



5.1 Project Abstract

Gang Alternative, Inc. is located at 6620 N Miami Ave, Miami, FL 33150. The Guiding the Path to Success (GPS) 21st CCLC provides enrichment services to students grades K-5th, and their parents and family members, to promote academic success, personal growth, and increased literacy. The GPS 21st CCLC Program targets students from three (3) qualifying schools: Gratigny Elementary School (D), Orchard Villa Elementary School (D), and Poinciana Elementary School (F).

5.2 Needs Assessment

Gang Alternative is located at 6620 N. Miami Avenue, in Miami's inner city (Liberty City and Little Haiti). Gang Alternative is targeting three (3) qualifying schools; all of which fall within a ten (10) mile radius of Gang Alternative's site location. They are; Gratigny Elementary School (D), Orchard Villa Elementary School (D), and Poinciana Elementary School (F). A review of US Census Data reveals that Liberty City and Little Haiti are predominantly black communities (African-American and Haitian) with a growing Hispanic population. It is estimated that 62% of families in Little Haiti speak Haitian-Creole at home.

Risk Factors: This community is plagued with economic, educational, and health disparities. Unemployment rates in the target community remain above 20%, more than four-times greater than Miami-Dade County (5%). A study of Miami-Dade County's seventeen targeted urban areas conducted by Florida International University found that Liberty City is among the top four (4) communities with the highest number of violent crimes, property crimes, and juvenile crimes (November, 2016). On a positive note, the report also indicates that juvenile crime and dropout rates have decreased; while high school graduation rates have increased in Gang Alternative's target area.

The indicators of low socioeconomic status (SES) have impacted the academic achievement of the students in the target area. Research indicates that children from low-SES households and



communities develop academic skills more slowly compared to children from higher SES groups (Morgan, Farkas, Hillemeier, & Maczuga, 2009). The student's ability to learn and retain information is impacted by poverty related stressors such as lack of school supplies, limited access to books or computers, food insecurity, basic needs (utilities, clothing, housing), and more. Furthermore, as stated earlier 62% of the youth in Little Haiti speak Haitian-Creole at home, and there is a growing population of Hispanic youth. Language barriers and limited educational attainment of parents create a greater risk for students because they are not able to rely on parental support with homework assignments.

When determining the need for 21st CCLC programs Gang Alternative relied heavily on current relationships with the Miami-Dade County Public School System both at the district level and at each of the targeted schools. Gang Alternative has served the community since 2005, and provides youth programs, parental support services, case management services, and mental health counseling to the students attending the target schools and their families. Gang Alternative's administrators met with representatives from the Grants Department at Miami-Dade County Public School about the organization's intent to apply for the 21st CCLC grant. The School reviewed the list of schools that Gang Alternative is considering and suggested that we reach out to the three (3) target schools because they do not currently have a program and the school board does not intend to apply for a grant on their behalf. A review of the 21st CCLC website's list of schools served confirmed that none of the target schools (Gratigny Elementary, Poinciana Elementary, Orchard Villa Elementary) currently have a program in place. There are two other programs that operate after-school programming in the target area; Communities in School and Belafonte Tacolcy Center. The Tacolcy Center is one of Gang Alternative's community partners. Our organizations refer participants to each other for complementary services, and when our after-school programs are full. At this time, Gang Alternative has a waiting list of 150 students which demonstrates the great need for after-school and summer programming in this community.



The community and the local media recognize Gang Alternative as a leading organization for supporting the self-sufficiency of Miami's residents, and in deterring criminal behavior of young adults¹. Gang Alternative has been featured for its work as a community leader on local news on several occasions (CBS News² & NBC News³.)

5.3 Program Evaluation

Q-Q Research Consultants (QQRC) is the external evaluator for the **Guiding the Path to Success (GPS) 21st CCLC** Program. QQRC is a full service research and evaluation firm staffed with professionals with over 20 years of experience in program evaluation including experience evaluating 21st CCLC programs in Broward and Miami-Dade Counties. QQRC staff has advanced academic training in quantitative and qualitative research methodologies. QQRC is also a local firm, so their proximity facilitates communication and data collection. For this program, QQRC will conduct the following evaluation activities: program monitoring, data collection and analysis, and evaluation reports including an annual formative evaluation summary and summative evaluation reports.

Evaluation Plan: The three main data collection times will be: within two weeks of the program starting (August/September), Mid-Year (November), and End-of-Year (May). Adult family member data will be collected as the event take place throughout the year. Data collection will be scheduled in advance with the Program Director serving as the liaison between QQRC and the program sites. QQRC will bring tablets to the site with which to collect survey data at the three data collection points. These tablets are portable and can collect data without Wi-Fi. This allows for minimal program interruption and less coordination with on-site staff as QQRC brings the tablets to the students where they are. In coordination with the school district, sites will collect academic grade and test score data to be sent to the Program Director. The Program Director will review for completeness and errors, and send to QQRC to store. Adult

¹ <http://www.nbcmiami.com/news/local/Programs-Help-to-Deter-Gang-Activity-in-Miami-Dade-417384303.html>

² <http://miami.cbslocal.com/2015/06/28/focus-on-south-florida-gang-alternative/>

³ http://www.nbcmiami.com/on-air/as-seen-on/_Gang-Alternative_-for-Safe-Spring-Break-in-Miami_Miami-418708613.html



family member data will be collected continuously though out the year as the events take place. After each family event, site staff will scan the sign-in sheet and any surveys, if applicable, to the Program Director to review and send to QQRC to input into GPS's database. Parent surveys will be made available in English, Spanish, and Haitian Creole to accommodate the bilingual population.

Baseline data will be collected for each student enrolled in the program within two weeks of enrollment. Data will consist of enrollment data, attendance data, academic data (FSA), academic grades for Language Arts, Mathematics, and Science, measurement tools (surveys), evidence of activities, and parent data (sign-in sheets, surveys, etc). Data will also be collected from participating students' adult family members and school day teachers to examine stakeholder perceptions of the impact of GPS on student academic development.

Baseline, mid-year, and end-of-year data will be used to demonstrate achievement of objectives, enrollment, and participation rates from the start of the year to the end of the year. Data and reporting will be aligned with federal data collection requirements. All data will be submitted to FDOE electronically utilizing the required data collection format by the FDOE deadline.

Using quantitative data, baseline/mid-year/end-of-year analyses will be conducted to examine changes that occurred as a result of program participation. Analyses will include descriptive analyses on program and participant characteristics (e.g. mean Math report card grades); outcome/goal analyses to examine changes based on the implementation of academic enrichment, personal enrichment, and adult family member services (e.g. pre and post test scores); and quantitative analyses to identify youth, parents', and staff's perspectives on program services via parent and student surveys, and program staff surveys and interviews. Qualitative data will be captured from site visits conducted during the fall and spring semesters, surveys and interviews with teachers and other program staff, and annual parent focus groups



held in April. As with the collection of the quantitative data, QQRC will work closely with the Program Director to coordinate these visits with the sites.

Once the data are collected at each time point, they will be downloaded onto the secure computers at QQRC. These are password protected; all student data are kept confidential and anonymous. Data are recorded and stored in the statistical software, SPSS. Once recorded in SPSS, QQRC staff will review the new data to ensure that every student has data for all objectives, and that there are no errors. QQRC will be in close communication with the Program Director, and will contact that person to coordinate the collection of any missing data (i.e. if a student was absent the day of data collection).

Each program year, QQRC will provide program staff with a Formative Evaluation Summary (February), which will include baseline and mid-year data analyses. The Formative Evaluation Summary will include data-driven program decisions based on the mid-year data collection findings regarding progress toward achieving program objectives. QQRC will meet with program staff to discuss modifications based on Formative Evaluation Summary. GPS staff will report any enhancements or changes made to the program based on formative evaluation findings in the FDOE reporting format. The formative evaluation summary will be submitted by the FDOE required deadline. This portion of the evaluation ensure continuous improvement based on data-driven recommendations.

QQRC will also conduct site visits in late Fall and early Spring comprising the following activities: (1) completion of a semi-structured interview with program staff to ascertain compliance with proposed service delivery model, (2) observations of the delivery of program components, and (3) an exit meeting to discuss monitoring findings. Follow-up site visits will also be conducted to evaluate any changes to the program's service delivery model based on the findings and recommendations from initial site visits. Formal guided-discussions on findings



from data analyses of baseline and mid-year data will occur the month following data collection.

Dissemination of Findings; Evaluation results will be shared with the community through multiple mediums. First, GPS will have a designated website and Facebook page to post evaluation findings and upcoming events. Additionally, all partners will post a link on their website and Facebook page that leads to the program website. The website and Facebook page will be updated regularly to add any new reports or upcoming events. Evaluation findings will be clear and free of technical jargon. Second, QQR will also attend Advisory Board and program staff meetings no less than three times a year to provide a review of all reports and observations from monitoring visits, and to discuss any feedback. These meetings will inform continuous quality improvement efforts. Evaluation findings will be disseminated to all staff to inform professional development activities. Stakeholders will receive copies of reports via Constant Contact, email distribution software. Measurable objectives and assessments are found in the Objectives Workbook submitted with this proposal.

5.3.b Measurable Objectives and Assessments

Gang Alternative has established seven (7) objectives with challenging, but obtainable benchmark goals, that range across the areas of programming. These objectives cover academic achievement, personal enrichment, and adult family member activity.

Objective 1: English Language Arts (grades)

Proposed Objective: 75% of regularly participating students (students attending the program 30 days or more) will maintain high performance or increase in English Language Arts achievement as demonstrated by school report card grades for quarters 1, 2 and 4. Success will be defined as maintaining an A or B grade, increasing a C grade to an A or B, or increase a D or F grade to an A, B, or C grade.



Objective 2: English Language Arts (FSA Scores)

Proposed Objective: 60% of regularly participating students in third grade will be promoted to fourth grade based on their scores of the Florida Standard Assessment (FSA) requirements. A score of 3, 4, or 5 out of 5 on the FSA will be considered successful. Activities for Objectives 1 and 2: Students will improve their reading proficiency as they are introduced to problem-based learning activities through a series of projects that include challenges of increasing complexity. These projects will allow students to practice communication and peer collaboration as they improve their reading comprehension, fluency, and vocabulary skills. Additionally, Gang Alternative will incorporate the KidzLit evidenced based curriculum and Oral Reading Fluency assessments to encourage and monitor improvement.

Objective 3: Mathematics

Proposed Objective: 75% of regularly participating students (students attending the program 30 days or more) will maintain high performance or increase in Mathematics achievement as demonstrated by school report card grades for quarters 1, 2 and 4. Success will be defined as maintaining an A or B grade, increasing a C grade to an A or B, or increase a D or F grade to an A, B, or C grade. Activities: GPS mathematics will center on cross-curricular, problem based learning with real world applications and will be implemented to support the regular school day.

Objective 4: Science

Proposed Objective: 70% of regularly participating students (students attending the program 30 days or more) will maintain high performance or increase in Science achievement as demonstrated by school report card grades for quarters 1, 2 and 4.

Objective 5a and 5b: Physical Education/Nutrition

Proposed Objective: 80% of regularly participating students (students attending the program 30 days or more) will make meaningful improvement on physical fitness performance based on their level at pretest. Meaningful improvement is defined as an increase in 2 laps completed



from the pre-test to the post-test on the PACER Multi-Stage Shuttle Run. Activities: Physical fitness activities that will be implement using the evidence based S.P.A.R.K Afterschool Curriculum and participating in active play.

Objective 6: College and Career Readiness

80% of regularly participating students (students attending the program 30 days or more) will demonstrate an increased knowledge of the academic requirements for post secondary educational opportunities. Success will be defined as a 5-point improvement in overall score from the pre to the post test. This is a new program component for elementary students and no baseline data is available therefore, 80% is determined to be challenging yet obtainable. Activities: College and Career Readiness activities outlined in Section 5.6 c

Objective 7: Adult Family Member Services

Proposed Objective: 60% of parents of who attend 3 or more workshops will demonstrated an increase in knowledge on the specific workshop topic as knowledge on workshop topics as evidenced by scores on pre/post surveys. Success will be defined as an increase of 10% between score on pre/post survey. Activities: Workshops outlined in Section 5.6. d Adult Family Member Services

5.4 Applicant's Experience and Capacity

Gang Alternative, Inc.'s mission is to build character that lasts in individuals and families through positive alternatives to violence by offering a holistic approach to workforce, academic, physical, social and spiritual development. Gang Alternative is led by Chief Executive Officer, Michael Nozile and Chief Operating Officer, Mirva Cadet who together has over 40 years of experience serving disadvantaged inner-city populations. Over the past nine years, Mr. Nozile and Ms. Cadet has successfully administered seven (7) projects amounting to over \$16 million from Federal (including SAMHSA), State (including Florida Department of Children and Families) and

local sources (including The Children's Trust). Gang Alternative has an active Board of Guiding Path to Success



Directors consisting of Five (5) professionals that are culturally and linguistically representative of the community, and holds various college degrees up to and including Ph.D. The Board of Directors support and evaluate the Chief Executive Officer, engages in annual strategic planning activities, ensures that the organization remains mission driven, and coordinates fundraising activities on behalf of the organization.

Program Policies: In 2016, Gang Alternative was awarded full accreditation through the Commission on Accreditation of Rehabilitation Facilities (CARF) following an intense 2-year process of self-assessment, quality improvement, policy formulation, trainings and a continual commitment to providing the highest quality of services to Miami-Dade County's most vulnerable communities. CARF is an international, independent non-profit accreditor of human services and health services that assists providers in improving the quality of their services, demonstrating. Our Record Retention Policy complies with HIPPA and dictates that program documents are secured and stored in locked filing cabinets and electronically during program implementation and follow-up period and then stored in storage and electronically for a minimum of 7 years or more based on grant requirements after program close-out.

Fiscal Management: Gang Alternative conducts annual independent fiscal audits in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Gang Alternative has conducted annual audits for the full organizational budget and for individual programs as required by various grant contracts. In all instances, the independent auditors found that Gang Alternative is in compliance with all requirements. Auditors did not record any deficiencies or material weaknesses in internal control over compliance, and no findings for the fiscal years ending in 2015 and 2016.

This is without a doubt a testament to the professionalism and attention to detail of our Chief Financial Officer (CFO) Chaney Block, who has 17 years of budget and accounting experience.

Gang Alternative's CFO has managed over \$100M in federal, state and other funds in
Guiding Path to Success



accordance with Generally Accepted Accounting Principles (GAAP). Gang Alternative's fiscal policy and procedure manual mandates separation of financial duties, and is compliant with the OMB Super Circular and internal controls ensure fiscal responsibility. The CFO is responsible for preparing annual financial statements, 990 tax returns, monthly bank reconciliations, and enforcing consistent adherence to our internal fiscal controls policy and procedures which includes: timely and honest timekeeping by all program staff; employment of qualified staff to fill program positions; proper documentation (requisitions, check copies, receipts, invoices) for all payments processes; tracking of any applicable leveraged resources and adherence to federal procedures for spending and drawdowns.

Internally, Gang Alternatives utilizes the QuickBooks accounting system to enter and track revenues and expenses by program and funder. We use a transparent and accountable process to ensure that our expenses are allowable, reasonable, allocable, and necessary, always ensuring that they are in line with funder obligations for responsible financial stewardship. Payroll and timekeeping is tracked via timesheets and QuickBooks. Fiscal documentation is reviewed and approved by the Chief Executive Officer.

Program Implementation: Gang Alternative is recognized by the Miami-Dade Public School System and community as a leader in prevention services in the target community (Little Haiti, Liberty City, City of Miami). Gang Alternative provides an array of wrap around services to support youth and families. Since 2011, Gang Alternative's current "Guiding the Path to Success (GPS)" program has successfully provided all of the mandatory, and many of the alternative enrichment activities identified in the 21st CCLC Request for Proposal. The GPS program currently serves 345 youth annually. This program provides year-round out-of-school services (after-school and summer), to children ages 5-14, elementary and Middle school children; including children with disabilities (learning, emotional/behavioral, developmental, and moderate physical disabilities. Activities include; homework assistance, literacy enhancement,



math & science enrichment, physical fitness, health & nutrition services, creative arts, character-building, and parent-oriented activities.

Program Evaluation: Gang Alternative's Board of Directors and Administration is proud of our reputation within the community of providing high quality prevention services. This year, Gang Alternative went a step further to hire an independent evaluation team to monitor and document the effectiveness of our programs, and identify opportunities for improvement in service and efficiency. This experience is preparing Gang Alternatives to seamlessly implement the rules and regulations required by the Department of Education in order to comply with the 21st CCLC Program.

5.5 Partnerships, Collaboration and Sustainability

5.5.a Community Notice

Gang Alternative provided written notice of intent to apply for this 21st CCLC two (2) weeks prior to submitting the application. The notice was placed on Gang Alternative's website, and displayed on the community resource table located in our lobby. Additionally, Gang Alternative contacted the target schools, and provided a written overview of the planned program. The notice included a period of public comment, and a copy of the submitted grant application has been made available for review upon request via email or by visiting Gang Alternative's office. Gang Alternative is able to add a 21st CCLC Program web page to our current website at www.myga.org within two (2) weeks of notice of award. At a minimum, the page will include information regarding; enrollment, schedule of activities, special announcements, links to additional resources, information about the Advisory Council, links to members of the partnership, and tips for parental involvement. 21st CCLC logo and literature will be prominently displayed on the website as a funding partner.

5.5.b Partnerships

Gang Alternative's primary partner for this program includes the Miami-Dade Public School System and the three schools that we are targeting (Gratigny Elem., Polinciana Elem., and



Orchard Villa Elem.). All of the schools have provided a letter of agreement. Gang Alternative understands that in order to achieve the mission and vision established for this community; it is paramount that all stakeholders (service organizations, faith based organizations, residents, businesses, schools, and health organizations) work together. In 2010, Gang Alternative founded the Urban Partnership Drug Free Community Coalition that focuses on Liberty City and Little Haiti communities. The Coalition now includes 131 stakeholder organizations from the target community. Additionally, for the last 3 years, Gang Alternative has directed the UPLIFT Little Haiti Service Partnership, developing and directing care provision using a service network of 20+ providers to deliver case management and family services to more than 100 families annually. Gang Alternative will rely on the alliances formed through these partnerships along with our daily interaction with the local schools to ensure the success of the 21st Century CCLC Program (see attached Partnership Table).

5.5.c Collaboration with Regular School Day

Gang Alternative's staff is well known to the Principals, Counselors and Teachers of the local schools in our target area. In addition to providing care during non-school hours to the youth from various Elementary, Middle, and High Schools in the area, our organization also has a team that provides Targeted Case Management and Mental Health Counseling at the schools. As stated in the Needs Assessment, Gang Alternative staff met with the School District, and was told by the District to reach out to the target schools (Gratigny, Orchard Villa, and Poinciana Elementary). Gang Alternative has met with the Principals of the target schools, and at the time that this grant was submitted; received a letter of agreement from Orchard Villa Elementary. Gang Alternative will invite the Principals from the target schools to select at least one member of their faculty to sit on our 21st CCLC Advisory Committee. Gang Alternative staff will contact Teachers and Counselors from the target schools on a monthly basis to provide updates on student progress. Gang Alternative reviewed the 2016-17 School Improvement Plan (SIP) for each school, and found that each plan incorporates; (1) the use of technology to enhance



children's learning experience, (2) professional development in differentiated learning and common core standards, and (3) collaboration with community partners to address the basic needs of their students. In line with the schools' SIPs; (1) Gang Alternative has an on-site computer lab that allows youth to access the online learning tools used by their schools. We further enhance the benefits of technology by planning hands-on experiential learning opportunities, such as growing a herb garden, to practice natural and social sciences, math (measuring growth), and language arts (garden journaling), (2) Gang Alternative's staff attends annual training in differentiated learning, and closely tracks common core standards to identify strategies to assist students in passing required tests, (3) Gang Alternative is a community partner with the Miami-Dade Public School System. The schools currently provide indispensable assistance in the collecting school performance data for our students, dissemination of information about our programs, access to school facilities for special events/presentations and most importantly we work collaboratively to increase parental involvement in the lives of our students.

5.5.d Sustainability

Gang Alternative is supported primarily through a combination of government, corporate, and foundation grants. Our Board of Directors and Chief Executive Officer has created a strategic plan to diversify funding streams to improve Gang Alternative's self-sufficiency. This has included obtaining CARF Accreditation and becoming a Medicaid Provider in order to offer Mental Health Services and Targeted Case Management to participants. The revenue earned from providing Mental Health and Targeted Case Management is reinvested into the organization to maintain and expand Gang Alternative's programs such as GPS. Our Board and CEO is aware that 21st CCLC funding will be reduced during year three (3) of programming, and we are confident that we will be able to sustain our level of service without depending solely on grant funding. In addition to creating alternative revenue streams, Gang Alternative focuses on building collaborative partnerships to leverage resources, engages and works to grow our



individual/corporate donor base, and hosts fundraising activities with a goal of raising a minimum of \$78,000 in cash and in-kind services by the end of year two (2) to supplement GPS.

5.6 Program Plan

5.6.a Target Students

Gang Alternative is targeting students between the ages of 6-12, and attending Gratigny Elementary School (D), Orchard Villa Elementary School (D), and Poinciana Elementary School (F). Students targeted by our program fall into several high risk categories that include, but are not limited to, students who are not proficient in math, language arts and science, are not on track academically to become proficient, have a high rate of absenteeism and suspensions – both indoor and outdoor, have been retained at least once and lack the necessary support systems to succeed academically. Program staff will work closely with site level administrators, who will connect with grade level teams and school counselors to target, identify and recruit participants using grades, discipline and other data. These partnerships will support the identification of academic content areas in which students need the most support. Based on the school's priorities, students from the lowest quartile, ELL (English Language Learners) and other populations will be targeted for enrollment.

5.6.b Recruitment and Retention

Gang Alternative will recruit the majority of the students through referrals from teachers and staff at the target schools. Gang Alternative will issue a press release announcing the program, distribute program flyers throughout the community, send PSAs to local radio/tv stations including our partner Island TV (Haitian Creole), and visit surrounding schools including private schools. Program staff will work with school administrators to participate in Open House Events, and lunchtime/afterschool recruitment as needed. Having afterschool programming available for students ensures that students are engaged in productive and safe activities in the hours after the regular school day ends. Research by Snyder and Sickmund (2006), adopted by



(19%) of juvenile violent crimes occur in the 4 hours between 3 p.m. and 7 p.m. on school days. This speaks to the very mission of our organization. Gang Alternative will rely heavily on our positive rapport with the community, and will reach out to parents during Parent Circle Support Group Activities, at places of worship, and other key locations to reinforce the importance of parents having quality afterschool care both for the safety of their child(ren), and for academic enrichment.

In an effort to ensure that students remain in the program, students and parents will be asked to abide by Gang Alternative's Attendance Policy. We require that students attend the program at least 80% of the days available (4 out of 5 days). Attendance is tracked via sign in/out sheets daily and monitored weekly by the Site Supervisor. Gang Alternative has enjoyed a high retention rate. We believe that this is due to the fact that we provide students with access to caring adults, engaging activities, positive reinforcement, and a sense of pride when they see their grades improving. Additionally, parents are comforted by the fact that their child is not home alone, and is in a safe and nurturing environment until they get off from work.

5.6.c Student Program Activities

Academic Enrichment Activities

Academic enrichment activities will be creative, hands-on, help students foster an appreciation for the core academic disciplines of reading, science, technology, engineering, and mathematics (STEM) and reinforce and complement school day learning activities and objectives by incorporating time to discuss and review the connection to class activities held during the regular school day. A sample schedule for both after-school and summer programming is provided in the attachments.

Homework Help (up to 1 hour/day): Certified teachers will provide daily homework help to students in small groups of no more than 10 students per teacher. A review of report cards, IEPs and testing scores will assist Gang Alternative's staff in identifying the academics support



that each child needs such as additional time or practice worksheets in math. Program staff will collaborate with regular school day teachers and administrators to identify areas of individualized student assistance through student progress cards circulated monthly. Gang Alternative recruits teachers from the local community which allows for easy data sharing and integration of best practices utilized during the school day with the afterschool activities. Gang Alternative also makes every effort to hire certified teachers that speak Haitian Creole and/or Spanish to support English Language Learners, as well as ESE teachers in order to support youth with disabilities. Techniques used during Homework Help include cooperative learning, differentiated learning, technology, and one-on-one support.

Project Based Learning (1 hour/day) will be used to reinforce Literacy and English Language Arts and STEM Skills. Age-appropriate, project based learning and evidenced based curriculum/practices will be employed to engage students through an active, highly engaging journey utilizing contextual and disguised learning to explore, discover, develop, their own worlds. Activities will allow students to use their imagination to infuse creativity, self-expression, and help students explore the type of work they would like to do in relation to their interests, personalities, and abilities. Activities will reinforce the goals of the program to improve goal setting, improve commitment to academic achievement and focus on high school and post-secondary education and career planning. A review of the research on Project Based Learning (PBL), uses five criteria: a) projects are central, not peripheral to the curriculum, b) projects are focused on questions or problems that "drive: students to encounter (and struggle with) the central concepts and principles of a discipline, c) projects involve students in constructive investigation, d) projects are student driven to some significant degree and, e) projects are realistic not school like. Furthermore, this study states that there is "ample evidence that PBL is an effective method for teaching students' complex process and procedures such as planning, communicating, problem solving and decision making" (Thomas, 2000). Research also states that the best designed projects also involve other adults from the broader school



community. Most importantly, students and teachers both believe that PBL is beneficial and effective as an instructional method.

Literacy Skills Training (30 mins/day): Gang Alternative uses the evidence based After School KidzLit Program Curriculum to teach literacy skills. AfterSchool KidzLit is aligned with the Common Core and the National Council of Teachers of English (NCTE) standards. This evidence based curriculum has been effective in improving the reading and retention skills of Gang Alternative's elementary school youth. Youth also have access to reading materials for their appropriate school grade. In order to test the effectiveness of the literacy component, Gang Alternative conducts Oral Reading Fluency (ORF) assessments at three points throughout the year. ORF is a standardized, individually administered test of accuracy and fluency with connected text.

Sample Literacy and English Language Arts PBL: In Create a Brochure students are tasked with designing a brochure for schools and the community that provides information about the 21st Century Community Learning Centers (CCLC). There are not many 21st CCLC in the area and most people would not know the program exists. This brochure will inform the schools, residents and the community where the 21st CCLC sites are, hours of operation, what they do, how they are funded and what students are learning while enrolled. **World Travelers** requires students to plan a trip to a place of their choice within selected continents. Research is conducted to find facts about their country such as language spoken, ethnic group, population, governmental structure, national holidays, currency, climate, cultural norms, education system and, latitude and longitude. Students must plan and arrange transportation, develop an itinerary, estimate the cost of food and lodging and entertainment to calculate a trip total. **It's News To Me!** Challenges students to develop, write and publish a 21st century global themed newspaper. Ideas are taken from a variety of sources, but ultimately students decide what will be written and published. During the project they work to investigate, compile write and publish

the newspaper. An electronic version will be uploaded to Gang Alternative's website and



hardcopies will be printed and distributed to school students, parents, employees and our partners.

STEM Training and PBL (1 hr/week): In **Science Friday aka Sci-Fri** activities are designed for students to learn and practice science in ways that are relevant and meaningful, pertain to their everyday life, and support them in doing well in the science classroom. Students explore science in hands on learning and inquiry-based activities and topics related to their everyday lives. Activities may include gardening projects, STEM activity center (blocks, puzzles, magnets, magnifying lenses, rulers, and more), design and build challenges using blocks/legos or everyday material (cardboard, plastic containers, sticks), guest speakers, mini-science fairs, and computer based learning activities. **Crime Scene Investigation** introduces students to fields of law, forensics and crime scene investigation and students explore and practice the process of forensic crime-solving by performing hands-on forensics testing, including crime scene analysis. This activity has been conducted by The National Youth Leadership Forum on Law and Crime Scene Investigation (CSI) where students interact with nationally-recognized legal professionals and gain valuable insight into careers in law and forensics.

Other Enrichment Activities

College Preparation and Career Readiness (1 hour/month). Less than half of parents with annual incomes of less than \$30,000 expect their child will attain a four-year-college degree, compared with nearly eight in ten parents with incomes over \$75,000 (Child Trends, 2016). Furthermore Research has shown that parental expectations for children's academic achievement predict educational outcomes more than do other measures of parental involvement, such as attending school events (Journal of Experimental Education, 2001). **The College Club** brings the real possibility of attending college to elementary students and their caregivers, from low socioeconomic backgrounds. As competition to get into universities increases, it becomes ever more important to inform younger students about the value of higher



education and how to reach it. Students need to know that doing well in algebra in 7th grade will help them meet their college-prep course requirements in high school. As a prerequisite, students create a bar graph of their adult family members' education levels to engage their parents in conversations about college and begin to make this process a family matter. It is important to understand their parents' backgrounds so that students know that when it comes to the college process, they may need to look for outside help (counselors, teachers, mentors). **Me Collage**, a simple four-square grid in which students drew images representing who I am, what I want to be, how I will get there, and why I want to do this. **College Literacy** introduces students to the unfamiliar language of college and helped students see college in their future. **Uncovering Different Paths** provides a context and defines definitions of each kind of school (i.e. 4-year, 2-year, trade school, and 4-year plus, etc.) and some local examples so that the students understood the differences. **Bringing College to Elementary School** is a panel of college students whose backgrounds matched those of the students in the class spends time answering questions. **Bringing the Elementary Classroom to College** is a field trip to the university for the students and their families.

Fitness and Nutrition (30 mins/day): Gang Alternative will incorporate Healthy Eating and Physical Activity (HEPA) standards into program services for both students and their caregivers. Students will engage in a wide variety of daily outdoor physical activities designed to focus on cardiovascular endurance, muscular strength and flexibility. The program will implement the Sports, Play and Active Recreation for Kids (SPARK) curriculum designed for after school programs. When the group engaging in their fitness time includes a child with a disability, program staff will assist the group with that activity to include pairing the child with a buddy, providing an alternate mode of completing the task, encouraging the child to try if he/she is willing. Youth will receive healthy snacks daily, and will participate in a nutrition education lesson one time per quarter (i.e. food preparation demonstration, nutrition games, guest



speaker). Parents will receive literature about HEPA standards, and at least one parent activity will focus on living an active lifestyle.

Social Skills Activity/Mentoring (30 mins/wk): Gang Alternative uses the "Peace Works" curriculum developed by the Peace Education Foundation. Peace Works has been identified as an "effective practice" by the Healthy Communities Institute based on a study conducted using schools in Miami-Dade County (our target area). The Peace Education Foundation is honored to have held Select Program recognition from The Collaborative for Academic, Social, and Emotional Learning (CASEL) since 2008. Preliminary results suggest that the curricula improved conflict resolution behavior in students. The curricula are available for all age groups K-12.

Summer Only Activities

During the Summer, youth enjoy all of the same activities that they enjoy during the after-school program, with the exception of homework. Additional activities include;

Entrepreneurship Activities (2x/week for 1 hr/day): Teaching children about business at a young age is important for the future of business as a whole. Students will learn specific lessons of money management and organizational skills that will help them in business and in their personal lives. Students will be taught the value of having a high work ethic, and how to use what they know/have and turn it into a business. Students will work in groups to brainstorm business ideas, develop a business plan, and host a fair where they will show off their business to their parents and other members of the community.

Educational Field Trips (1 day per week/full day): Students will enjoy educational field trips that complement the skills learned during summer camp. Samples of educational trips include; Frost Museum of Science, Jungle Island Miami, The Children's Museum, Center of the Performing Arts, History Museum, College Tour, and Skyzone.



5.6.d. Adult Family Member Program Activities

A preponderance of research has confirmed that parent involvement is key to the success of children both during school hours and during out-of-school hours. The US Department of Education advises that 21st CCLC programs use the following strategies to encourage family involvement; (1) Involve families in program planning, (2) attend to the needs of working parents, (3) accommodate family schedules, and (4) offer parenting education and skills development. Gang Alternative provides multiple opportunities for parents to be involved in the after-school program and summer camp. Gang Alternative hosts quarterly informational sessions that are offered in the evening (6:30 -8:30 pm) and/or on weekends (10 am-12 noon) to accommodate parent's schedules. Sample topics include "Understanding FCAT 2.0", "Student/Parent Rights in Education", "First Aid/CPR Training", and "How to Help Your Child with Homework". Secondly, parents are invited to volunteer during daily activities or on field trips once they have completed level II Background Screenings. Parents will also be recruited to sit on Gang Alternative's 21st CCLC Advisory Board. Finally, because Gang Alternative is working with an at-risk population, we offer the Circle of Strength (COS) Family Strengthening Network to parents and children coping with the emotional, social and psychological impacts of abuse or other traumatic experiences. Using Trauma Focused Cognitive Behavior Therapy (TF- CBT), Gang Alternative's therapists/clinicians help families learn to address and resolve the distress resulting from these events and decrease negative behavior patterns and emotional responses they have developed in response.

5.6.e Staffing Plan and Professional Development

The staffing structure of Gang Alternative ensures that programs are implemented with fidelity and that policy development is aligned with local community needs. CEO Nozile's work is overseen by a Board of Directors which provides policy guidance for the organization. The executive leadership also includes Chief Operations Officer, Mirva Cadet, who possesses an Education Specialist degree in Rehabilitation Counseling with a concentration in Multicultural



Issues, a Master's of Science Degree of Rehabilitation Counseling with a concentration in Vocational Counseling and Mental Health and a Bachelor of Science in Rehabilitation services with a minor in Psychology. Ms. Cadet is a nationally Certified Rehabilitation Counselor and Certified State of Florida Community Health Worker. She is also a certified trainer for the Aggression Replacement training model for youth, a certified trainer of trainers for the Iowa State University Strengthening Families Program and a certified trainer of trainers for Botvin's life skills curriculum. Gang Alternative boasts a staff turn-over of <5% which it attributes to its meticulous recruitment and hiring process and to its higher than average salaries within the South Florida community-based organization sector. COO Cadet ensures that staff positions are filled by highly qualified individuals who benefit from further professional development during their tenure at Gang Alternative.

Gang Alternative will recruit staff using notice boards at local schools, monster.com, indeed.com and the agencies website. Staff will be at least 18 years of age and have at least a high school diploma or GED. All staff, volunteers and sub* contractors will be required to meet all licensing requirements for working with students including the appropriate background checks.

Gang Alternative's direct care staff for the GPS program includes;

- **Program Director/Collaboration Liaison (1 FTE)** Responsible for administering the program. Serves as the primary contact for FDOE. Manages and implements educational program and budget to ensure the agency meets its responsibilities to the FDOE. Manages daily operation, coordination and delivery of services at the program site. Also responsible for contacting target schools to coordinate program implementation and ongoing collaboration. Recruits participants from each school to serve on the 21CCLC Advisory Board. Coordinates board meetings. Maintains communication with schools to facilitate data sharing. Contacts private schools to recruit



qualifying students and promote active collaboration (i.e. sharing of best practices, data sharing, etc.)

- **Program Specialist (1 PTE)** Responsible for collecting and recording evaluation data, works directly with external evaluator to coordinate evaluation activities, assists program director in preparing and submitting required reports to FDOE, plans advisory board meetings and family member activities. Provides direct care to students when program staff is absent to ensure students to staff ratio is maintained.
- **Certified Teacher (5 PTE)** Current State Certified Teacher, Min. Bachelor Degree. Supervises and provides academic activities in core subjects such as Math, English Language Arts, and Science. Assists with identifying and coaching support staff regarding proper implementation of STEM activities, project based learning activities, and effective online learning tools. Ensures the quality of the academic curriculums used in the program. One certified teacher will have primary responsibility to review project based learning plans prior to implementation to make sure plans align with regular school day curriculum, Mathematics Florida Standards (MAFS), Science Next Generation Sunshine Standards, Social Studies Next Generation Sunshine State Standards and Language Arts Florida Standards (LAFS).
- **Youth Program Aides (3 PTE)** - Supervises student sign-in/out, Assists with student enrollment and maintenance of student files, coordinates snacks/meals, supervises and provides additional enrichment activities (i.e. arts and crafts, conflict resolution curriculum, STEM lessons, field trips). Maintains clean and safe learning environment (1 hr. each day to sets up classroom each day, prepare learning materials, etc.) Provides general supervision of program youth and executes daily activities under the direction of the Project Director and or Certified Teachers.
- **Bus Driver (2 PTE)** – Responsible for safely and promptly transporting students to and from the program daily.



Professional Development of Staff: New staff is required to attend new hire orientation and complete CPR/First Aid/AED Training within 30 days of employment. A minimum of three (3) staff members will have CPR/First Aid/AED certification prior to the first day of service to the students. Staff will be required to complete the following; administration of evidence based curricula, inclusion training, recognizing and reporting abuse/neglect, fire safety/emergency management. Certified teachers and Youth Program Aides will attend training related to differentiated learning, and homework assistance strategies. Two staff members will attend the required 21st CCLC Conference in Orlando.

5.6.f Program Center(s)

The Guiding the Path to Success (GPS) 21st CCLC Program will be housed at Gang Alternative's primary location; 6744 North Miami Avenue, Miami, FL 33150. The building provides approximately 1,600 square foot of dedicated space for the participants to engage in multiple activities. There is currently a technology center for students to complete computer based learning activities, a game table and board game zone for supervised free choice, book shelves and books for literacy activities, and an area for tinkering (block building, experiments, magnets, etc.). The property sits on a large corner lot, and is completely fenced in. The building is accessible for individuals with disabilities (no steps, wide opening doors, furniture placement that is maneuverable with a wheelchair). The location is easily accessed by public transportation with the nearest bus stop being 0.3 miles from the building.

5.6.g Safety and Student Transportation

Gang Alternative provides daily transportation, and maintains a controlled environment while students are in our care. Activities are conducted in a secure indoor facility with student ratios that do not exceed 1:10. During off-site activities ratio is reduced to 1:7 this is a necessity in order to effectively manage a large group of students. Personnel that have direct contact with



students have the following prior to employment: a) Level II background screening clearance, b) current Attestation of Good Moral Character on file and, c) First Aid and CPR Certification. Staff is well versed in safety procedures including fire drills; emergency evacuation and lock down procedures, and monthly fire drills are held at the site. Student files are maintained electronically and include registration forms with emergency contact information, authorizations (transportation, field trips, and emergency medical), information about special needs or conditions that may affect a students' ability to participate in all program activities. A daily transportation log is checked by the driver when a student boards the bus and it is checked again by program staff when the student arrives on site. At dismissal program staff or the parent (if the child is picked up) must sign the student out of the program - under no circumstances are students permitted to walk home from the program – this is a condition of enrollment that parents must agree to accept.

5.6.h Dissemination Plan

Gang Alternative has operated youth focused programs since 2008. Information about the Gang Alternative's services are widely disseminated in the targeted schools, other nearby public and private schools, churches, child care centers, public housing projects and "corner stores" via informational flyers and brochures. Information is also disseminated at events such school open house, health and resource fairs, and at the site of each of our partnering agencies. Gang Alternative regularly updates our website at www.myga.org and submits press releases to all local news outlets. Our partner at Island TV announces GA's programs and services in Haitian-Creole to recruit students and keep parents informed. If funded, Gang Alternative will establish the 21st CCLC page on our website, and update it monthly (at a minimum) with key program information, special announcements, and parent resources. The evaluation reports will also be uploaded to the website annually.

Cohort 16 RFP Scope of Work/Narrative Addendum

Agency Name: Gang Alternative, Inc. Project Number: NOW-2448B-8PCC1
Program Name: Gang Alternative

Use this form to add any parameters and information needed to satisfy the requirements included in the RFP. Add all items as bullet points.

The following items are incorporated as part of the Scope of Work:

(RFP 5.1) Project Abstract/Summary

- The location of services need to change?
- Show the ages and grades of students to be served and number of students at each targeted school listed?

Gang Alternative, Inc. is located at 6620 N Miami Ave, Miami, FL 33150. The **Guiding the Path to Success (GPS) 21st CCLC** provides enrichment services to students that are currently in the 2nd and 3rd grade, and their parents and family members, to promote academic success, personal growth, and increased literacy. The GPS 21st CCLC Program targets students from three (3) qualifying schools: 10 students at Gratigny Elementary School (D), 30 students at Orchard Villa Elementary School (D), and 10 students at Poinciana Elementary School (F).

(RFP 5.2) Needs Assessment

- List the dates, days and hours of service listed?
- The location of services need to change?

Gang Alternative is located at 6620 N. Miami Avenue, in Miami's inner city (Liberty City and Little Haiti). Gang Alternative is targeting three (3) qualifying schools; all of which fall within a ten (10) mile radius of Gang Alternative's site location. GPS-21st CCLC program will run Monday – Friday right after school at the three qualifying school sites. They are; Gratigny Elementary School (D), Orchard Villa Elementary School (D), and Poinciana Elementary School (F). Students will go to designated rooms after school. Orchard Villa will begin at 3:10pm and will end at 6:10 on Wednesday session will begin at 2:00 pm and end at 6:10 pm. Poinciana Park Elementary and Gratigny Elementary will begin program at 4:10 pm and will end at 6:10pm , Monday – Friday and on Wednesday program will begin 3:10 pm and end at 6:10 pm. After school program will begin February 2018, 2018 at Poinciana Park elementary and Orchard Villa Elementary and March 26th at Gratigny Elementary. The program ends date will be the last day of School June 7th. We will continue Summer program at our local site

RFP 5.2) Needs Assessment

- How will the program encourage students to remain in the program from beginning to end of the program day?

In an effort to ensure that students remain in the program, students and parents will be asked to abide by Gang Alternative's Attendance Policy. We require that students attend the program at least 80% of the days available (4 out of 5 days). Attendance is tracked via sign in/out sheets daily and monitored weekly by the Site Supervisor. Additionally, parents are comforted by the fact that their child is not home alone and is in a safe and nurturing environment until they get off from work.
