dedicated page for the ASAAP that will be updated biweekly. However, in focus groups, parents indicated their preference for written and oral communication over electronic, so that will be prioritized by ensuring that all program information is made available in print and communicated at pick ups, parent meetings and other events. A 21st CCLC program website will be developed upon award notification by the CCF web management team. The web page will be updated biweekly with new information and updates about the program. The web site will include the following pages: **1) Who We Are:** a) Mission and Vision Statements, b) Advisory Board, c) Staff d) Contact Information, e) Services We Provide; **2) Afterschool Programs:** a) Research That Supports Afterschool Programs; **3) Ways To Get Involved:** a) Mentor, b) Tutoring c) Donations; **4) Partnerships:** A list of our

partners, with links to their organizations' pages; and **5) News:** a) Newsletter, b) Events, c) Program Successes and Outcomes.