

Board of Directors Meeting

July 9, 2020

Program and Financial Monitoring Information

Item VII.C.

Recommended Action: Information Only

Strategic Plan Alignment: Administration

STATUS OF FUNDED AGENCY WRITTEN PLANS

Agency	Type of Plan	Subject of Plan	Beginning Date	Estimated Completion Date	Status
Religious Community Services, Inc.	Corrective Action Plan	Programmatic, Administrative, and Financial Areas	August 13, 2019	February 15, 2020 Extended May 15, 2020 Extended August 15, 2020	The Corrective Action Plan was successfully completed for Programmatic and Administrative elements. The CAP was extended through 8/15/2020 with regard to financial elements.

Agency	Type of Plan	Subject of Plan	Beginning Date	Estimated Completion Date	Status
Pinellas County Sheriff's Police Athletic League	Corrective Action Plan	Programmatic, Administrative, and Financial Areas	March 9, 2020	June 22, 2020 Extended August 11, 2020	A Performance Improvement Plan was implemented and then later escalated to a Corrective Action Plan.

					The CAP was reviewed by Executive Director, Board Chair, and staff with an effective date of 3/11/19. Many elements of the CAP have been submitted, however, several items require child attendance for compliance. These items will be monitored when children return to the center.
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Agency	Type of Plan	Subject of Plan	Beginning Date	Estimated Completion Date	Status
YMCA of Greater St. Petersburg-Lealman YMCA Preschool Academy	Corrective Action Plan	Programmatic, Administrative, and Financial Areas	May 18, 2020	December 31, 2020	A plan for corrective action was implemented following two Class 1 fines for disciplinary practices. The center is also on probation with the ELC.

PROGRAM MONITORING REPORTS SUMMARIES

Program monitoring is a means to evaluate performance, monitor program delivery, and recommend improvements, as necessary. Program monitoring activities are progressive, uniquely-tailored, and responsive to the program's service challenges, strengths, and opportunities. These activities are conducted on an ongoing basis. Technical assistance is provided as a normal course of business to all JWB funded programs. When technical assistance is not having the desired outcome, a Performance Improvement Plan (PIP) may be developed in consultation with the

provider and should not last longer than six months. When a PIP has not resulted in a desired outcome, a Corrective Action Plan (CAP) will be developed in consultation with the provider. The above approaches are intended to give the provider every opportunity to improve and ensure quality programming.

PROGRAM MONITORING REPORTS

The following three reports were submitted to the JWB in May 2020, but subsequently corrected. Corrections are entirely in the fiscal snapshot sections of the reports.

Agency	Program
Sixth Judicial Circuit Court	Behavioral Evaluation
Sixth Judicial Circuit Court	Early Childhood Court
Family Resources, Inc.	SafePlace2B

June

The Bethel Community Foundation	Truancy Intervention Program Services
Early Learning Coalition	Subsidized and CCEP
Early Learning Coalition	Pre K All Day
Intercultural Advocacy Institute	Hispanic Outreach Center
PACE	Pace Center for Girls
PARC	Discovery Learning Center
PARC	Family Focus
PARC	Respite
PC Sheriffs Police Athletic League	Police Athletic League
PC Department of Health	School Based Health Clinics
Seniors in Service	Foster Grandparent Program
The Children's Home Network	Kinship Program
The Children's Home Network	Pinellas Support Team

July

Boley Center	Youth Employment Program
Operation PAR	COSA
Operation PAR	Motivating New Parents
PC Department of Health	Healthy Families Pinellas
PC Department of Health	Nurse Family Partnership
R'Club	Lew Williams
R'Club	HELP
R'Club	Middle School Academy
YMCA of Greater St. Petersburg	YReads!

UMCM
UMCM
University South Florida

Quality Early Learning
Initiative
Children of the World
Infant Family Center

Board members are invited to participate in program monitoring. For information, please contact Karen Woods at 727-453-5682 or kwoods@jwbpinellas.org.

FINANCIAL MONITORING REPORTS

- None at this time

Board members are invited to participate in financial monitoring. For information, please contact Lori Lewis at 727-453-5609 or llewis@jwbpinellas.org.

Staff Resource: Karen Woods
Lori Lewis
Mary Daddio



Executive Summary of Program Monitoring Report

Agency: Sixth Judicial Circuit Court (SJCC)

Program: Behavioral Evaluation

Program Monitoring Reporting Period. October 1st 2018 through September 30th 2019

Brief Program Description:

The Behavioral Evaluation (BE) Program conducts professional consultations and evaluations of juveniles between the ages of seven and 17 referred by Unified Family Court Judges. Information is obtained from youth and parent interviews, school and mental health records, and contacts with collateral agencies. The information includes social, emotional, behavioral, and cognitive functioning of the youth, violence risk, overall functioning of the family unit, and/or competency to proceed to trial. Information may be provided verbally or through court appearances in detention, arraignment and disposition hearings, however, is typically presented as a report addressing appropriateness of release from detention, the level and degree of court supervision needed, need for mental health and substance abuse services, individual or family counseling needs, appropriateness of other community services, and/or the youth's competency to proceed. Staff are active in mobilizing and arranging alternatives to incarceration of juveniles, including placements in shelter, residential treatment programs, or with other relatives. The program provides brief, immediate crisis intervention to families appearing before the court if needed, interpretation of evaluation results to parents, referrals to community resources, and coordination of community-based services when needed. Staff also provide training and consultation to court committees and personnel, and actively work with court and community providers to improve outcomes for juveniles seen before the court through development of new community programs, creative utilization of existing programs and resources, or through initiation of broader system changes.

Agency/Program Accomplishments:

Each year the circuit presiding Judges complete surveys that request feedback on overall satisfaction with the program, impressions on the competence of program staff, timeliness on the completion of the BE reports and general satisfaction with verbal reports presented in the courtroom. Each of the four Judges provided a rating of excellent in each of these areas with one Judge offering the sentiment as to how fortunate the circuit is to have the BE program as a resource in the community.

Technical Assistance:

Reflective of the high level of programmatic integrity, quality assurance procedures, reporting processes and quality data entry standards the program required marginal technical assistance over the course of the fiscal year.

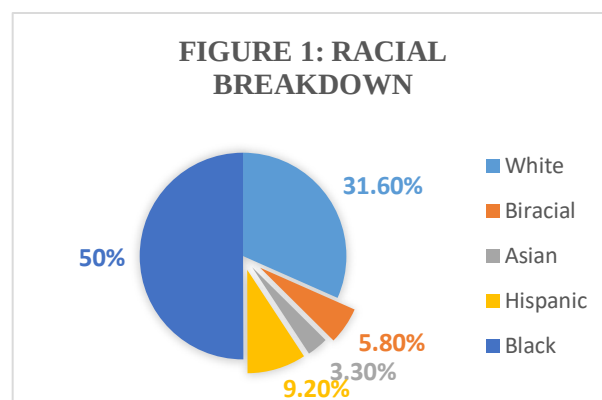
Fiscal Snapshot:

	FY17	FY18	FY19	Comments
Total Program Budget	\$472,246	\$591,858	\$632,556	
JWB Allocation	\$420,711	\$535,698	\$558,198	FY18 allocation includes an increase in JWB funding in the amount of \$101,700.
Percent of Total Program Budget represented by JWB Allocation	89%	91%	88%	
Lapse	\$33,915	\$15,946	\$22,183	
Cost per Participant*	\$810 \$472,246/583	\$1,066 \$591,858/555	\$1,243 \$632,556/509	

**Cost per participant information is calculated as follows: Total program budget/Total actual participants.*

Participant Demographics:

Sixth Judicial Behavioral Evaluation Program served 477 unique youth and completed a total of 568 evaluations in FY19, reaching 88% of its proposed service goal. With an average participant age of 15, 80% of participants served were male and approximately 50% of participants were African American. (Figure 1, provide racial breakdown of BE participants). Similarly, 58 percent of participants were from single parent homes. It is also worth noting that 49% of participants reside in a **Very Low** opportunity area of Pinellas County according to the Child Opportunity Index.



Program Outcomes:

Performance Measure Description	FY17		FY18		FY19	
	Target	Actual	Target	Actual	Target	Actual
Percent of children who receive a behavioral evaluation will have their treatment recommendations followed by the court at the time of adjudication for the presenting offense as evidenced by court records.	85%	96%	85%	99%	90%	99%
Percent of children who receive a behavioral evaluation will have their restrictiveness level recommendations followed by the court at the time of adjudication for the presenting offense as evidenced by court records.	80%	88%	80%	93%	85%	95%
Percent of children who receive a competency evaluation will have their competency to proceed recommendations followed by the court at the time of the competency hearing for the presenting offense as evidenced by court records.	85%	100%	85%	92%	85%	95%

**Performance is typically measured on full fiscal years and on the total population served.*

Program Monitoring Activities:

- The Richard L. Sanders and Calvin Hunsinger K-12 schools provide services to students with exceptionalities and special needs. As a byproduct of their presenting difficulties in the areas of judgement and/or behavioral challenges many of the students attending these schools often come to the attention of the Juvenile Court for a variety of reasons. Staff from the SJCC BE program meet with the Social Workers, jointly, on a regular basis in order to offer consultation, discuss possible interventions and explore how the court system can further collaborate with each of the schools to address the needs of students.
 - JWB staff were afforded the opportunity to observe one of the aforementioned meetings as part of a program monitoring activity. The complexity and acute level of need of each of the cases reviewed illuminated the value of such an ongoing collaborative and the risk profiles of each case were striking. JWB staff were impressed by the leadership provided by the BE program director during the meeting around exploring systemic and clinical strategies to move the most risk cases to a timely disposition with the court. Moreover, despite the immense difficulties of each of the cases discussed JWB staff were highly impressed by the team's strength based stance and efforts to identify solution focused interventions.
- In recognition of the highly complex population served program staff have continued to attend specialized conferences to remain abreast of emerging best practices and to further deepen their clinical expertise. During this fiscal year staff attended two conferences. The first conference focused on risk assessment which was valuable given that the program continues to receive referrals as a result of students making highly concerning threats in the context of school settings. The other conference focused on the evaluation and treatment of youth who present with sex offending behaviors. The evaluation of this category of youth, who come to the attention of the court, is multifaceted and involves considerations as to level of risk, contextual factors related to the alleged offense and potential for recidivism. Furthermore, the complexity of evaluating youth with sex offending behaviors is further compounded due to considerations as to the etiology of the behavior with research findings concluding that as many as 85% of these youth have experienced some form of significant trauma.¹ Therefore, the program devotes a considerable amount of effort to educating the system as a whole as to root causes, assisting in the development of safety plans and linking these youth to the most appropriate services to meet their highly involved treatment needs.
- During this fiscal year the program established a partnership with the Kind Mouse, a volunteer organization with the mission of reducing hunger and food insecurities for families throughout the county. Through this partnership the program established a modest food pantry allowing youth to be provided with snacks to either take home and/or eat during the evaluation. Given that many of the evaluations occur during the school day some of the youth will either miss part or the entire school day where a large part of or all of their sustenance is received through lunch. The program reports that providing access to these snacks has greatly improved engagement levels among these youth allowing for a more thorough evaluation with the ancillary benefit of not depriving them of the only significant nutritional intake they may receive for the entire day.
- During FY18 additional JWB funding was provided to establish a Community Resource Advocate (CRA) position within the BE program in addition a modest amount of participant funds to support the CRA applying wraparound interventions to augment traditional treatment interventions. The wraparound process is individualized to each child and family and the intervention centers on the needs and goals of both. Specifically tailored strategies used to meet these goals by capitalizing on

¹ McMackin, R. A., Leisen, M. B., Cusack, J. F., LaFratta, J., & Litwin, P. (2002). The relationship of trauma exposure to sex offending behavior among male juvenile offenders. *Journal of Child Sexual Abuse*, 11(2), 25-40.

a combination of natural supports and available community resources. Such wraparound approaches have been shown to be particularly effective for youth involved in the Juvenile Justice system.²

- o During this reporting period JWB staff met with the Program Director and CRA to review the evolution of the position since inception. JWB staff were impressed by the level of linkages that the CRA had developed and created with both community providers and other resources in alignment with the principles of the wraparound approach. Over the course of FY19 the CRA utilized participant funds for a total of 19 families creating opportunities for registrations in extracurricular sports programs, summer camps, access to YMCA memberships and enrollment in vocational programs. In addition, the CRA recorded approximately 500 follow up touch points to ensure that families were connected to the most appropriate services.
- BE program staff are intrinsically linked to Truancy Court and regularly attend truancy hearings to provide consultation on students who have accumulated 25 days or more of absences and a truancy petition has been filed. During these hearings many students are often referred for evaluation by the BE program to further assess the underlying factors associated with their absenteeism.
 - o At macro level during the second quarter of FY19 a Truancy Taskforce was launched to address the interlocking issues associated with truancy. The task force is led by a representative from the BE program and involves representatives from the Juvenile Court, the school system, community providers and other stakeholders. JWB observed the inaugural meeting of the task force which focused on a mission vision, objectives and goals.

Analysis of Performance:

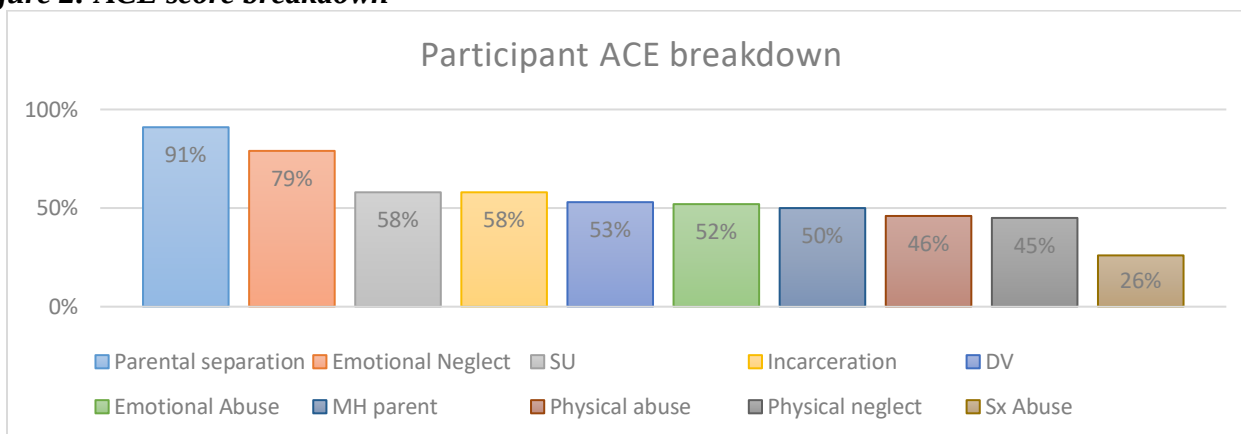
The Behavioral Evaluation Program supports the Unified Family Court in its decision making process by providing the Court with Psychological Evaluations of the youth appearing in court proceedings. Evaluations are comprehensive in nature and provide a thorough assessment of the social, emotional, behavioral and cognitive abilities of youth before the court coupled with the youth's trauma and violence history and the overall functioning of the family. Following evaluation, the program makes recommendation regarding interventions and sanctions based on youth and family needs; as well as information regarding the youth's competency to understand court proceedings and proceed to trial when appropriate. Additionally, the program enhances the well-being of the youth family and community by identifying unaddressed mental health, substance abuse and family problems, by linking youth and their families to existing community treatment resources. The CRA for the BE program has successfully linked over 200 families to supportive community based services and is actively working with existing clients to provide necessary linkages.

To that end the program served 477 unique children, collectively meeting and even exceeding its measures as illustrated above (see performance measures table). To provide a comprehensive view of the complexity and acuity of children evaluated by the program, trauma scores were examined and assessed. Specifically ACE scores were gathered for youth in FY19. Adverse Childhood Experiences (ACEs) have a tremendous impact on future violence victimization and perpetration, and lifelong health and opportunity. Research suggests that individuals with high ACE scores are more likely to be violent, to have more marriages, more broken bones, more drug prescriptions, more depression, and more autoimmune diseases. People with an ACE score of 6 or higher are at risk of their lifespan being shortened by 20 years. ACE scores

² Carney, M. M., & Buttell, F. (2003). Reducing juvenile recidivism: Evaluating the wraparound services model. *Research on social work practice*, 13(5), 551-568.

were measured and assessed for Sixth Judicial Behavioral Evaluation participants and results show that more than 36% had higher than a 7 and 64% had higher than a 5 ACE score (figure 2 provides a breakdown of ACE assessment). These scores suggest that children before the Unified Family Court have experienced extensive levels of trauma in various areas including but not limited to, neglect, abuse, and violence and thus come to the program with a plethora of challenges and needs.

Figure 2: ACE score breakdown



Despite working with a severely complex population, the program has demonstrated great success in its ability to connect and link youth to services and supports to address the social, emotional and behavioral needs demonstrated in evaluations and competency assessments. Similarly, ACE scores suggests that 91% of youth have experienced parental separation and many are youth in care under the state. Additional program success is exhibited in the program's ability to work closely with system stakeholders, namely DCF, courts and community providers to properly house acutely high risk youth who are difficult to place in care.

<i>Paul Webb</i> Paul Webb Senior Program Consultant	Date: <u>4/23/20</u>	<i>Nakee Holloway</i> Nakee Holloway Senior Program Evaluator
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<i>Karen Woods</i> Karen Woods Program Administration Manager	Date: <u>4/23/2020</u>	<i>Karen Boggess</i> Karen Boggess Program Evaluation Manager
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<i>Judith Warren</i> Judith Warren Chief Operating Officer	Date: <u>04/24/2020</u>
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<i>Beth A. Houghton</i> Beth A. Houghton Chief Executive Officer	Date: <u>5/4/2020</u>
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Executive Summary of Program Monitoring Report

Agency: Sixth Judicial Circuit Court (SJCC)

Program: Early Childhood Court

Program Monitoring Reporting Period: October 1st, 2018 through September 30th, 2019

Program Description:

Using the National Zero to Three (ZTT) organization's Safe Babies Court Teams (SBCT) evidence based approach¹ and the Miami Child Well-Being model, Florida's Early Childhood Court (ECC) addresses child welfare cases involving children under the age of three. It is a problem-solving court where legal, societal, and individual problems intersect. The Community Coordinator works with the Pinellas County Unified Family Court's ECC team, including the presiding Judge, court personnel, participants and related agencies to support the team activities. The Community Coordinator provides coordination and collaboration amongst the community providers and other stakeholders, serves as the liaison between the family and the court, attends court hearings, schedules Court Team meetings, collects case related data, and ensures families receive the right service at the right time. Provider's Early Community Coordinator works with the Court's ECC team to aid infant and toddler victims of maltreatment countywide, protecting them from further harm and addressing the trauma of parents to enable them to more effectively parent.

Agency/Program Accomplishments:

During the second quarter of the fiscal year ECC hosted a consultative ZTT Site Visit. ZTT training staff offered positive endorsements of the standing of the program, in relation to the nationally established model, based on observations conducted at a stakeholder's meeting, from a pre-court meeting, during an actual ECC hearing and from viewing facilitated family visitation. Moreover the training staff provided positive feedback as to the degree to which the program had clearly defined the role and functions of the ECC Coordinator position in alignment with the principles of the ZTT and SBCT models.

Technical Assistance:

As evidenced by program observations over the course of the fiscal year the ECC Coordinator is immersed in high levels of contact with families, Child Welfare workers, engages in ongoing coordination activities and meetings to facilitate reunification and routinely attends court hearings for each family served. Taking into consideration this level of activity, JWB staff provided onsite recommendations that more detailed documentation be completed, in the form of progress notes, from point of intake, throughout the course of service delivery and upon discharge to fully illustrate the Coordinators role in the previously referenced activities. As such it was recommended that a standardized progress format be adopted to create consistency around documentation for each participant served.

¹ McCombs, K. (2007). Zero to Three court teams for maltreated infants and toddlers year 1 cross-site report: evaluation findings. *Washington, DC: Zero to Three.*

Fiscal Snapshot:

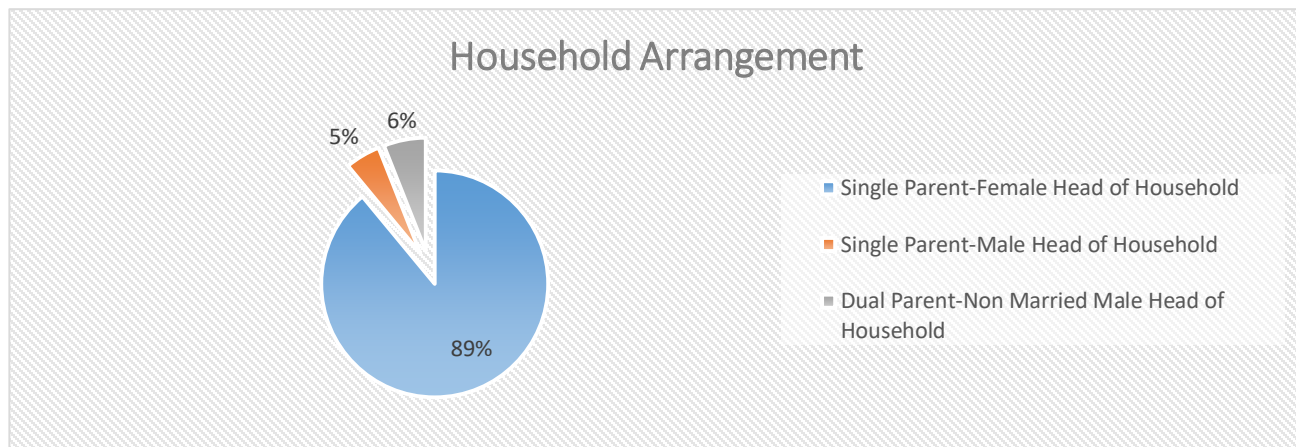
	FY18	FY19	Comments
Total Program Budget	\$102,218	\$113,295	JWB commenced the funding of the program during the secondary quarter of FY18.
JWB Allocation	\$92,263	\$102,671	
Percent of Total Program Budget represented by JWB Allocation	90%	91%	
Lapse	\$33,475	\$11,985	
Cost per Participant*	\$4,444 \$102,218/23	\$2,575 \$113,295/44	

*Cost per participant information is calculated as follows: Total program budget/Total actual participants.

Participant Demographics:

Early Childhood Court (ECC) served a total of 44 unique participants; 21 adults and 23 children who experienced court ordered separation. Nearly, doubling the numbers served in FY18, the program exceeded its targeted service levels in FY19 as demonstrated above. Parents ranged in age from 16 to 40 years with an average age of 24. Approximately, 51% resided within one of the **Very Low** opportunity areas throughout Pinellas County according to Child Opportunity Index and 94% of adult participants report being single parents (figure 1 below provides a breakdown of household arrangements). At the state level, data showed more than 70% of Florida's children in foster care are five years and younger. In Pinellas County, more than half fall within this age group² which highlights the magnitude of the need for services, such as those offered by ECC, to support this vulnerable population.

Figure 1: Household arrangement



² Florida Department of Children and Families - ESS Report. Retrieved December 20, 2018 from <http://www.dcf.state.fl.us/programs/childwelfare/placement.shtml>

Program Outcomes (data are only available for two fiscal years):

Performance Measure Description*	FY18		FY19	
	Target	Actual	Target	Actual
Percent of all ECC cases will reach permanency within 12 months of removal.	60%	56%	60%	75%
Percent of all ECC cases will have no additional verified abuse reports for children after reunification for up to one year after program completion.	70%	100%	70%	99%
Percent of all ECC cases will have no more than one placement outside of the home during program participation.	70%	Not available	70%	99%

* The performance measures displayed in the table above were established by ZTT however these measures are not contractual under the agreement between JWB and SJCC ECC given that the current allocation supports a single position as opposed to the program in its entirety.

Program Monitoring Activities:

- The Community Coordinator continues to facilitate monthly steering committee meetings in order to share information and resources, strengthen partnerships, present quality improvement initiatives and examine any systemic challenges or barriers. JWB staff attended a number of the steering committee meetings over the course of the fiscal year. As with prior observations the Community Coordinator provided a clear structure and agenda for each meeting and adeptly facilitated discussions around any identified systemic obstacles. The Community Coordinator was once again viewed as demonstrating robust leadership and facilitation skills during each of the observed meetings.
- The centerpiece of the ECC model involves monthly court hearings to both gauge progress and identify any emergent difficulties or barriers that may be impeding the reunification process. By design the ECC court hearings occur on a more frequent basis than typical dependency cases under the consideration that studies have concluded that the frequency of the court reviews are directly correlated with the timeliness of progress towards achieving permanency.³ The structure of the ECC model involves a *pre-court* meeting involving representatives from Child Welfare Case Management, the Guardian Ad Litem program, the State Attorney's Office, the Regional Counsel's office and any community providers. The primary intent of the *pre-court* meetings is the opportunity for the team to generate a unified plan and set of recommendations to allow for a more seamless formal hearing. During this fiscal year JWB staff observed a total of 2 separate court hearings. Akin to the prior year's observations the ECC Coordinator was viewed as a highly effective advocate possessing a firm understanding of the needs and challenges of each individual family. During each of the observed *pre-court* meetings the ECC Community Coordinator was viewed as holding a firm understanding of the needs of the family and ensured that all parties present had the most recent information regarding the status of the case, progress and services received. In the context of the formal hearings the ECC Community Coordinator functioned as a highly effective advocate by ensuring that progress, challenges and outcomes, both positive and negative, were fully recognized.

³ Chinitz, S., Guzman, H., Amstutz, E., Kohchi, J., & Alkon, M. (2017). Improving outcomes for babies and toddlers in child welfare: A model for infant mental health intervention and collaboration. *Child abuse & neglect*, 70, 190-198.

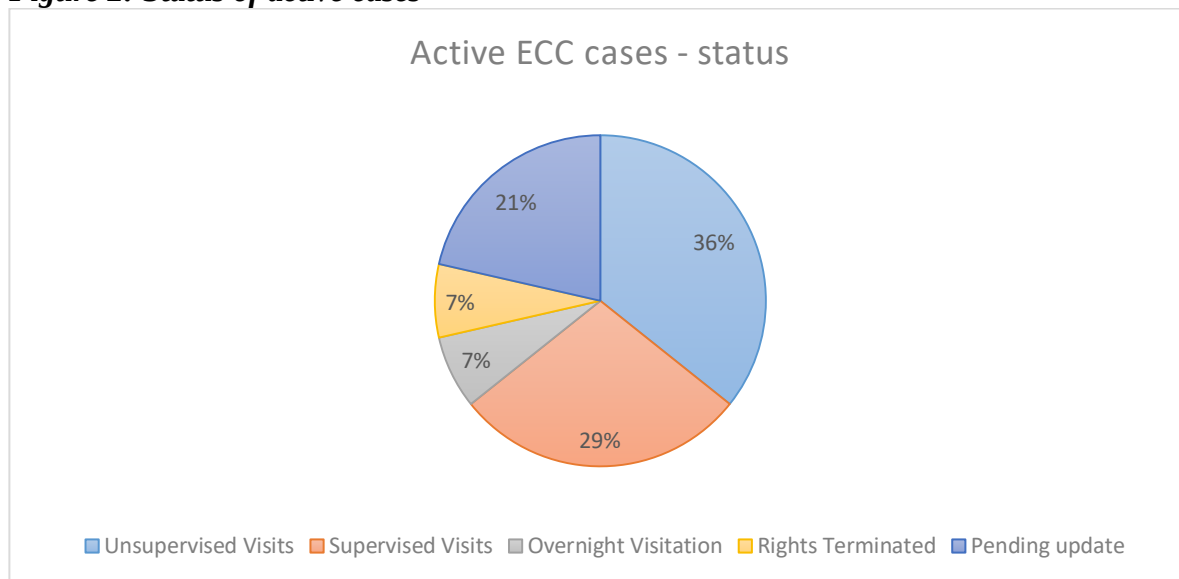
Data Quality:

Annual participant file reviews are conducted with the intent of examining data integrity, patterns of service delivery, qualitative documentation standards and general adherence to the established program methodology. The FY18 annual file review for ECC was held in abeyance as full implementation of the program did not occur until the end of the second quarter. Therefore the FY19 review represents a baseline for the program's participant file review results. Overall the program achieved a data accuracy was a 96%. JWB staff commended the program on the high standard of this result taking into consideration that this was the first formal file review conducted since implementation of the program.

Analysis of Performance:

Early Childhood Court is an evidence based program using the national Zero To Three Safe Babies Court Team model, with a four pronged approach focused on 1) improving child safety and well-being; 2) healing trauma and repair the parent/child relationship; 3) promoting timely permanency, and 4) stopping the intergenerational cycle of maltreatment. Additionally, Early Childhood Court is a problem solving court addressing child welfare cases while intersecting individual, legal and societal factors. The program coordinator at ECC is charged with bridging the gaps between multiple systems (i.e. legal, child welfare, etc.) and community with primary goal of achieving reunification and permanency for its participants. In FY19, performance outcomes for the Pinellas ECC program showed encouraging results with 75% of the families who completed the program achieving reunification or permanency within two to nine months. The program continues to actively engage with approximately 14 families at the time of this report and which similarly are on target for reunification. Specifically, of the remaining active cases many are near reunification, with 36% of families safely engaging in unsupervised visits (figure 2 provides the status of active cases).

Figure 2: Status of active cases



Conversely, to date, there has been one additional abuse report substantiated after reunification, which led to re-removal. Additionally, there has been one case in which parental rights have been terminated. Despite these shortfalls, for two consecutive years the program continues to show success at meeting and/or exceeding its goals. Specifically, the program continues to divert families from the child welfare system,

with 99% of families having no new verified abuse reports for children after reunification for up to one year after program completion. A pivotal factor driving positive results is the ongoing level of activity generated by the Community Coordinator that is not always visible such as frequent communication, coordination and collaboration with community providers, stakeholders, foster and biological parents. Finally, from a fiscal stance it is important to consider national studies that have concluded the ECC approach to be more cost effective in the long term when compared to the cumulative costs associated with the traditional model where children remain in the dependency system longer.⁴ Success may appear different for each family and although the primary focus is reunification with the biological parent(s), at times, termination of parental rights is necessary and success is viewed as the length of time taken to achieve permanency with an alternative caretaker as identified through the concurrent planning process.

Paul Webb

Date: 4/22/20

Nakee Holloway

Date: 4/23/20

Paul Webb
Senior Program Consultant

Nakee Holloway
Senior Program Evaluator

Karen Woods

Date: 4/23/2020

Karen Boggess

Date: 4/23/2020

Karen Woods
Program Administration Manager

Karen Boggess
Program Evaluation Manager

Judith Warren

Date: 4/24/2020

Judith Warren
Chief Operating Officer

Beth A. Houghton

Date: 5/4/2020

Beth A. Houghton
Chief Executive Officer

⁴ Foster, E. M., & McCombs-Thornton, K. L. (2012). Investing in our most vulnerable: A cost analysis of the Zero to Three Safe Babies Court Teams Initiative. *Birmingham, AL: Economics for the Public Good, LLC.*



Executive Summary of Program Monitoring Report

Agency: Family Resources, Inc.

Program: Safeplace2B

Program Monitoring Reporting Period: October 1st, 2018 through September 30th, 2019

Brief Program Description:

SafePlace2B facilities are centers which work to reunite vulnerable youth and their families. These short term shelters are a crisis and early intervention program for vulnerable youth between the ages 10-17 who are running away from home, are homeless, or are at risk due to a breakdown of relationships in the family. The program provides temporary shelter, food, clothing, counseling, life skills training, and follow-up contact based on individual needs and circumstances.

Agency/Program Accomplishments

A particular highlight for FY19 was the North Shelter receiving the annual award as Best Care Provider from the Florida Network of Youth and Family Services. This award is bestowed on providers in recognition of the provision of quality care and successful therapeutic interventions in a milieu that promotes the safety and well-being for youth and staff alike.

Technical Assistance:

In recognition of the importance of engagement in aftercare services in relationship to maintaining stability and reducing recidivism rates a new performance measure was added to the FY19 contract. This measure captures data on participants who received at least one community-based referral prior to or upon discharge and remained engaged with this service as verified by the program's standard 30-day follow-up contact with families following discharge. A collaborative meetings was held to provide technical assistance around consistent data entry practices in the JWB GEMS system related to the addition of the aforementioned performance measure.

Fiscal Snapshot:

Total Program Budget	FY 17 \$1,749,476	FY 18 \$1,860,218	FY19 \$1,915,810	Comments
JWB Allocation	\$300,612	\$309,630	\$318,919	Capital Award of \$111,822 for FY 17
Percent of Total Program Budget represented by JWB Allocation	17%	17%	17%	
Lapse	\$1	\$0	\$0	
Cost per Participant*	\$5,433 \$1,749,476/322	\$6,123 \$1,860,218/300	\$6,261 \$1,915,810/306	

**Cost per participant information is calculated as follows: Total program budget/Total actual participants.*

Participant Demographics:

The program served slightly more males (53%) than females (47%). Upon shelter entry, nearly 60% of the youth resided in a single-parent head of household. Youth ranged in age from 10 to 17 years with more than half (57%) between the ages of 13 and 15 years. This population profile mirrors that of the prior FY which speaks to the challenges experienced by youth and their families in early adolescence.

Program Outcomes:

Performance Measure Description	FY 17		FY 18		FY19	
	Target	Actual	Target	Actual	Target	Actual
Percent of children completing services will not have a new adjudication or adjudication withheld for delinquency or criminal offense within 180 days of case closure as measured by independent verification with Odyssey.	85%	100%	85%	100%	90%	100%
Percent of youth completing services will report attending school regularly at 30-day follow-up.	75%	89%	75%	79%	80%	70%
Percent of youth completing services will report living at home at 30-day follow-up.	90%	87%	90%	95%	90%	93%
Percent of youth completing services will report attending school regularly at 60-day follow-up.	75%	89%	75%	77%	80%	71%
Percent of youth completing services will report living at home at 60-day follow-up.	90%	92%	90%	95%	90%	94%

Performance Measure Description	FY 17		FY 18		FY19	
	Target	Actual	Target	Actual	Target	Actual
Percent of children who received at least one community-based referral prior to or upon discharge with which the program could verify connection to aftercare services at 30-day follow-up.	N/A	N/A	N/A	N/A	Baseline	64%

**Performance is typically measured on full fiscal years and on the total population served.*

Program Monitoring Activities:

- A critical aspect of each shelter's placement, treatment and discharge planning process rests in the context of conducting weekly Team Meetings to assess each participants' individualized difficulties, progression over the course of placement, presenting obstacles that may impede discharge and to examine aftercare service needs in an effort to achieve stability and sustainability in the community. Studies have concluded that increased intervention effectiveness and overall improved outcomes are achieved when team meetings act as the centerpiece model of care for group care settings.¹ Moreover, the research literature emphasizes the importance of such meetings as vehicles to promote the reduction of recidivism rates in relationship to out of home placements.² Observations of these treatment team meetings have proven to provide JWB staff with valuable insights into the specific characteristics of the population served alongside an ecological perspective into the systemic landscape of the community's system of care. As such, observations of these treatment team meetings have been incorporated into standard program monitoring activities. During FY19 JWB staff directly observed two separate Team Meetings at each of the North and South shelter sites. A combined total of 12 cases were reviewed between these meetings. Akin to previous observations both team meetings were viewed as being well structured with close attention provided to the overall needs of each program participant.

The observation at the North Shelter team meeting uncovered themes of slightly elevated rates of youth requiring longer term residential care. According to program staff this has been a relatively new phenomenon for this fiscal year, mainly isolated to older youth. Program staff primarily attributed these occurrences to be related to prolonged parent-child/youth relational difficulties amidst highly conflicted family systems. In a similar fashion to previous observations JWB found the prevalence of mental health difficulties, for both program participants and family members, to be striking. During each of the team meetings, JWB staff found the prominence of mental health difficulties among the youth served to be noteworthy. Program staff confirmed that the majority of the children and youth served at the shelters were either currently involved with or had previously been engaged in some type of mental health service. Although in general program

¹ James, S. (2011). What works in group care? A structured review of treatment models for group homes and residential care. *Children and youth services review*, 33(2), 308-321.

² Leichtman, M. (2006). Residential treatment of children and adolescents: Past, present, and future. *American Journal of Orthopsychiatry*, 76(3), 285-294.

staff did not report any specific systemic challenges related to accessing aftercare mental health services it was reported that families were often found to be inconsistent in relation to engaging with such services following discharge.

- A staff interview was conducted with the North Shelter Case Manager who has worked for the program for approximately 5 years. The Case Manager holds a Bachelor's Degree in Psychology and is pursuing a Master's Degree in Mental Health Counseling. Over the course of the interview the Case Manager articulated a clear appreciation of her role in providing individualized forethought to after care needs during each participants' placement and actively engaging both family members and community providers in the discharge planning process.

The Case Manager described a number of innovative initiatives directed at creatively motivating participants' academic and educational interests. In particular, the development of a World Traveler Program that is structured around the study of a different country each week involving the viewing of each country through live webcams and maintaining a written journal of these virtual travel experiences. One highlight of this program included communication with a classroom in South Korea and a police department in Australia. Another educational and life skills development initiative included the implementation of the *I-Path* curriculum that allows youth to explore differing life outcomes by assuming the role of a fictitious character and then being posed with various scenarios where each choice may lead to a different outcome.

Over the course of the interview JWB staff were impressed by the Case Manager's novel approaches to engaging program participants during placement and her robust position as to the imperative of advocacy in relation to securing either community resources or services in order to facilitate successful discharges.

File Review Date(s): 2/6/18 (South Shelter) and 2/9/18 (North Shelter)

Annual participant file reviews are completed for the purposes of ensuring data integrity, accuracy of information, qualitative standards of documentation and programmatic methodology fidelity. For FY19 a total of 18 participants files were randomly selected, divided evenly between each site. Overall, the North Shelter demonstrated a data accuracy rate of 93% with the South Shelter demonstrating a data accuracy rate of 92%. These results confirm a relative maintenance of overall data integrity over the last two fiscal years. At a qualitative level the South Shelter file reviews revealed improvements in the standards of progress notes, treatment plans and discharge summaries in comparison to the previous fiscal year's review.

Analysis of Performance:

Program performance is measured through verification of youth having no new criminal offenses within six months post shelter exit, and following up at 30- and 60- days after case closure to determine status of school attendance, living arrangement, and connection to aftercare services. In FY19 the program began measuring youth connection to aftercare services within 30 days of shelter exit. Particularly strong performance was evidenced in the prevention of delinquent/criminal offenses thereby exceeding the established target. Another robust area of performance was in the measure of youth remaining at home at 60 days following discharge with the program exceeding the proposed target. Having exceeded the school attendance measures each of the last three years, the target was increased in FY19. However, FY19 school attendance outcomes decreased and were the lowest on record.

Targeted service level goals were met for FY19. A total of 306 youth were served across two shelter locations with 44% (134) served at the North Shelter and 56% (172) served at the South Shelter. The average length of shelter stay was approximately 18 days; a decrease of one day from FY18. Median length of stay was 14 days. According to program staff, factors contributing to longer lengths of stay include an observed

increase in the number of homeless youth and chronic parent-child conflicts that often make reunification problematic.

Research has shown that ongoing connections to aftercare services are critical determinants for establishing and maintaining long term positive behavioral change for both youth and their families.³ Research shows that youth with mental health treatment needs, similar to the participant population served by the shelters, actually present with the highest risk factors within the first 30 days following discharge and remain at an elevated risk for up to 90 days.⁴ For FY19, a data collection mechanism was created which will allow for a comparison of participants who connected to aftercare services, or not, and those who returned to shelter placement. This enhancement is aimed towards the reduction of shelter recidivism rates and supporting ongoing connections to services.

Paul Webb Date: 4/22/20

Paul Webb

Senior Program Consultant

Patrick Pidgeon Date: 4/22/20

Patrick Pidgeon

Senior Program Evaluator

Karen Woods Date: 4/22/2020

Karen Woods

Program Administration Manager

Karen Boggess Date: 4/22/2020

Karen Boggess

Program Evaluation Manager

Judith Warren Date: 4/26/2020

Judith Warren

Chief Operating Officer

Beth A. Houghton

Beth A. Houghton

Chief Executive Officer

Date: 4/30/2020

³ Nebbitt, V. E., House, L. E., Thompson, S. J., & Pollio, D. E. (2007). Successful transitions of runaway/homeless youth from shelter care. *Journal of Child and Family Studies*, 16(4), 545-555

⁴ James, S., Charlemagne, S. J., Gilman, A. B., Alemi, Q., Smith, R. L., Tharayil, P. R., & Freeman, K. (2010). Post-discharge services and psychiatric rehospitalization among children and youth. *Administration and Policy in Mental Health and Mental Health Services Research*, 37(5), 433-445.



Executive Summary of Program Monitoring Report

Agency: Bethel Community Foundation, Inc.

Program: Truancy Intervention Program Services (TIPS)

Program Monitoring Reporting Period: October 1st 2018 through September 30th 2019

Brief Program Description:

TIPS serves youth with school, truancy, family and/or pre delinquent issues. Services include gender specific life skills classes, anger management/parenting classes, clinical counseling, case management and mentoring. Life Skill classes and counseling by a licensed therapist are offered in the evenings. Mentoring is provided weekly at the youth's school. Summers include a stipend based School-to Work Readiness training designed to prepare 14-16 year old students for employment.

Agency/Program Accomplishments

A significant highlight for this fiscal year was the agency ED receiving the award as Executive Director of the year by the Florida Network of Youth and Family Services. This award is bestowed on Executive Directors who have made significant contributions to serving at risk youth and recognizes leadership towards the provision of high quality programming.

Technical Assistance

Over the course of this fiscal year the program underwent a fairly substantial organizational restructuring and expansion. During the third quarter of the fiscal year, the program received additional JWB funding to support the hiring of three additional Navigators. The intent of this expansion was to allow for the full time location of Navigators at the Sanderlin Neighborhood Family Center (NFC). Many of these families encounter barriers to accessing these services due to transportation challenges. The primary intent of the onsite location of Navigation services at the NFC is the elimination of these barriers and to provide families with ease of direct access to the service. JWB staff provided ongoing technical assistance in relationship to the implementation of said expansion.

Fiscal Snapshot:

	FY17	FY18	FY19	Comments
Total Program Budget	\$327,510	\$388,957	\$473,677	
JWB Allocation	\$148,076	\$209,523	\$294,243	In April FY19, received \$75,000 allocation increase for expansion of services into the Sanderlin Center
Percent of Total Program Budget represented by JWB Allocation	45%	54%	62%	
Lapse	\$289	\$17,342	\$12,298	

Cost per Participant*	\$1,560 \$327,510/210	\$1,430 \$388,957/272	\$1,716 \$473,677/276	
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*Cost per participant information is calculated as follows: Total program budget/Total actual participants

Participant Demographics

In FY19, the TIPS program served more males (62%) than females (38%). The majority of children were Black/African American (74%) followed by White/Caucasian (16%) and lastly, another race (10%). Most children (93%) served were in middle school or high school. The parent/caregivers served by TIPS were largely females (86%). More than half (65%) of the participants reported their annual income to be under \$30,000. It is important to note that most of TIPS participants (51%) were referred from truancy court. Referrals to truancy court occur when other interventions have not been successful and absenteeism rates have reached critical levels.

Program Outcomes:

Performance Measure Description	FY17		FY18		FY19	
	Target	Actual	Target	Actual	Target	Actual
Percent of participants will have no new adjudications or adjudications withheld during services.	70%	92%	70%	97%	70%	*
Percent of participants who have completed the program will demonstrate a decrease in unexcused absences during services when compared to unexcused absences prior to services. The number of unexcused absences prior to services should be compared for the same number of valid school days that the youth participated in the program.	N/A	57%	N/A	43%	60%	54%

*The data analysis for this performance measures was not able to be completed prior to the completion of this report. An addendum with the performance results will be made available upon completion of the data analysis.

Program Monitoring Activities:

- In addition to the placement of Navigation services at the NFC, the program's subcontracted clinician was also sited at the center, on a part-time basis, to both augment Navigation services and to offer a level of support to families who may be reluctant to access Mental Health services due to the perceived stigma often associated with attending a traditional outpatient clinic.
- In relation to other organizational changes, the Executive Director (ED) of the agency is projected to retire towards the end of 2020. The ED has served as a significant cornerstone to the program and the agency as a whole over several decades and has established closely knit connections with local community partners and funding sources. In giving forethought to the ED's pending departure, one of the newly hired staff was designated with the joint titles of Associate Director and Navigator. This is intended to allow for a thoughtful and seamless transition process over the course of FY20. In addition, one of the existing long term and highly experienced Navigators was promoted to the title of Assistant Director-Navigator to assist with the additional supervisory and oversight needs associated with the staffing and programmatic expansion.
- JWB staff observed a Sixth Judicial Circuit Court (SJCC) truancy court hearing during which a total of six TIPS involved cases were reviewed. In addition, another two cases on the docket were directly

referred to the program following a determination by the presiding judge as to the need for more intensive, long term services. During presentations to the court on the progress, needs and challenges of each case, the TIPS Navigators were observed as possessing a firm appreciation of the situational dynamics of each case alongside the specific contributing factors impeding progress. Recommendations made to the court by each Navigator were specific, goal orientated and accounted for both strengths and ongoing risk factors.

- During the second quarter of FY19 a Truancy Taskforce was launched to address the multidimensional issues associated with truancy. The task force is facilitated by a representative from the JWB funded Sixth Judicial Circuit Court Behavioral Evaluation program and involves staff from the Juvenile Court, the school system, community providers and other stakeholders. A representative from the TIPS program has routinely attended the Taskforce meetings and has served as a provider liaison, well positioned to offer input as to the contributing factors that lead to truancy.
- A total of 16 participant files were reviewed for data quality and program fidelity to the methodology. The files were found to be well organized, including thorough intake assessments and detailed progress notes. One noted area of improvement was regarding more comprehensive documentation at case closure including an aftercare plan. Overall, the file review yielded a data accuracy score of 96%. Data entry errors were largely a result of closed cases not being end dated in the data system. This was a significant theme throughout the review. Technical assistance was provided to program staff regarding the process for closing records in the data system and the implications on data quality when cases remain open.

Analysis of Performance:

The TIPS program served 141 children in FY19 exceeding their target of 75. This marks the third consecutive year the program has significantly exceeded their targeted served level. The program's target will be appropriately adjusted for FY20 to reflect the program's consistent service delivery level. During FY19, the program completed 66 children's interdiction screenings. The program only met 66% their target of 100 children receiving interdiction screenings. In reviewing the number of children interdiction screenings provided, it was noted the program did not enter screenings for two months of the fiscal year. This is a data entry issue that has carried over from FY18 where the data on interdiction screenings was only entered for eight out of the twelve months in the fiscal year. JWB staff has provided significant technical assistance on this data entry.

The TIPS program has two performance measures: school attendance and juvenile justice involvement. The program's school attendance results showed that 54% of participants who completed the program showed a decrease in unexcused absences during services when compared to absences prior to services. As noted in the demographic section, the majority of the TIPS program participants are being referred from truancy court. These referrals represent students with extensive absences and engrained habits that other interventions were not successful in addressing. In addition, often these participants have already had juvenile justice involvement at the time of referral. The program's second performance measures regarding the percent of participants who have no new adjudications or adjudications withheld during services is not able to be reported on at this time. The analysis was not able to be completed prior to the completion of this report. Once the analysis is complete an addendum to this report will be made available.

Paul Webb 5/28/20
Date: _____

Paul Webb
Senior Program Consultant

Megan Seales 5/29/20
Date: _____

Megan Seales
Senior Program Evaluator

Karen Woods Date 5/29/2020

Karen Woods
Program Administration Manager

Karen Boggess Date: 5/28/2020

Karen Boggess
Program Evaluation Manager

Judith Warren Date 6/5/2020

Judith Warren
Chief Operating Officer

Beth A. Houghton

Beth A. Houghton
Chief Executive Officer

Date: 6/5/2020



Executive Summary of Program Monitoring Report

Agency: Early Learning Coalition of Pinellas County, Inc.

Programs: Child Care Executive Partnership and Subsidized Child Care Match

Program Monitoring Reporting Period: October 1, 2018 through September 30, 2019

Program Descriptions:

Child Care Executive Partnership (CCEP): CCEP serves children of eligible working families in Pinellas County whose household income is at or below 200% of the Federal Poverty Level and are between the ages of birth through twelve years of age. Funds contributed locally for the program are matched dollar for dollar with state funds. Additional match commitments provided by other local non-profit agencies provide childcare subsidies to their qualified employees.

Subsidized Child Care Match: Subsidized Child Care Match serves children of eligible working families in Pinellas County whose household income is at or below 150% of the Federal Poverty Level and are between the ages of birth through twelve years of age. JWB funding provides 6% of the total Subsidized Child Care Program and 94% of funding comes from the Florida Office of Early Learning. The rates paid for child care to School Readiness contracted child care providers are determined by ELC and approved by the Florida Office of Early Learning.

Agency/Program Accomplishments: ELC implemented new professional development initiatives this year including the Infant/Toddler National Child Development Associate Certificate, a Family Engagement Program, social emotional trainings to include classroom coaching, and staff created toolboxes and online resources for child care providers to access 24/7. In addition, ELC endeavored to increase infant care slots in Pinellas County by creating an Infant Capacity Building Grant. The grant was successful in helping providers to open up approximately 48 new infant slots.

Technical Assistance: JWB and ELC worked collaboratively to modify the FY20 contract with Special Conditions about subcontractors because ELC is bound by the Statewide School Readiness Provider Contract and cannot alter it.

FISCAL SNAPSHOT:

Child Care Executive Partnership	FY17	FY18	FY19
Total Program Budget	\$2,197,532	\$2,109,299	\$2,109,299
JWB Allocation	\$1,040,000	\$1,040,000	\$1,040,000
Percent of Total Program Budget represented by JWB Allocation	47%	49%	49%
Lapse	\$324	\$0	\$10,148
Cost per Participant*	\$3,981 (\$2,197,532/552)	\$3,196** (\$2,109,299/660)	\$5,247 (\$2,109,299/402)

*Cost per participant information is calculated as follows: Total program budget/Total actual participants.

** Data for participants was calculated 10/1/2017 – 6/30/2018 due to ELC's Statewide Data System not functioning as expected.

Subsidized Child Care Match	FY17	FY18	FY19	Comments
Total Program Budget	\$13,151,814	\$13,279,651	\$13,179,651	In FY17, ELC was awarded capital funding for \$61,267
JWB Allocation	\$720,000	\$820,000	\$720,000	In FY18, a contract amendment was approved to transfer \$100,000 from ELC's program PreK All Day.
Percent of Total Program Budget represented by JWB Allocation	5%	6%	5%	
Lapse	\$676	\$0	\$42,380	
Cost per Participant*	\$3,122 (\$13,151,814/4,212)	\$2,790** (\$13,279,651/4,760)	\$2,605 (\$13,179,651/5060)	

*Cost per participant information is calculated as follows: Total program budget/Total actual participants.

** Data for participants was calculated 10/1/2017 - 6/30/2018 due to ELC's Statewide Data System not functioning as expected.

PROGRAM OUTCOMES:

JWB works closely with the Early Learning Coalition and monitors the number of participants who receive CCEP and Subsidized Child Care funds. The table below gives the number of children who received funding in FY17, FY18 and FY19.

ELC was not able to extract data to upload to JWB due to the issues they experienced with the new data system since July 2018. This issue persisted through the closing of FY18 and FY19. During this time, ELC staff participated in bi-weekly conference calls with JWB to exchange information on the process of restoring data extract capabilities among other measures taken to cope with the difficult transition.

Per JWB's request, ELC provided JWB with the estimated FY19 enrollment data. ELC staff stated that the enrollment data was close to the actual number of children served in CCEP and Subsidized Child Care Match.

Starting from July 2019, ELC saw another change to their contracts with Office of Early Learning (OEL). The Child Care Executive Partnership and Subsidized Child Care Match were replaced with School Readiness Match. The new matching funding influenced the number of children enrolled in FY19.

Number of children served	FY17	FY18	FY19
Number of children served (CCEP)	552	660*	402**
Number of children served (Subsidized Child Care Match)	4,212	4,760*	5,060**

* Data was calculated 10/1/2017 - 6/30/2018.

** Estimated enrollment provided by ELC.

PROGRAM MONITORING ACTIVITIES:

The Office of Early Learning continued to have difficulties with their new data system that was deployed in July 2018. The Office of Early Learning released “fixes” in a slow incremental process. By mid-March 2019, VPK attendance and reimbursements were being processed completely on the new data system and by August 2019, ELC reported that the system was working at 90%. ELC also reported the data system difficulties to the JWB Board in the monthly Board Memorandum.

JWB met with ELC to understand their process for reimbursing providers due to the limited functionality of the new data system. The family child care home reimbursements were being processed accurately because they were able to ask for paper attendance from these providers. In contrast, ELC based child care center reimbursements from their June 2019 enrollment numbers, per guidance from the state. ELC staff felt the enrollment numbers were fairly consistent for centers and June was the last accurate month of attendance in their former data system. ELC would be able to reconcile any differences once the data system was fixed. ELC was reminded that they would also need to reconcile with JWB. At the time of writing this report, ELC was still in process of reconciling accounts.

JWB staff attended monthly meetings with ELC and the Pinellas County License Board (PCLB) to discuss health, safety, and quality concerns of child care centers and family child care homes who were contracted with both agencies, including those programs funded through JWB. This collaborative effort is intended to help safeguard the children of Pinellas County.

JWB staff attended ELC’s Conference Committee meetings. JWB was committed to the professional development of the early learning community and sponsored the key note speaker, Dr. Barbara Sorrels. Dr. Sorrels spent the day with the early learning community by addressing them in the morning as a large group and then offered two break-out sessions during the main conference. Dr. Sorrels was well received by all participants.

JWB staff attended one ELC Board Meeting. ELC spotlighted their family childcare literacy program by having a staff member present the details of the program. The FY18 audit was presented with no findings. The ELC Board was engaged with each guest and felt comfortable to ask questions for clarification or concern. The CEO gave a thorough report about the new data system, updating her Board on the status of enrollment data and provider reimbursements. She also reported on highlights of the ELC Conference which had 185 participants.

In accordance with House Bill 1091, ELC had to implement the School Readiness Program Assessment beginning in July 2019. The assessment would use the Classroom Assessment Scoring System (CLASS) as the tool to determine a program’s eligibility to contract with ELC. CLASS measures the quality of interactions between

teachers and students. ELC assessed providers with the new tool early in 2019 as a means for technical assistance before the scores computed their eligibility to contract for School Readiness funding.

In June 2019, JWB was informed that the Office of Early Learning changed the agreement regarding the local match dollars for School Readiness funding. They eliminated the Child Care Executive Partnership and Subsidized Child Care Match and replaced it with School Readiness Match. The new match funding would require services to low income families at or below 200 percent of the Federal Poverty Level as long as the income did not exceed 85% of the state median income. Local matching funds could be derived from local governments and other sources to create local partnerships focused on using the state and local funds for direct services and expanding the number of childcare slots. To be eligible, the Early Learning Coalition must match the state funds on a dollar for dollar basis. JWB approved moving forward with the new match requirements in fiscal year 2020.



Cheryl Miller
Senior Program Consultant

Date: 5/27/2020



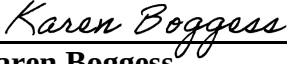
Qian Fan
Senior Researcher

Date: 5/27/2020



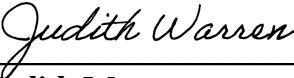
Karen Woods
Program Administration Manager

Date: 5/27/2020



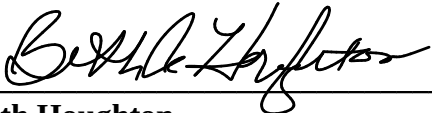
Karen Boggess
Program Evaluation Manager

Date: 5/28/2020



Judith Warren
Chief Operating Officer

Date: 6/22/2020



Beth Houghton
Chief Executive Officer

Date: 6/22/2020



Executive Summary of Program Monitoring Report

Agency: Early Learning Coalition of Pinellas County, Inc.

Programs: PreK All Day

Program Monitoring Reporting Period: October 1, 2018 through September 30, 2019

Program Description: The PreK All Day program began in FY18 and offers a countywide initiative that provides early learning scholarships to four and five year old children to support wrap-care during the child's Voluntary Pre-Kindergarten (VPK) school year and full-time care during the summer before kindergarten. Children receiving scholarships attend quality early learning centers that have a Florida Gold Seal certification, or that are participants of ELC's Early Learning Performance Funding Project. Participants in this program do not have to have a "purpose for care" as in other JWB funded programs through ELC.

Agency/Program Accomplishments: ELC implemented new professional development initiatives this year including the Infant/Toddler National Child Development Associate Certificate, a Family Engagement Program, social emotional trainings to include classroom coaching, and staff created toolboxes and online resources for child care providers to access 24/7.

FISCAL SNAPSHOT:

	FY 17	FY 18	FY 19	Comments
Total Program Budget	N/A	\$517,477	\$618,948	
JWB Allocation	N/A	\$517,477	\$618,948	FY18: A contract amendment was approved to transfer \$100,000 of projected lapse to ELC's Subsidized Child Care Match.
Percent of Total Program Budget represented by JWB Allocation	N/A	100%	100%	
Lapse	N/A	\$349,237	\$289,041	
Cost per Participant*	N/A	\$14,374** (\$517,477/36)	\$2,852 (\$618,948/217)	

**Cost per participant information is calculated as follows: Total program budget/Total actual participants.*

PARTICIPANT DEMOGRAPHICS:

In FY19, PreK All Day program served 130 VPK children and provided wrap care to 87 Head Start children enrolled in three elementary schools. Of the 217 children served, over half of the children were boys (53%). Forty-seven percent (47%) of children were White, 35% Black/African American, and 23% Hispanic. Fifty-eight percent (58%) of families reported an annual income below \$29,999, while 26% reported an annual income between \$30,000 and \$49,999.

PROGRAM OUTCOMES:

Performance Measure Description	FY17		FY18		FY19	
	Target	Actual	Target	Actual	Target	Actual
Percent of children who meet or exceed the expectations as indicated by their assessment scores in the third assessment period on the Florida Voluntary Prekindergarten (VPK) Assessment.	NA	NA	Baseline	73%	70%	89%
Percent of children who demonstrate school readiness on the Star Early Literacy assessment	NA	NA	Baseline	46%	60%	Data not available
Percent of parents will show improved engagement in their children's education.	NA	NA	Baseline	Data not available	80%	Data not available
Percent of children will attend at least seventy percent (70%) of program days during enrollment.	NA	NA	70%	80%	70%	91%
Percent of families who have obtained VPK voucher will enroll their children in the Voluntary Prekindergarten (VPK) program	NA	NA	Baseline	95%	90%	92%

**Performance is typically measured on full fiscal years and on the total population served.*

PROGRAM MONITORING ACTIVITIES:

The Office of Early Learning continued to have difficulties with their new data system that was deployed in July 2018. JWB staff monitored the situation with bi-weekly conference calls. ELC staff updated JWB about the migration challenges and system functionality which centered on enrollment data, attendance, and reimbursements to providers. The “fixes” were released as a slow incremental process. By mid-March 2019, only VPK attendance and reimbursements were being processed completely on the new data system and by August 2019, ELC reported that the system was working at 90%. ELC also reported the data system difficulties to the JWB Board in the monthly Board Memorandum.

JWB staff attended one ELC Board Meeting. ELC spotlighted their family childcare literacy program by having a staff member present the details of the program. The FY18 audit was presented with no findings. The ELC Board was engaged with each guest and felt comfortable to ask questions for clarification or concern. The CEO gave a thorough report about the new data system, updating her Board on the status of enrollment data and provider reimbursements.

As mentioned in the FY18 Program Monitoring Report, ELC hired the company “Inclusivity” to help them understand barriers families may have in engaging with the PreK All Day Program. Inclusivity released a Survey Report in January 2019 to summarize the underutilization of VPK in high risk areas of Pinellas County. The report

included survey answers from 415 participants. It was reported that three top items emerged from the data: 1) Many of the families already had their child attending the ideal place for VPK, 2) Challenges in enrolling in VPK were being waitlisted at their school of choice, and 3) ELC could support parents/families better with more information about deadlines, registration, available VPK spots, rating the schools, and how to incorporate learning at home.

JWB and ELC continued discussions to strategize increased utilization of the program throughout the fiscal year. ELC communicated to JWB that internal procedures for funding PreK All Day slots could impact enrollment in the program. Internal procedures specified that when a family inquired about PreK All Day, the Eligibility Specialist would enroll the family into other eligible funding groups within ELC first in order to maximize funding allowances from The Office of Early Learning. In addition, ELC proposed expanding the pool of eligible PreK All Day Providers to encourage increased enrollment. The proposal could possibly address the challenge of being waitlisted at their school of choice as determined by Inclusivity. The proposal also coincided with the Office of Early Learning's implementation of the School Readiness Program Assessment which used the Classroom Assessment Scoring System (CLASS); a tool that measures the quality of interactions between teachers and students. The cut-off scores for eligibility to be a PreK All Day Provider would be above the State's recommended scoring to contract as a School Readiness Provider. With this new criteria, the pool of eligible providers increased from 59 to over 100 providers. JWB was comfortable with the change for determining the eligible providers and requested that ELC update their methodology accordingly. Furthermore, JWB encouraged the partnership between ELC and Head Start to fund wrap services as a pilot program for three and four year olds at three elementary schools. The partnership would potentially increase new participants by approximately 100 and began in August 2019.

Due to the continued problems with the State Data System, JWB did not conduct a file review of participant data. The issues with the computerized system would not allow for an accurate representation of the ELC's procedures with enrolling children.

ANALYSIS OF PERFORMANCE:

Prior to program implementation, JWB and ELC management teams met to discuss the vision and expected outcomes of the program. The program's goal is to improve VPK utilization to positively impact the community's school readiness rates. It is believed children who enroll in the PreK All Day program and receive quality early learning education will show improved academic performance. Furthermore, the program's goal is to increase parental involvement.

JWB staff drafted five performance measures to evaluate the expected outcomes outlined by the JWB management team which include VPK voucher utilization, center attendance, VPK assessment outcomes, kindergarten readiness, and parent engagement. The Head Start wrap care did not start until August 2019, therefore, the performance outcomes discussed here applied to 130 VPK children who participated in the PreK All Day program.

In FY19, ninety-two percent (92%) of families who obtained VPK voucher through ELC were able to enroll their children in a VPK program. Of the 130 children enrolled in the PreK All Day program, ninety-one percent (91%) of the children were able to attend at least seventy-percent (70%) of program days during the enrollment. Eighty-nine percent (89%) of the children met or exceeded the expectations on the Florida Voluntary Prekindergarten Assessment.

Two performance outcomes are not available for report. JWB received recently the Star Early Literacy assessment scores from Pinellas County Schools, therefore, the result is not available by the time of this report. JWB staff will complete the analysis and provide an addendum to this report when the results are completed.

The Parent Involvement Questionnaire was developed as a pretest/posttest assessment tool and parents were asked to complete the questionnaire upon their children's enrollment (pretest) and before the program completion (posttest). However, due to the program challenges and staff turnover, the post questionnaire was not collected and therefore, there was no outcome for this measure.

In the second year of the programming, PreK All Day made progress in the recruitment of the participating children and demonstrated improved attendance and VPK outcomes. However, there were still challenges like staff turnover and system wide data difficulties. Adding Head Start children to the programming brought additional challenge to data collection and performance measurement. JWB will keep working with the program to ensure quality delivery of the program, timely data collection, and improved children's performance.



Cheryl Miller
Senior Program Consultant

Date: 5/27/2020



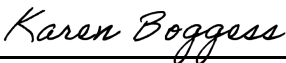
Qian Fan
Senior Researcher

Date: 5/27/2020



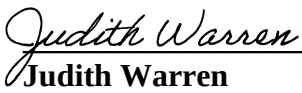
Karen Woods
Program Administration Manager

Date: 5/27/2020



Karen Boggess
Program Evaluation Manager

Date: 5/28/2020



Judith Warren
Chief Operating Officer

Date: 6/18/2020



Beth Houghton
Chief Executive Officer

Date: 6/19/2020



EXECUTIVE SUMMARY OF PROGRAM MONITORING REPORT

Agency: InterCultural Advocacy Institute, Inc. (ICAI)

Program: Hispanic Outreach Center

Program Monitoring Reporting Period: October 1st, 2018 through September 30th, 2019

PROGRAM DESCRIPTION: The provider is a multi-service and bilingual center that offers wrap-around services to assist immigrants from primarily Spanish-speaking countries, residing throughout Pinellas County, to adapt to the mainstream of community life. Victim advocacy, family support, and youth development for children and families are services offered. Legal assistance, counseling services, and a law enforcement liaison partnership are also offered onsite to create a seamless experience for clients.

AGENCY/PROGRAM ACCOMPLISHMENTS:

- The youth-led Oak Grove Middle School Food Program successfully expanded services through a partnership with Feeding Tampa Bay. Reportedly, up to 200 additional families were able to be served.
- HOC assisted 50 evicted families from Southern Comfort mobile Homes with housing relocation.
- HOC successfully partnered with St. Petersburg College and Pinellas County Schools, by hosting a workshop for families that needed assistance with the Free Application for Federal Student Aid (FAFSA).

TECHNICAL ASSISTANCE:

- Throughout FY19, several collaborative meetings took place to provide technical assistance related to insurance requirements, the GEMS database system, and subcontract assessments.

FISCAL SNAPSHOT:

	FY17	FY18	FY19
Total Program Budget	\$749,113	\$804,747	\$814,329
JWB Allocation	\$547,211	\$613,402	\$624,375
Percent of Total Program Budget represented by JWB Allocation	73%	76%	77%
Lapse	\$47,696	\$9,560	\$2,238
Cost per Participant*	\$3,215 (\$749,113/233)	\$2,267 (\$804,747/355)	\$2,521 (\$814,329/323)

**Cost per participant information is calculated as follows: Total program budget/Total actual participants. The calculation is not representative of group or community event participants which include 4,378 adult attendees, and 1,724 youth attendees.*

PARTICIPANT DEMOGRAPHICS:

- Among youth participants, 59% are female; among adult participants 89% are female
- 53% of participants are White, 46% are Other
- 99% of participants are Hispanic
- Of the 285 participants that specified their household income, 96% had an annual household income of less than \$30,000
- 35% are in a single parent female headed household, 32% are in dual parent married household
- 63% of participants live in one of the five high-risk zones

PROGRAM OUTCOMES:

Performance Measure Description	FY17		FY18		FY19	
	Target	Actual	Target	Actual	Target	Actual
Number of annual public events	N/A	N/A	N/A	N/A	4	4
Number of recurring group services	N/A	N/A	N/A	N/A	10	10
Percent of youth participants who continue in the program for more than one year	70%	70%	70%	64%	70%	55%
Number of eligible participants that take the annual program survey	50	46	Baseline	48	Baseline	35
Percent of goals achieved for adults who receive Victim Advocacy services	90%	100%	90%	93%	90%	88%
Percent of goals achieved for adults who receive Family Support services	90%	92%	90%	97%	90%	97%
Number of Customer Satisfaction Surveys administered	125	109	125	194	125	107

PROGRAM MONITORING ACTIVITIES:

Program Observation Date(s): 10/9/2018 (Open House), 4/23/2019, 5/1/2019 (Oak Grove Middle School), 5/10/2019 (Awards Luncheon)

Collaborative Meeting/Consultation Date(s): 2/28/2019 (Program Discussion), 7/30/2019 (Targeted Service Levels), 8/1/2019 (Insurance)

Administrative Review Date(s): 11/28/2018

Personnel File Monitoring Date(s): 7/30/2019

In FY19, HOC, continuously offered services through public education, advocacy, and in their responsiveness to ongoing changes in the community. Evidence of such included the 11th Annual Diversity Conference held, crisis intervention to the homeless and domestic violence population, and ongoing efforts to address youth at risk for failure. In May of FY19, an observation of the HOC Youth Prevention Program occurred. The HOC Youth Coordinator facilitated separate peer groups for female and male youth participants in the classroom setting of Oak Grove Middle School.

These structured groups provide an opportunity for youth participants to discuss previous assignments, ask questions, and obtain guidance. Youth participants were observed to be receptive to the instructions provided, peer to peer interaction, and to the projects assigned.

In FY19, HOC NFC was exempt from the initial contractual requirement to complete licensure by September 30, 2019. The requirement was changed effective October 15, 2018, because the Pinellas County Licensing Board (PCLB) determined that, based on the description of HOC's current program, which serves only middle and high schoolers, licensing was not mandatory. HOC NFC also started the accreditation process through the Council on Accreditation (COA) during FY19, and plan to become accredited by September 30, 2021.

DATA QUALITY:

File Review Date(s): 7/30/2019

In July of FY19 a personnel file review was completed on five staff files, to assess the program's operational processes such as incident reporting, safety practices, and background screening. Due to the provider utilizing Volunteer Employment Criminal History Screening (VECHS) as their vendor for level 2 background screenings, only the Affidavits of Good Moral Character forms could be reviewed. VECHS does not allow third party review of their screenings, so in lieu of reviewing screenings, the Executive Director of the organization signs an affidavit swearing the volunteers and staff have passed the level 2 screening. Overall, the volunteer and staff files were well organized and had documentation of completed Affidavit of Good Moral Character forms. Position descriptions were found in all files, and staff credentials were seen in two out of the five files. Documentation of various trainings included Florida Crime Prevention, Embracing a Changing Community, and Domestic Violence. Signed copies of program policies and procedures were also found in personnel files indicating a review of these policies occurred. These included the agency's personnel handbook, fire drill process, and Continuity of Operations Plan (COOP). As a result, the recommendation was to continue to implement consistent processes for staff credentialing verification.

A total of six randomly selected participant files were reviewed to assess accuracy and consistency between the organization's files and the GEMS data system. Two additional files that were selected for review had expired consent documentation and therefore were not reviewed. The program has begun using updated consent forms which will negate this issue in future reviews. Overall, the program's participant data accuracy score was 91% and files were well organized. Data entry errors were uncommon and typically were related to minor typographical errors or errors in the household income field.

ANALYSIS OF PERFORMANCE:

The Hispanic Outreach Center has three types of service: Community, individual youth, and individual adults. The number of community events offered annually and the types of group services offered by the center are tracked and the details of events and services are reported in the GEMS data system. In past years community events and services were tracked in a single performance measure but have been separated into two measures beginning with FY19. In FY19 the events offered by ICAI included a back to school outreach event, a health fair during Make a Difference Day, and family holiday activities such as breakfast with Santa. HOC also offered regular English for Speakers of Other Languages (ESOL) classes for adults (childcare is provided during class), immigration clinics, Learn With Your Child classes for parents with preschoolers, parenting classes, and Volunteer Income Tax Assistance (VITA). HOC also mobilized to serve as a partner assisting a significant number of families that were displaced from their homes during the closure of a mobile home park in Pinellas County.

Youth programming at HOC includes two components, a middle school program and a youth leadership program. Youth in the middle school programming meet weekly in small groups and are separated by grade and gender. Services include academic support as well as a curriculum which teaches resiliency, problem solving, and confidence. Participants may also volunteer and take leadership roles in a peer-led food assistance program weekly.

Youth leadership programming occurs biweekly at the HOC Clearwater site and involves academically successful youth and their families working on communication, resilience, and educational success. Just over half of youth participants are reported to stay in programming for more than one year. The results included youth who move up to high school and are no longer eligible to attend the program. The analysis in the future will only include 6th and 7th grade participants. Results from an annual youth assessment indicate that participants feel more motivated academically, get the chance to do new things, and that the staff treat them with care and respect.

Adult services include basic needs assistance and intensive support services which can be either family support and/or victim advocacy. Adults who receive family support services and victim advocacy services define goals to improve their quality of life. High levels of goal achievement (97%) are reported for both of these groups. In addition, adults are asked to rate the services they received. The number of surveys collected the last three years have been inconsistent and JWB will work with program staff on the target. The surveys collected demonstrated a high level of satisfaction with program services, with 98% rating the services as good or excellent.

<u><i>Felicia Pizana</i></u>	Date: <u>5/20/20</u>	<u><i>Karen Boggess</i></u>	Date: <u>5/28/2020</u>
Felicia Pizana		Saba Arzola	
Senior Program Consultant		Senior Program Evaluator	

<u><i>Karen Woods</i></u>	Date: <u>5/29/2020</u>	<u><i>Karen Boggess</i></u>	Date: <u>5/28/2020</u>
Karen Woods		Karen Boggess	
Program Administration Manager		Program Evaluation Manager	

<u><i>Judith Warren</i></u>	Date: <u>6/23/2020</u>
Judith Warren	
Chief Operating Officer	

<u><i>Beth A. Houghton</i></u>	Date: <u>6/23/2020</u>
Beth A. Houghton	
Chief Executive Officer	



EXECUTIVE SUMMARY OF PROGRAM MONITORING REPORT

Agency: Pace Center for Girls, Inc.

Program: Pace Center for Girls (Pace)

Program Monitoring Reporting Period: October 1st, 2018 through September 30th, 2019

PROGRAM DESCRIPTION: Pace is a non-residential day program providing gender-specific alternatives to delinquency or dependency for girls. Pace offers a nationally recognized model for reducing the long-term costs associated with incarceration, teen pregnancy, substance abuse, dropping out of school, and long term economic dependency. Pace provides services to young women aged 11 to 17 throughout Pinellas County.

AGENCY/PROGRAM ACCOMPLISHMENTS:

- Two Pace youth participants were able to successfully transition back to their home school, graduate from high school, and receive a standard diploma.
- Pace effectively hosted a panel of five women who worked in traditionally male fields (i.e. auto mechanic, news reports, and executive at a food corporation) during a special week of summer learning.
- The Regional Executive Director led programming during their time of staff transition.

TECHNICAL ASSISTANCE:

- Throughout FY19, technical assistance was provided on a variety of topics related to center leadership, staff turnover and morale, and data concerns. Further discussions took place regarding the adherence to the Performance Improvement Plan (PIP) and program methodology.

FISCAL SNAPSHOT:

	FY17	FY18	FY19	Comments
Total Program Budget	\$1,628,400	\$1,562,041	\$1,485,017	
JWB Allocation	\$90,000	\$145,486	\$148,267	The FY17 allocation does not include the Non-operating Capital RFP award of \$77,113.
Percent of Total Program Budget represented by JWB Allocation	6%	9%	10%	
Lapse	\$375	\$9,175	\$12,543	
Cost per Participant*	\$1,628,400/199 = \$8,183	\$1,562,041/179 = \$8,726	\$1,485,017/144 = \$10,312	FY19 cost per participant is higher due to the decrease in census.

*Cost per participant information is calculated as follows: Total program budget/Total actual participants.

PARTICIPANT DEMOGRAPHICS: In FY19, Pace provided services to 144 youth. Of those, 60% were White, 11% were Hispanic, and 52% were in high school. Of the households reporting an income, 31% had an income of less than \$30,000. Fifty percent of participants came from a Single Parent, Female Head of Household, with another 26% of participants coming from a Dual Parent – Married household arrangement. Pace serves participants throughout Pinellas County; while JWB will be moving to using the Childhood Opportunity Index in future years, 41% of Pace’s participants resided in a high risk zone. Eighty percent of participants are referred to the Pace program from Pinellas County Schools and self-referral, which are evenly split.

PROGRAM OUTCOMES:

Performance Measure Description	FY17		FY18		FY19	
	Target	Actual	Target	Actual	Target	Actual
Percent of participants who complete transition services during the year will have a positive placement ¹ after the completion of services.	Baseline	73%	80%	88%	80%	96%
Percent of Pinellas County youth shall not be adjudicated or have adjudication withheld within 6 months of transition from PACE ²	85%	93%	85%	Data not available	N/A	N/A
Percent of youth participants will have no new adjudication or adjudication withheld up to one year after services	75%	93%	75%	97%	85%	90%
Percent of participants who will have an attendance rate of 80% or more ³	N/A	N/A	80%	45%	N/A	N/A
Percent of participants who will attend 70% of program days or more ⁴	N/A	N/A	N/A	N/A	70%	70%
Percent of participants who are enrolled in the day program for 90/91 days or more ^{5,6}	N/A	N/A	80%	62%	80%	57%
Percent of participants who finish the day program and marked as 'completers' as per the defined criteria ⁵	N/A	N/A	80%	37%	80%	40%

¹Positive placement is defined by PACE and includes placements in both school and work settings. Positive placement is assessed before a participant enters into the transition program.

²In FY18, the provider reported no longer being able to receive this information from DJJ, therefore, the performance measure was removed in FY19.

³Performance measure added after expanding services to cover the day program in addition to transition services, but was discontinued in FY19 due to the program reporting the calculation was different than their internal calculation.

⁴Measure added in FY19 to replace the 80% attendance measure and better align Pace with other JWB programs.

⁵Performance measure added after expanding services to cover the day program in addition to transition service.

⁶Performance measure was changed to 91 days in FY19.

PROGRAM MONITORING ACTIVITIES:

Program Observation Date(s): 12/21/2018 (Pace graduation), 2/19/2019 (Program Carillion Hilton) 7/10/2020, (Teen Court presentation)

Interview Date(s): 12/21/2018 (Parent interview)

Collaborative Meeting/Consultation Date(s): 11/13/2018, 12/5/2018, 1/11/2019, 5/23/2019, 5/28/2019, 5/29/2019, 6/3/19, 6/6/19, 7/3/2019, 7/12/19, 7/18/19

Administrative Review Date(s): 9/24/19

Personnel File Monitoring Date(s): 6/14/19, 9/24/19

A recognition ceremony was held to honor program participants for progress made academically and behaviorally. Parent participants, Pace program staff, community partners, and some Pace board members were in attendance. Youth participants were recognized for overcoming obstacles that hindered them socially and emotionally, and for making significant improvements in reading, math, and science. Additional highlights included two young women who shared their journey of being a participant. Through their shared experiences, both girls conveyed the growth they made and expressed how caring staff made a difference in their lives. The girls were able to transition back to their home school, graduate from high school, and receive a standard diploma. This was presented to them by a representative from Pinellas County Schools.

DATA QUALITY:

File Review Date(s): 6/14/19 – Not Scored; 9/24/19 – Overall Score: 86%

Pace has struggled with data quality for a number of years. For this reason, data quality was a strong focus in FY19.

In May, the Regional Executive Director began overseeing Pace. Pace had continued to struggle with data entry, and a number of performance measures were not being tracked. The Regional Executive Director agreed to have all relevant staff retrained in data entry and ensured JWB that data quality would improve. Shortly after this meeting, Pace was placed on a Performance Improvement Plan (PIP), which focused on data quality, performance, staff recruitment and retention, and the stability of the program. Trainings for relevant staff in data entry, tracking, and measurement were conducted.

The annual participant and personnel file review was scheduled for June 2019; due to turnover in staff, and a change in leadership, it was agreed that technical assistance would be more appropriate, and the file review should be rescheduled. In the following months, Pace worked diligently to ensure that they were collecting all information necessary, and the files would contain all required information. The second review was conducted in September 2019, consisted of a randomized sample of 15 personnel files and 6 participant files. Fourteen out of 15 personnel files could be reviewed; files were organized, showed evidence of training, and staff credentials could be verified. All files reviewed contained notarized Affidavit of Good Moral Character forms, Level II screening forms, and DCF Eligibility Statements. Additionally, all staff were trained on a variety of topics. Participant files were well organized and contained a number of sections, one of which was dedicated to JWB required documentation.

For the areas that were scored, older files – established before the staff were in place – suffered from more errors in terms of demographic and service information. This included missing information or inaccuracies between the file and the information in GEMS. Pace contains two files on all participants: a hard copy file, which is active while the participant is enrolled in the day program, and an electronic file, which is maintained while the participant is in the transition program. As a participant enters into transition, all interactions are maintained in the electronic file, and the hard copy file is stored and no longer used. In May, Pace switched data platforms for their electronic files. Some data was lost during the switch over causing JWB to be unable to verify some service information for transition participants. The newer files had the appropriate information, were complete, comprehensive, and had no errors noted. Noticing the difference in the status of the files, and due to the fact that Pace was on a PIP, JWB agreed that another file review would be conducted before the end date of the PIP to ensure that data quality had improved.

ANALYSIS OF PERFORMANCE:

Pace continued to experience a significant amount of change and programmatic challenges throughout the fiscal year. As stated, Pace was placed on a Performance Improvement Plan (PIP) in June 2019. This decision was made after the program faced a number of ongoing challenges in various aspects of the program: delayed signing of the contract, declining census numbers, significant instability in the program structure and services, high staff turnover at all levels of the organization, poor data quality, and low performance. Pace signed the FY19 contract in December 2018 – three months after the official start date. The delay was due to Pace requesting changes to the performance measures to not align with their reporting to the Department of Juvenile Justice (DJJ). During these negotiations, Pace’s Risk Management department believed that the data being supplied to JWB was in violation of the DJJ contract and was breach of privacy. After thorough discussions between JWB, Pace, and DJJ no data breach was identified, and DJJ confirmed that Pace could continue to supply the data. However, this did not alleviate all of Pace’s concerns about reporting on the same performance measures, and JWB ultimately agreed to minimally change one performance measure (changing 90 days enrollment to 91 days enrollment) and to change how programmatic attendance was measured. This alleviated all concerns, and allowed for the contract to be signed.

For the last three years, Pace has reported a decline in the number of participants served – a reduction of 28% over the last three years. This is reportedly due to lower levels of referrals from Pinellas County Schools, and Pace being more selective with who they allow into their program. Pace has a strict eligibility criteria that requires participants to be 11 to 17 years old and have at least one risk factor in three of five domains. The domains consist of victimization, family instability, physical/mental health, behavior, and school. In addition, Pace ensures that the program can be beneficial to the participant and that the participant’s risk factors will not put staff or other participants at risk. While the eligibility criteria has not changed, Pace has stated that they’re being more stringent about picking the “right” girls for the program. Pace stated that they are working to increase outreach to the schools and through other community avenues to increase the number of referrals. Pace is hopeful that this increased outreach will allow for more participants to enroll in the program.

As described in the FY18 program monitoring report, Pace restructured the program several times during the prior fiscal year. Entering into FY19, programmatic structure remained unclear and the program had not submitted a finalized methodology. The PIP required Pace to solidify program structure, and provide documentation in the methodology. This document was submitted and approved stabilizing the program and allowing Pace and JWB to measure the impact on participants.

Pace also faced challenges in measuring performance due to data quality issues. While these challenges were rectified mid-year, and data was back dated, it is still possible this had an influence of the program's performance. That being said, Pace maintained its strength with the transition program. Ninety percent had no adjudication or adjudication withheld at one year. In addition, over the last three years, the percent of participants having a positive placement has increased by 32%, with 96% of students meeting this measure in FY19. Positive placement, established as a participant is moving from the day program into transition, is defined as being actively engaged in school, employment, the military, or a vocational program. The increase in performance could be due to a change in when the measure is established. The measurement period was moved to align with Pace's internal processes and measurements.

The day program is measured by the frequency of attendance, length of enrollment, and percent of participants who are marked as 'completers'. In combination with Pace's concerns about duplicate reporting to funders and variances between Pace's internal reporting and that of JWB, the attendance measure was changed to align Pace with other JWB funded programs that have an attendance measure. The measure was changed to 70% of students attending the program 70% of program days or more. JWB agreed that this would be closely tracked over the year to ensure the program was capable of meeting its target. Throughout the year Pace was able to consistently maintain the measure and 70% of students attended the program 70% of the time or more.

The percent of 'completers' designated is closely tied to the length of enrollment – without meeting one measure, the participant cannot meet the other. To be considered a successful girl or 'completer' a participant needs to be enrolled for 90 days or more, engaged in positive activities and behaviors, improved academically, identified and made progress towards career/interest goals, and has a planned placement upon entering transition. If a participant is dismissed or leaves the program before 90 days, they are automatically marked as "unsuccessful." Therefore, if only 57% of participants are enrolled for 91 days or more, only those participants can be evaluated for the remaining criteria. Of all participants enrolled, only 40% were considered a successful completer of the Pace program. Even when controlling for those participants who were enrolled for longer than 91 days, only 44% of participants were marked as a successful completer. JWB currently does not have information on why each participant was marked as unsuccessful, but this is an area that data collection can be expanded upon in the future.

While Pace continued to struggle throughout this fiscal year, new management and leadership in the center seems to be driving the program in a more positive direction. Pace has been diligent in responding to all PIP requirements, and has expressed their desire to bring the program into positive standing with JWB. At the end of FY19, Pace was working to meet the requirements of the PIP. As of this report writing, Pace has met all requirements and has completed their PIP.

<u><i>Felicia Pizana</i></u>	Date: <u>5/29/20</u>	<u><i>JoAnn DiLornia</i></u>	Date: <u>5/29/2020</u>
Felicia Pizana		JoAnn DiLornia	
Senior Program Consultant		Senior Program Evaluator	

<u><i>Karen Woods</i></u>	Date: <u>5/29/2020</u>	<u><i>Karen Boggess</i></u>	Date: <u>5/29/2020</u>
Karen Woods		Karen Boggess	
Program Administration Manager		Program Evaluation Manager	



Judith Warren

Chief Operating Officer

Date: 6/15/2020



Beth A. Houghton

Chief Executive Officer

Date: 6/23/2020



EXECUTIVE SUMMARY OF PROGRAM MONITORING REPORT

Agency: PARC, Inc.

Program: Discovery Learning Center

Program Monitoring Reporting Period: October 1, 2018 through September 30, 2019

PROGRAM DESCRIPTION: Discovery Learning Center Preschool (DLC) is an inclusive child care center serving Pinellas County children from two months old through Voluntary Prekindergarten. The program provides early intervention services to children with developmental disabilities, including those diagnosed with or "at-risk" for developmental delays, behavior concerns and autism. Therapies for children in need of services are offered on-site. DLC also offers transportation for eligible participants, Head Start, and an autism summer camp program for children up to ten years old.

AGENCY/PROGRAM ACCOMPLISHMENTS: The Center Director increased family involvement activities at the center by providing opportunities such as a Sweetheart's Dance and Thanksgiving Potluck for the families to enjoy. One of PARC's two year old teachers was named "Teacher of the Year" by Seminole Chamber of Commerce. The center focused on hiring more teachers with bachelor degrees and was able to increase their pool of degreed teachers by six.

TECHNICAL ASSISTANCE: Technical assistance was offered with budgeting, keeping GEMS up-to-date with personnel, and requesting amendments to the methodology prior to making changes.

FISCAL SNAPSHOT:

	FY17	FY18	FY19	Comments
Total Program Budget	\$1,239,593	\$1,979,251	\$2,182,841	
JWB Allocation	\$666,851	\$936,857	\$957,463	FY18 includes an increase of \$250,000 for expanded programming.
Percent of Total Program Budget represented by JWB Allocation	54%	47%	44%	
Lapse	\$13	\$8	\$0	
Cost per Participant*	\$8,608 (\$1,239,593/144)	\$8,531 (\$1,979,251/232)	\$8,662 (\$2,182,841/252)	

**Cost per participant information is calculated as follows: Total program budget/Total actual participants.*

PARTICIPANT DEMOGRAPHICS:

In FY19, DLC served 252 children ages two months to six years. There were 71 Head Start children out of the 252 children served. JWB is in the process of obtaining a data sharing agreement with Lutheran Services Florida for Head Start and Early Head Start data, therefore, the detailed demographic and performance outcome data indicated in this report is limited to 181 non-Head Start track children.

Of the 181 children served, approximately 35% were White, 45% Black/African American and 19% Hispanic. Half of the children (50%) came from a single-parent household, 41% from a dual parent household, 2% from a relative/kindship care household, and 7% from no-relative household such as group homes. Sixty-three percent (63%) of families reported an annual income below \$39,999.

PROGRAM OUTCOMES:

Performance Measure Description	FY17	FY18		FY19		
	Target	Actual	Target	Actual	Target	Actual
Percent of children ages 0 to 1 year who meet or exceed the Widely Held Expectations on the Teaching Strategies GOLD assessment by the end of the school year.	70%	100%	70%	100%	80%	100%
Percent of children ages 1 to 2 years who meet or exceed the Widely Held Expectations on the Teaching Strategies GOLD assessment by the end of the school year.	70%	67%	70%	100%	70%	100%
Percent of children ages 2 to 3 years who meet or exceed the Widely Held Expectations on the Teaching Strategies GOLD assessment by the end of the school year.	70%	74%	70%	75%	70%	52%
Percent of children ages 3 to 4 years who meet or exceed the Widely Held Expectations on the Teaching Strategies GOLD assessment by the end of the school year.	70%	83%	70%	92%	80%	84%
Percent of children ages 4 to 5 years who meet or exceed the Widely Held Expectations on the Teaching Strategies GOLD assessment by the end of the school year.	70%	92%	70%	100%	80%	83%
Percent of children who meet or exceed the expectations as indicated by their assessment scores in the third assessment period on the Florida Voluntary Prekindergarten (VPK) Assessment.	70%	82%	70%	93%	80%	71%

PROGRAM MONITORING ACTIVITIES:

Program monitoring included an unannounced visit to the center for an observation and mock file review. There were eight children and two teachers in the observed toddler classroom. Staff were nurturing, positive, and attended to the children's needs. Technical assistance was given to both teachers to organize their routines so that one teacher was always with the children playing and interacting with them. It was also suggested to increase conversational language with the children including repeating their vocalizations. JWB staff requested to review the eight toddler files to learn more about their special needs and eligibility for being served at DLC. Three out of the eight children had therapy from the on-site therapists. One child had a medical condition and one was being

evaluated for eating difficulties. In addition, files were reviewed for data accuracy in JWB's data system. There was a new staff member entering data and this activity was completed as technical assistance.

Another observation of the same toddler room took place two months later. There were seven children and two teachers. One of the teachers was new to the classroom while the other teacher was from the previous observation. The language interaction with the children was much improved. Teachers talked with the children about things they saw and heard in the classroom and outside. They used simple sign language with the children for "all done" and "more." Staff repeated the children's vocalizations, named items that the children used, asked them questions, and narrated to the children what they were doing.

Staff interviews were conducted with two staff. One staff had been with DLC for two months while the other one had been there four years. Both thought the agency provided adequate training. They were offered in person and online training during in-service days, Early Learning Coalition or other agencies' trainings. Both felt supported by their supervisor because she had an open door for concerns and also followed up with difficult parents. Staff shared that the supervisor provided staff morale events that helped with the enjoyment of the workplace.

JWB staff reviewed four DLC personnel files during this fiscal year to understand the cross-over of DLC staff with other JWB funded programs and how the agency determined paying overtime. A standardized tool was used to evaluate the files. The files had current Level 2 background screenings and signed affidavits of good moral character. Conversely, there were inconsistencies with agency staff titles and the titles entered into JWB's data system, education not being verified, and the lack of documented training per the current methodology on file with JWB. There was little documentation of orientation and child care trainings. PARC's Programs Officer stated that they were in the process of changing the required trainings and orientation, but had not updated the methodology nor JWB. Additionally, during the review, JWB staff discovered that a new position of One to One Behavior Assistant was created and not discussed with JWB prior to implementing. PARC supervisory staff stated that the position was necessary for children who displayed intense behavioral challenges. JWB was supportive of the newly created position, however, PARC staff were reminded that per contract, a written approval to update the methodology was required. Finance staff from both agencies discussed the overtime policies and procedures. PARC finance staff stated that the overtime was being charged to other sources of revenue. It was determined that overtime could not be billed to JWB and the agency should have a cost center where it was being billed to so JWB could verify the cost.

Volunteer files were reviewed. All paperwork including current Level 2 background screenings and signed affidavits of good moral character were in the files.

Discussions surrounding the new Behavior Assistant continued. JWB staff observed the One to One Behavior Assistant during a preschool art class. The child followed directions, participated with the transition song, and wanted to be the line leader upon dismissal. The One to One Behavior Assistant sat next to the child during the class and redirected as needed and followed the child during the transition back to the classroom. Upon interviewing, the Behavior Assistant stated that the child was having a great day. His behavior usually needed constant redirection.

DLC had over 100 children enrolled at the center and 35 staff. Due to the personnel file review and technical assistance given, the Center Director reached out to JWB staff to discuss possible changes to positions in order to provide for the increased need for administrative support. Both agencies reviewed position profiles for the request ensuring that the positions were created for need and not to create positions for staff. The position being contemplated was a Curriculum Specialist instead of an Assistant Director. After discussions, it was determined

that the Assistant Director was the correct position to support the administrative need and curriculum assistance could be added to the position profile as a duty.

Parent interviews were completed with two parents. Both parents did not have concerns about the program. They stated, "Staff communicated very well on how to help my child." Or "I am glad that PARC cares for my child so much. They communicate with me about my child's behavior and help me."

DLC struggled with licensing violations this fiscal year. Violations included personnel records not having correct documentation, a violation for a transition from the playground to the classroom resulting in a child being left on the playground, and a violation for lack of supervision because a two year old child was bitten by another child numerous times. Each time, program staff worked with the Pinellas County License Board to correct the violation and reported the incidents to JWB. JWB will continue to monitor licensing visits and discuss with the program as necessary.

DATA QUALITY:

File Review Date(s): 4/16/19

On April 16, 2019, a file review was conducted based on a random sample of ten participants. Participants' files were reviewed for compliance, data integrity, service delivery, performance measurement and overall data entry accuracy. The program achieved a perfect compliance score of 100% for the collection of the required JWB forms. Each participant file included the signed and dated JWB Written Statement of Purpose and the Release of Information forms. Files were well organized. There was a 97% accuracy rate on participant's critical demographic information like names, date of birth, gender.

In addition to the participant data, JWB staff reviewed episode, attendance and measurement data. Most attendance was entered accurately into GEMS and consistent with the enrollment date and episode open date. Each sampled child was assessed with Teaching Strategies GOLD data in file. The overall data accuracy score was 98%.

ANALYSIS OF PERFORMANCE:

Children's developmental and academic performance is monitored by six performance measures based on two assessment tools: Teaching Strategies GOLD (TSG) and Florida Voluntary Prekindergarten (VPK) Assessment. TSG is an authentic, ongoing, observation-based assessment system that goes hand-in-hand with the Creative Curriculum. The tool can be used to measure children's development and learning in six domains from birth through third grade. The six domains are social emotional, physical, language, cognitive, literacy and mathematics. VPK Assessment is mandated by Florida Department of Education and Florida Office of Early Learning for all four-year-old VPK children. It assesses children's academic progress in the areas of Print Knowledge, Phonological Awareness, Mathematics and Oral Language/Vocabulary.

JWB monitors the percentage of children who meet or exceed the expectations of the developmental and learning milestones for their age group throughout the school year. Children who meet or exceed the expectations by the end of the school year are considered ready for school. Taking service time into consideration, the end-of-the-year outcomes discussed in this report are limited to children who were enrolled and assessed at both the beginning and the end of the FY19 school year

In FY19, the readiness rate was 100%, 100%, 52%, 84%, and 83% in Teaching Strategies GOLD for children ages birth-one, one-two, two-three, three-four, and four-five years respectively. All but the two-three year olds met their performance goals. Only 52% of the two-three year olds met the expectations. Center director explained that this age group was usually their most involved students. At least half of the children experienced

developmental delays and received therapy services like Speech Therapy, Occupational Therapy, and Physical Therapy. A couple of children were diagnosed with autism by a developmental pediatrician. In addition, half of the children were the first year attendees at DLC. It is hoped that longer learning time at the center will help the children to improve and ultimately meet their expectation milestones.

Seventy-one percent (71%) of the four-year-old VPK children enrolled at the program demonstrated kindergarten readiness by the end of the school year in FY19. The program was not able to meet the 80% target goal. It was found that about two-thirds of the VPK children had delays or disabilities. One child was diagnosed with autism by a developmental pediatrician and one third of the children received Occupational Therapy and Physical Therapy.

JWB staff acknowledges DLC's efforts to serve the children with delays, disabilities and behavioral challenges. Some children enrolled at DLC were previously expelled by other child care centers. All these factors brought challenges to center's daily operation and management. JWB staff strongly recommends that the agency's leadership and management team work out an effective system to supervise and support teachers and ensure that they are able to comply with licensing and JWB requirements; Second, provide on-going training and technical assistance to teachers to ensure the quality and accuracy of the TSG and VPK data; Third, utilize TSG and VPK data to develop individualized lesson plans to work with and meet each child's individual needs so that no child will be left behind.



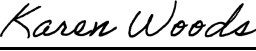
Cheryl Miller
Senior Program Consultant

Date: 5/29/2020



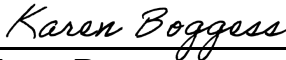
Qian Fan
Senior Researcher

Date: 5/29/2020



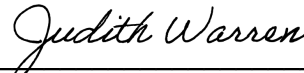
Karen Woods
Program Administration Manager

Date: 6/1/2020



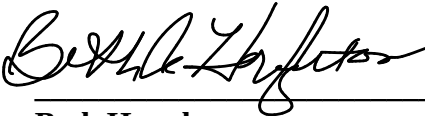
Karen Boggess
Program Evaluation Manager

Date: 5/29/2020



Judith Warren
Chief Operating Officer

Date: 6/2/2020



Beth Houghton
Chief Executive Officer

Date: 6/23/2020



EXECUTIVE SUMMARY OF PROGRAM MONITORING REPORT

Agency: PARC, Inc.

Program: Family Focus

Program Monitoring Reporting Period: October 1, 2018 through September 30, 2019

PROGRAM DESCRIPTION: Family Focus provides two service components. Early intervention services may be provided to children birth to five years of age who are diagnosed with or are at risk of developmental delays. The behavior component of the program delivers services to children with challenging behaviors aged two to five years. The services are offered by trained staff in the child's home or preschool environment throughout Pinellas County.

AGENCY/PROGRAM ACCOMPLISHMENTS: Staff participated in community events to raise awareness, such as Lunch Bunch, Pinellas County Fatherhood Collaborative, and Hero to the Child Autism Walk. They also collaborated with other children's services such as Early Steps, Healthy Families, and the Home Visiting Collaborative to promote and elevate services for children with special needs. Additionally, staff supported families beyond the behavioral program as they navigated The Florida Diagnostic & Learning Resources System (FDLRS), Individual Education Plans, and Functional Behavioral Assessments in Pinellas County Public Schools.

TECHNICAL ASSISTANCE: Technical assistance for budgeting was given as the program worked towards giving JWB the combined total budget of Family Focus and PARC Behavior Services Department. One financial activity requested by JWB was that the Programs Officer conduct a cost analysis of her time in Family Focus. Technical assistance was also given to remind staff that written approval to update the methodology is required.

FISCAL SNAPSHOT:

	FY17	FY18	FY19	Comments
Total Program Budget	\$173,802	\$306,036	\$381,075	
JWB Allocation	\$130,184	\$267,000	\$271,032	In FY18, the program allocation was increased \$132,603 to expand services.
Percent of Total Program Budget represented by JWB Allocation	75%	87%	71%	
Lapse	\$0	\$19,594	\$14,575	
Cost per Participant*	\$2,045 (\$173,802/85)	\$2,860 (\$306,036/107)	\$3,773 (\$381,075/101)	

*Cost per participant information is calculated as follows: Total program budget/Total actual participants.

PARTICIPANT DEMOGRAPHICS:

The Family Focus program served a total of 101 children ages birth to five during FY19. Of the 101 children, two-thirds of them received early intervention service while one-third received behavior intervention service. A large majority of children (76%) were boys. Over half of the children (52%) were white, 33% African American, and 10% Hispanic. Fifty-one percent (51%) of the children came from dual parent households while 40% from single-parent households. About 4% of the children lived with their relatives and 6% with non-relatives such as group homes. Sixty percent (60%) of the families reported an annual income below \$39,999 while 26% had an annual income of \$50,000 or above.

PROGRAM OUTCOMES:

Performance Measure Description	FY17		FY18		FY19	
	Target	Actual	Target	Actual	Target	Actual
Percent of children enrolled in the Family Focus program achieve at least one target goal identified in their individualized Family Focus Goal Form.	75%	98%	85%	98%	90%	93%
Percent of children enrolled in the Family Focus Behavior program reduce at least one target behavior identified in their individualized Functional Behavioral Assessment & Family Plan.	75%	78%	85%	14%	85%	100%

PROGRAM MONITORING ACTIVITIES:

The Family Focus Program continued expanding the role of their services to take the behavior component of the program from a consultative model to a scientifically founded, evidence-based program following the science of Applied Behavior Analysis (ABA). ABA services are new to the JWB portfolio; it takes time to develop an understanding of the underlying principles and services. In addition, the program wanted to include staff from the already existing PARC Behavior Services Department to create a continuum of services for parents and children. JWB wanted to understand the role of all staff and how they connected with each other. To start the edification process, senior staff of PARC's Behavior Services Department gave a comprehensive presentation of the services PARC has to offer within their Behavior Services Department including intensive ABA. The presentation explained the different staff positions, their credentials, assessment processes, and their role in the program. They also explained how Medicaid funding was used with ABA. After numerous discussions, telephone calls, observations, and in depth file reviews, JWB and PARC agreed upon the following items: 1) PARC would include the Behavior Services Department budget as a total program budget for Family Focus. This total program budget would include Medicaid revenue, 2) Family Focus would create one client file documenting all services the child received from the blended programming, 3) there would not be a cap on serving children in Family Focus that were referred from Discovery Learning Center as long as a risk assessment was created and applied to all possible clients, 4) find better ways to integrate the services between Family Focus and Discovery Learning Center, and 5) PARC would commit to an effective flow of leadership at all levels. The below monitoring activities informed how some of the above conclusions were agreed upon.

JWB staff used observations to understand the expansion of the program. JWB staff observed a Registered Behavior Technician (RBT) during three sessions. The first observation was at a community based center. Staff was conducting a first observation and Momentary Time Sampling of a four year old child. The child had been referred to PARC by another community agency for problematic behaviors at preschool and home which included being dismissed from the previous preschool. The observation was conducted during academic/center time. Staff

observed the child, tallied behaviors for the time sampling, and wrote notes about behavior. Staff summarized the observation in a clear, concise manner which included information from interviewing the preschool teacher.

The second observation took place at PARC's Discovery Learning Center (DLC) preschool in the clinical area with a three year old child. The Behavior Support Plan was explained; the child must earn ten tokens for completing tasks to get a reward. The RBT picked tasks that were in line with what the child would need to do in his classroom. For instance, sit down when asked or pick up toys when done playing with them. The RBT worked on colors with the child as a focused task. With each task that was completed, the child was given a token. When the token board was completed, the child had free play in the clinical play room. The child was also given high five's and positive reinforcement by program staff for good behavior.

The third observation was also completed at DLC with a three year old child. The strategy used to teach behavior skills was a token board, similar to the one described above. The child had to earn three tokens for compliant behavior. The child chose playtime in the clinical playroom as a reward. Program staff interacted pleasantly with the child and gave positive reinforcement such as, "Good job waiting your turn," "Well done to ask for help."

On a separate day of observation, program staff worked with a two year old child at DLC for non-compliant behavior. Program staff explained that this visit was to get to know the child better using a technique called Pairing. Staff wanted to find out what was triggering the child's non-compliant behavior and which positive reinforcements the child responded best to. During the observation, the child started off playing well with a hammering toy at a table. However, after a short minute, the child threw the hammer and ran to another play space. The child began swiping toys from the shelves and tried to throw toys. Program staff calmly redirected the child and blocked the swiping and throwing. Program staff tried to keep the child on task and pick up the toys. Program staff used clear, short directions for the young child during his outburst. Program staff also gave positive reinforcement when the child listened to the directions. Program staff explained a technique to use for the child, or any child who had complying concerns, was to make a big production with lavish positive language for following directions/complying and to minimize the compliance task by not repeating it over and over.

The final observation was completed with staff in the developmental component of Family Focus. Developmental delays are determined using the Ages and Stages Questionnaire. Program staff worked with a 13 month old child at the home of his medical foster home. Program staff worked with the child on gross motor delays encouraging him to crawl towards a favorite toy. Staff praised the child continuously and gave him many smiles and hugs. Staff also incorporated language skills during the session as she played with the child. Family Focus was able to give the child one hour per week to practice skills which enhanced his other therapies. In addition, program staff came to the foster parent's house whereas the other therapies were outside the home and needed an appointment. The goal for this child was to attend PARC's DLC in the fall and continue his Physical and Occupational Therapy onsite at the center.

A review of three personnel files was conducted. All staff had a signed Affidavit of Good Moral Character and current Level II Background Screening. Training documentation was not consistent with training listed in the approved program methodology. There was inconsistency in conducting performance evaluations. One staff had a 90 day evaluation while another waited until after nine months to be evaluated. The PARC Programs Officer stated that they were in the process of changing the required trainings and orientation, but had not updated the methodology nor JWB.

Last fiscal year, PARC struggled to hire a consistent Board Certified Behavior Analyst (BCBA). This year they were able to secure a permanent BCBA in October 2018, but struggled to keep consistent Behavior Teachers. The BCBA was able to dependably lead the behavioral team but needed to increase the scope of leadership to include the developmental component of Family Focus to create one solid program.

Staff interviews were completed with three staff. Staff had degrees and certifications in the field of Behavior Analysis. They felt supported by the agency for their professional development commenting that training was completed during in-service days or through conferences. Staff stated that supervisors were supportive and communicated effectively with the team, offering guidance and feedback when necessary. Challenges for staff included parent and preschool teacher follow-through on suggested techniques. One program staff summarized the difficulties. "Parent and teacher training can be difficult. Having follow through of behavior reduction techniques outside of a session is imperative for long term behavioral change, but not always completed by the other party." Staff further commented that the program could be strengthened by adding parent support groups and more parent training.

Parent interviews were completed with three parents. Parents communicated that they appreciated the program and it was helping their child. One parent stated, "It is nice that they work with my child at the preschool." Other positive comments were getting a copy of the observation was helpful and challenging behaviors were decreasing at home. Parents appeared to appreciate the staff by stating comments such as staff were nice, knowledgeable, courteous, and advocates for children. No concerns were noted from the parents.

DATA QUALITY:

File Review Date(s): 3/27/19, 5/29/19

On March 27, 2019, a random sample of seven participant files were reviewed for data integrity, service delivery, performance measurement and overall accuracy of information entered into the JWB database. The seven files had a perfect compliance score for the collection of required JWB forms. Each participant file sampled included the signed and dated Release of Information and Written Statement of Purpose forms. There was a 98% accuracy rate on critical fields. Critical fields are defined as participants' critical demographic information like names, date of birth, gender. Children were pre-assessed and goals were developed to meet their individual needs. However, it was found that children's behavioral intervention outcomes were not entered into GEMS in a timely manner, which resulted in an overall data accuracy score of 94%. While reviewing files and seeking clarification from program staff, JWB staff found a need to further understand through chronological notes in the files why some children received behavioral intervention services from both Family Focus and PARC Behavioral Department through Medicaid. JWB also wanted to clarify how PARC tracked Medicaid hours. JWB staff including the managers visited PARC on May 29, 2019. This file review helped JWB staff better understand PARC programs and the expansion of the Family Focus behavior services. JWB recommended that PARC look for ways to better integrate the different disciplines represented by their various programs in service delivery to benefit the children served within.

ANALYSIS OF PERFORMANCE:

Two performance measures were developed based on the goals the program staff set for each individual child and the progress assessed every six months. In FY19, 93% of children with developmental delays achieved at least one target goal identified in their individualized Family Focus Goal form. The outcome was consistent through the years. The two teachers have worked in early intervention for over 20 years. Their experience and stability contributed to the consistent high quality service delivery, organized files, accurate GEMS data entry and successful performance outcomes.

The behavior service component saw a big improvement in FY19 with 100% of the children who received behavioral intervention services reducing at least one target behavior identified in their individualized Functional Behavioral Assessment and Family Plan. JWB staff saw this improvement as the result of the stabilized management and staff team and the joined efforts between JWB staff and program staff. JWB staff will continue working with program staff to monitor program quality, service delivery and assessment.



Date: 5/29/2020

Cheryl Miller
Senior Program Consultant



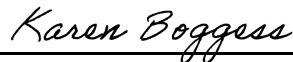
Date: 5/29/2020

Qian Fan
Senior Researcher



Date: 6/1/2020

Karen Woods
Program Administration Manager



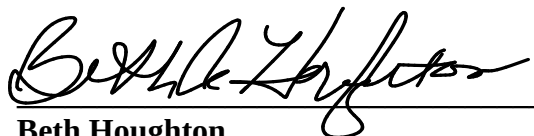
Date: 5/29/2020

Karen Boggess
Program Evaluation Manager



Date: 6/2/2020

Judith Warren
Chief Operating Officer



Date: 6/25/2020

Beth Houghton
Chief Executive Officer



Executive Summary of Program Monitoring Report

Agency: PARC, Inc. **Program:** Respite

Program Monitoring Reporting Period: 10/1/2018 through 9/30/2019

Brief Program Description:

PARC's Respite Care program provides temporary relief for caregivers who have children from birth to 17 years with medical and/or developmental disabilities or children who are at risk of abuse and neglect, thus allowing the primary caregiver to have some time away from the everyday demands of caregiving. Respite occurs in the family home and can occur for a length of time that is authorized for each family. The families must reside in Pinellas County to be eligible for services.

Agency/Program Accomplishments:

Overall, for this fiscal year, a combined viewing of program observations, staff interviews, participant file reviews, and information gathered during consultation activities demonstrated reasonable program integrity as demonstrated by an improved intake and assessment process, the continued honing of staff interviewing skill sets, a utilization management protocol that was routinely applied, and substantial qualitative improvements around documentation standards. Areas of growth include the formation of a clear training curriculum for respite staff and continued efforts to extend service reach into mid- and south-county

Technical Assistance:

Program monitoring activities in FY19 found that there have been inconsistencies related to the regular administration of the Child and Adolescent Needs and Strengths Assessment (CANS) assessment which ideally should occur on a quarterly basis (once every three months). Following the initial stages of the CANS implementation, in FY18, program staff had articulated concerns around administering the CANS on a quarterly basis due to limitations in staffing bandwidth and it was agreed that a transitional phase would be allowed for. JWB have provided technical assistance as to the importance of establishing a clearly organized scheduling strategy to move closer towards more frequent administration of the instrument, underscoring the recommendation of meeting face to face with families for the purposes of closely monitoring service provision

Fiscal Snapshot:

Fiscal Year	FY17	FY18	FY19	Comments
Total Program Budget	\$416,885	\$443,059	\$446,926	
JWB Allocation	\$374,342	\$385,572	\$397,017	
Percent of Total Program Budget represented by JWB Allocation	90%	87%	89%	
Lapse	\$1,657	\$31,737	\$7,681	

Cost per Participant*	\$1,966 \$416,885/212	\$1,952 \$443,059/227	\$1,995 \$446,926/224	
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*Cost per participant information is calculated as follows: Total program budget/Total actual participants.

Participant Demographics:

In FY19, 122 children aged birth to 17 years were served. The median age for children served was 8, with 62% of all children served aged ten years or younger. Nearly half (48%) of children lived in neighborhoods designated as having low or very low opportunity as defined by the Child Opportunity Index (COI). The median household income for children served was \$38,000, with half of all caregivers having a college degree. Over 40% of all children served lived in single parent households. The median annual income for these households was less than \$22,000, with 87% of these households having an annual income less than \$40,000. Consistent with the research literature, these families often experience financial hardship due to the increased demands of caregiving responsibilities while struggling to sustain meaningful employment.¹ Of note, 26% of the service population resided in the northern region of the county. This data demonstrates the program's efforts in providing proportional access to respite services north-, mid-, and south-county. Of note, 26% of the service population resided in the northern region of the county.

Program Outcomes:

Performance Measure Description	FY17		FY18		FY19	
	Target	Actual	Target	Actual	Target	Actual
Percent of children will have no new verified report of abuse and/or neglect <u>during program</u> services as measured by independent verification with Florida Safe Families Network (FSFN).	90%	95%	95%	96%	95%	99%
Percent of children who complete the program will have no new verified report of abuse and/or neglect for a period of twelve months <u>after case closure</u> as measured by independent verification with Florida Safe Families Network (FSFN).	85%	96%	95%	92%	95%	99%
Percent of children will not experience an out-of-home placement during services as measured by independent verification Florida Safe Families Network (FSFN).	N/A	98%	95%	99%	95%	100%
Percent of children who have completed the program will not experience an out-of-home placement for a period of twelve months following case closure as measured by independent verification Florida Safe Families Network (FSFN).	N/A	98%	95%	92%	95%	99%

¹ McConnell, D., Savage, A., & Breitreuz, R. (2014). Resilience in families raising children with disabilities and behavior problems. *Research in developmental disabilities*, 35(4),

Performance Measure Description	FY17		FY18		FY19	
	Target	Actual	Target	Actual	Target	Actual
Percent of newly enrolled families will demonstrate an increase in protective factors from intake to first quarterly review as measured by the CANS (Child And Adolescent Needs Strength) Assessment.	N/A	N/A	Baseline	71%	60%	33%
Percent of families receiving respite services for six months and longer will maintain or increase protective factors from prior to current administration as measured by the CANS (Child And Adolescent Needs Strength) Assessment.*	N/A	N/A	Baseline	Began the end of FY18	Baseline	48%
Percent of families will be satisfied with services as measured by the Follow Up Quality Assurance & Maintenance Eligibility Survey.	90%	100%	90%	98%	90%	100%

Program Monitoring Activities

- Throughout the course of FY19 ongoing support was provided in relation to allocation Utilization Management and the further calibration of the home assessment process to more precisely gauge levels of service need for individual families. A key aspect of the respite program model involves the completion of an initial intake and screening to assess each family's level of need for respite care and the close monitoring of service delivery. Subsequently, the program reassesses each family to determine ongoing eligibility and level of need on a regular basis. A significant growth area for the program has been the adoption of the Child and Adolescent Needs and Strengths (CANS) assessment as a centerpiece to evaluating global needs. The CANS is a widely used tool that is empirically valid and is utilized to assess a family's needs, risk factors and strengths across multiple domains.² Program staff have received technical assistance following the direct observation of home assessments which reviewed the administration of this instrument as well as staffs' overall assessment techniques. During FY19 a total of two such observations were conducted and are summarized as follows.

A significant level of feedback has been given around the importance of having the child present during the intake and assessment process as this had not been standard practice in the past. In this case the child was present and JWB staff were impressed by the stance that program staff adopted in engaging this young woman through exploring her likes, strengths and interests. And, gathered important feedback as to her preferences in relation to the profile of her respite worker. The gathering of such information at the onset is a vital aspect of ensuring a strong working relationship between the youth and respite care provider. In relation to the administration of the CANS program staff have continued to develop their skill sets with previous observations revealing it being delivered as a checklist with less attention given to the narrative that led to each rating. Staff were

² Lyons, J. S., Weiner, D. A., & Lyons, M. B. (2004). Measurement as communication in outcomes management: The child and adolescent needs and strengths (CANS). *The Use of Psychological Testing for Treatment Planning and Outcomes Assessment. Volume 2: Instruments for Children and Adolescents.*

observed to have more notable gains in this area with each domain area and rating responses thoroughly examined through the use of exploratory questioning, seeking points of clarification and the soliciting of specific examples from the parent. However, JWB staff also noted that there continues to be opportunities for growth in relation to administering the instrument with full fidelity. For example, staff continue to request a self-rating from the parent as opposed to making an objective determination based on the information provided.

Of significance the young woman is severely physically disabled and has previously required emergency medical intervention, for potentially life threatening events that have not been in recent months. Unfortunately this area of concern had not been fully explored. Following this particular observation JWB staff reached out to program staff to emphasize the need for a more in depth consultation on this subject with the parent, to clearly understand any warning signs, precisely review the agency and program medical policy and ensure that the assigned respite provider is extremely well versed as to the young woman's medical condition.

The subsequent home observation involved a particularly involved family system where the parent had experienced domestic violence and had also suffered significant physical violence by both of the children in the home. As the assessment process unfolded recalling these events became highly distressing and program staff were viewed as managing the situation with tact. Staff remained well paced through the assessment process to allow the parent to share her narrative in a gradual manner that did not provoke overly distressing reactions. Again, following this home observation JWB staff provided technical assistance around the importance of conducting brief introductory phone interviews prior to home visits for the purposes of screening for any safety concerns posing such open ended questions as *"who currently resides in the home"*, *"have there been incidents of violence and or physical aggression in the home"* and *"are there any weapons in the home"*.

- A key area of focus generated from the FY18 program monitoring activities and ultimate findings have been recommendations that a specific training curriculum be tailored for respite staff given the unique aspect of their functional duties. This recommendation was yet to be fully actualized. Although, from the records reviewed, there was clear documentation to show core initial training and orientation occurred at point of hire however there was less evidence of the completion of annual reviews. During the FY18 personnel file reviews irregularities were found in the regular completion of staff annual performance reviews with the majority of reviews found to be overdue by a number of years. Reportedly this was due to the previous position of the Human Resources department that annual reviews did not necessarily need to be completed each year. On-site technical feedback was provided as to the importance of regular reviews to discuss any performance issues, both at a strengths level and from an identified room-for-growth perspective. As such, it was agreed that this practice would be adjusted moving forward. The FY19 review confirmed the completion of all annual performance reviews updates as agreed upon.

Analysis of Performance:

- Respite offers temporary relief to caretakers who lack natural support and resources. One of the primary imperatives of the program is the strengthening of protective factors through the provision of respite care. Implementation of the CANS assessment is designed to further assist the program in the identification of protective factors, known to ameliorate the likelihood of abuse and/or neglect while also providing indicators as to the potential need for additional services. Preliminary results from FY18 demonstrated increased protective factors among 71% of families across a three month period following enrollment. However, in FY19 only 79% of all families were administered the CANS assessment, with only 78% of those families receiving two or more assessments within the fiscal year. Of the eligible families with at least two CANS assessments, only 33% and 48% demonstrated increased protective factors at quarterly and 6-month assessments, respectively.

- Available literature provides cautions that children with special needs are at an elevated risk of neglect and/or maltreatment due to the associated demands of their care.³ As such, the efficacy of the program is, in part, measured by the prevention of incidents of child abuse both during and after program participation. In this regard the program has successfully exceeded its targets in prior fiscal years which led to the target values being increased for FY18. This trend continued in FY19 as 99% of children remained free from abuse and/or neglect during program and at 12-month follow-up post case closure. Additionally, 99% of children did not experience an out-of-home placement during services and 100% of children did not experience an out-of-home placement at 12-month follow-up post case closure.

Paul Webb

Date: 5/28/20

Paul Webb
Senior Program Consultant

Patrick Pidgeon

Date: 5/28/20

Patrick Pigeon
Senior Program Evaluator

Karen Woods

Date: 5/29/2020

Karen Woods
Program Administration Manager

Karen Boggess

Date: 5/28/2020

Karen Boggess
Program Evaluation Manager

Judith Warren

Date: 6/22/2020

Judith Warren
Chief Operating Officer

Beth A. Houghton

Date: 6/23/2020

Beth A. Houghton
Chief Executive Officer

³ Slayter, E., & Springer, C. (2011). Child welfare-involved youth with intellectual disabilities: Pathways into and placements in foster care. *Intellectual and developmental disabilities*, 49(1), 1-13.



EXECUTIVE SUMMARY OF PROGRAM MONITORING REPORT

Agency: Pinellas Sheriff's Police Athletic League

Program: Community Out of School Time

Program Monitoring Reporting Period: October 1st, 2018 through September 30th, 2019

PROGRAM DESCRIPTION: The Police Athletic League (PAL) program serves at-risk youth ages 5-17 after school, during the summer, and holiday breaks in the Lealman community. The program creates opportunities for mentoring, academic support, physical activity, and exposure trips. PAL strives to provide a safe place where kids want to be by encouraging youth to feel at home. The program seeks to create a sense of stability in the lives of children where staff are recognized as family.

AGENCY/PROGRAM ACCOMPLISHMENTS: Overall, for FY19 PAL experienced various programmatic challenges but was able to implement strategies that enabled the program to overcome programmatic barriers and continue to serve the children and families in the Lealman community. For example, PAL exhibited nimbleness in closing the Connection Center and subsequently transferring operations to the Landing location. In addition, the organization had the site fully licensed with minimal disruption in services within a three month time period.

TECHNICAL ASSISTANCE: In FY19, PAL was placed on a Performance Improvement Plan (PIP) focusing on the areas of contract management, data analysis, strategic planning, and budget administration. For this reason extensive technical assistance was provided in these areas. At the time of the writing, PAL had improved their data quality but had not met all PIP requirements. It was extended by three months, however, other concerns arose. In March 2020, PAL was placed on a Corrective Action Plan addressing performance, program quality, document submittals, staff recruitment and retention, financial policies and procedures, and the budget.

FISCAL SNAPSHOT:

	FY17	FY18	FY19
Total Program Budget	\$442,995	\$469,911	\$494,382
JWB Allocation	\$206,817	\$233,733	\$269,203
Percent of Total Program Budget represented by JWB Allocation	47%	50%	54%
Lapse	\$1	\$1	\$0
Cost per Participant*	\$2,070 (\$442,995/214)	\$2,398 (\$469,911/196)	\$1,901 (\$494,382/260)

*Cost per participant information is calculated as follows: Total program budget/Total actual participants.

PARTICIPANT DEMOGRAPHICS: In FY19, PAL provided services to 260 youth. Of those, 49% were Black, 36% were White, and 16% Hispanic. Sixty-six (66%) percent of participants are male, and 47% were in middle school. Sixty-five (65%) percent of participants who had a household income of less than \$30,000, and 51% came from a Single Parent, Female Head of Household. PAL mainly serves participants from the Lealman area. While JWB will be moving to using the Childhood Opportunity Index in future years, 75% of participants live in high risk zones.

PROGRAM OUTCOMES:

Performance Measure Description	FY17		FY18		FY19	
	Target	Actual	Target	Actual	Target	Actual
Percent of youth who attend 70% or more of the program days.	70%	37%	70%	39%	70%	53%
Percent of participants who continue in the afterschool program for more than one year	Baseline	52%	60%	51%	60%	48%
Percent of students who miss less than 10% of unexcused school days	N/A	N/A	N/A	N/A	Baseline	82%
Percent of students with an improved score on the Florida Standardized Assessment (FSA) English Language Arts (ELA)	N/A	N/A	N/A	N/A	Baseline	82%
Percent of students with an improved score on the Florida Standardized Assessment (FSA) Mathematics	N/A	N/A	N/A	N/A	Baseline	61%
Percent of eligible participants who will be given the OST survey during the administration window	N/A	N/A	N/A	N/A	Baseline	55%

PROGRAM MONITORING ACTIVITIES:

Program Observation Date(s): 8/6/19 (Lealman Sports Complex and The Landings)

Staff Interview Date(s): 8/6/19

Collaborative Meeting/Consultation Date(s): 10/2/18, 12/12/18, 5/14/19, 5/23/19, 10/19/18, 6/27/19, 6/28/19, 7/10/19, 7/16/19, 7/18/19, 7/24/19, 8/26/19, 8/26/19, 9/18/19, 9/25/19

Administrative Review Date(s): 11/20/18, 6/6/19, 7/10/19

The PAL program is implemented at two locations in Lealman Florida. The Lealman community is located south of the City of Pinellas Park and bordered by the City of St. Petersburg to the east and south. Both locations serve at-risk youth but at different ages. The Lealman Sports Complex – Big PAL – targets middle and high school youth, while The Landings – Little PAL – focuses on elementary age youth. Prior to the end of FY18, afterschool and summer programming for elementary age youth was implemented at one of PAL’s locations named the Connection Center. However, after the site was no longer operable, participants were relocated to a more appropriate location, at the Landings in January 2019.

A large majority of the children that attend the PAL program reside in neighborhoods identified as having limited access to key indicators that contribute to healthy development in children. Research conducted by The Annie E. Casey Foundation found that there are four domains that children need to thrive: Economic Well- Being,

Education, Health, Family and Community (Foundation, 2019).¹ PAL seeks to alleviate some of the challenges families experience by providing afterschool and summer programs that promote healthy physical activities, positive adult role models, and life skill development. One of the main goals of the program is to ensure youth become well rounded and productive citizens.

On August 6, 2019 JWB staff conducted program observations at the Lealman Sports Complex and the Landings locations. JWB staff observed youth interacting with peers at various stations around the facility. The program model allows for youth to move freely throughout the facility to different stations of their choice. JWB staff observed a group of youth playing basketball; while other youth were observed completing writing assignments and playing pool under the breezeway. JWB staff recommended youth be assigned to a specific coach at each station as a best practice to ensure apt supervision. Overall, Big PAL offers adolescent youth academic support, recreational activities and enrichment opportunities. For example, for FY19, in collaboration with other youth based organizations, Big PAL's youth attended a multi college tour and meet with the admissions staff.

The Landings program is implemented in the Landings at Cross Bayou which is a public housing complex four miles from The Big PAL location. The main programming room was brightly decorated with finger painting and other art projects completed by the youth. JWB staff observed youth presenting ideas they had written about healthy self-esteem. Each youth took turns presenting and at the completion of the presentation, other youth provided positive feedback. The activity supported positive social emotional development and assisted youth to build confidence when speaking publically. After the icebreaker activity, youth rotated to an alphabet themed project based learning activity. JWB staff observed youth interacting with one another while pasting stickers of the letter of their choice. JWB staff interviewed youth asking what they liked most about the program. The participant responded jubilantly expressing enjoyment of the camp as well as learning new things.

For FY 19, PAL obtained full licensure at The Landing's location by the Pinellas County Licensing Board (PCLB). However, the program site experienced challenges throughout the fiscal year. In total, the Landings site received five inspections, an initial, two routine, and two re-inspections. Re-inspections are scheduled as a follow up when an agency has been found non-compliant with established rules and regulations. At the March 25, 2019 inspection the site was out of compliance for not having a second staff on site at all times during programming hours. In addition, a review of the child care records found missing or incomplete documentation. A re-inspection was completed and PAL staff was able to provide updated child care enrollment forms. In addition, the proper number of staff were on site during the inspection. These actions combined brought the site into full compliance with licensing standards.

PAL's hiring process is unique when compared to other afterschool providers in that new hires are required to pass a polygraph exam. Aside from internal pre-hiring requirements, PAL is obligated to adhere to the mandates set by PCLB. During a subsequent inspection at the Landings site it was found that the proper employment verification documentation were not in personnel files. According to PCLB regulations, all newly hired staff must undergo a history check of their prior two years of employment. This information was not available during the personnel file review. In addition, the personnel file lacked sufficient proof staff completed PCLB required training related to child safety. As a rule, all new staff must complete a Safety Precaution training prior to beginning their first day of employment. Subsequently, PAL staff were able to provide the required documentation at the re-inspection, which brought the agency into full compliance.

For FY19, PAL maintained substantial compliance at the Lealman Sports Complex but experienced challenges in areas regarding maintaining file order and ensuring proper documentation was in all personnel files. During an

¹ The Annie E. Casey Foundation. (2019). *The 2019 KIDS COUNT Data Book*. Baltimore, MD: Author. Retrieved from www.aecf.org/databook.

August 29, 2019 PCLB inspection personnel files were found to have missing documentation including, no proof of education, no employment history check, and proof of training hours. In addition, six participants' files did not contain a disciplinary policy. On September 9, 2019 PAL submitted a corrective action plan to PCLB and provided the required documentation, following which they received a substantial compliance certification.

DATA QUALITY:

File Review Date(s): 5/16/19 – Overall Score: 82%; 8/13/2019 – Overall Score: 66%

PAL has struggled with data quality for a number of years, but after extensive technical assistance appears to be on a path to improvement. During the May 2019 review, extensive issues were noted, and the review was not completed. Specifically, significant issues were identified in their attendance documents for the Lealman Sports Complex. PAL was asked to review their attendance documentation and make the necessary changes so that data could be verified. JWB informed PAL that a follow-up review would be conducted once the attendance documentation was corrected.

Subsequently, in July 2019, PAL was placed on a PIP focusing on data quality and performance, along with other areas. The PIP required PAL to clean up attendance, establish comprehensive attendance forms, enter in attendance on a weekly basis, close participants within specified time frames, and to regularly review data entered. To ensure this was occurring, JWB requested a weekly email outlining when data entry was completed, and required the Executive Director review needed data corrections monthly. Lastly, a follow-up file review would be conducted approximately one month after the effective date.

In alignment with the PIP, a second review was conducted in August 2019. Many of the issues identified during the first review remained – a number of files could not be reviewed due to missing or incomplete consent forms, there were inaccuracies in data between the files and GEMS, and attendance could not be verified. The files did appear to be more organized, and attendance documentation was available for all sites. However, there were still time periods where the van logs were incomplete, and no backup documentation was available. For this reason, any attendance reviewed during these time periods could not be confirmed. JWB spent time with the Credentialed Director ensuring there was a strong understanding of what was required in the files. Additionally, technical assistance was provided on best practices for data entry, ways to improve data collection, tips and tricks to ease data entry, as well as other topics to improve the quality of data being submitted.

In the following months, PAL diligently worked on improving their data. They regularly reviewed the data correction reports, and developed processes for collecting and entering data. PAL maintained regular contact with JWB to ensure that data quality was improving, and to clarify whenever there was a question. At the close of the fiscal year, PAL was continuing to make an effort on their data quality and improvement was evident.

ANALYSIS OF PERFORMANCE: PAL has continued to experience a significant amount of challenges throughout the fiscal year. The decision to place PAL on a PIP was made after the program faced years of underperformance, significant struggles with data quality, and challenges in submitting required documentation timely and accurately, and significant turnover in staffing. Since PAL first received funding in FY15, they have consistently underperformed on the percent of participants attending the program regularly, and the percent of participants who attend the program for more than one year. In FY19, 53% of participants attended 70% of program days or more – a 43% increase since FY17. While moving in a positive direction, this is partially attributable to the improvement in data quality. PAL has altered the process for collecting attendance, which will ensure those in attendance are being captured appropriately, but will not necessarily increase the percent of participants attending regularly. PAL will need to focus on developing an attendance improvement plan that will outline strategies to increase attendance.

The percent of participants attending PAL for more than one year has steadily declined since the baseline was established. In FY19, only 48% of participants had attended the program for more than one year, an 8% decline since FY17. As the majority of participants served are in middle school, it is possible that the participants decide to not continue in the program; however, this would only attribute to a lower continuation rate, and would not explain a continued decline over the years. Continued enrollment in a program is often closely tied to the continuous engagement of participants and their families. JWB has recommended strategies to engage the families of the older participants, and to increase participants desire to return to the program. At the close of the fiscal year, these strategies had yet to be implemented.

In FY19, PAL, along with all other COST providers, were evaluated on their impact on school measures including school attendance and Florida Standard Assessment (FSA) English Language Arts (ELA) and Math scores. During the expansion, PAL requested funding to hire an additional teacher. This would allow the program to have two teachers at their middle school site, and one teacher at the elementary school site. However, the program struggled to maintain teachers at either location. Despite these challenges, 93% of participants had no more than 18 unexcused absences from school, and 34% and 39% scored satisfactory or better on the FSA ELA and Math exams, respectively.

In addition to examining the percentage of students scoring satisfactory or better on the state exams, we also look at growth. Having high levels of growth could tell us a different story about the impact of the program. We know that PAL is serving an at risk population – who typically underperform, and could be starting from behind. Looking at growth on the FSA allows us to examine if the educational enhancements are helping to mitigate low performance. This is done by comparing the raw score on the FSA ELA and Math exams for two years. Seventy-two (72%) and sixty-eight percent (68%) of students showed growth on the FSA ELA and Math exams, respectively.

Once a year, COST providers survey their participants to gain feedback about the program. PAL was able to survey 49 out of a possible 89 eligible participants, a 55% response rate. For a participant to be eligible they need to be in grades 3 or higher, enrolled in the program for approximately 6 months, and active during the survey administration window. The first two criteria is determined by JWB, while the third criteria is satisfied by taking the survey. Survey administration protocol requires participants to sign the eligibility list, which is return to JWB to confirm the number of eligible participants who took the survey. During FY19, administration protocol was not followed. PAL administered the survey to students, but a signed eligibility list was not returned to JWB. For this reason, the results of the survey should be analyzed with caution.

The response to the survey was positive with over 86% of respondents stating the program helped them work with others, and 82% of respondents stating that they had fun at the program. A couple of areas of growth were identified: academics and use of technology. First, on average 67% of respondents agreed that the program helped them academically. As stated, PAL has struggled maintaining certified teachers in the program, which could have effected this result. However, even with the struggles, the program should focus on helping participants complete their homework more readily. Second, was in the area of computers and technology. Sixty-five percent of respondents agreed that the program helped them in this area. Computers and technology are typically a significant draw to a program for middle school youth. As STEM careers are growing, many COST programs bring in overlay providers to teach robotics, coding, or 3D printing. PAL could expand into this area, engaging more youth, and teaching those skills that could help them academically and throughout their lives.

Desmon Newton Date: 6/15/2020 JoAnn DiLernia Date: 6/15/2020
Desmon Newton JoAnn DiLernia
Senior Program Consultant Senior Program Evaluator

Karen Woods Date: 6/16/2020 Karen Boggess Date: 6/17/2020
Karen Woods Karen Boggess
Program Administration Manager Program Evaluation Manager

Judith Warren Date: 6/29/2020
Judith Warren
Chief Operating Officer

Beth A. Houghton Date: 6/29/2020
Beth A. Houghton
Chief Executive Officer



EXECUTIVE SUMMARY OF PROGRAM MONITORING REPORT

Agency: Florida Department of Health, Pinellas County Health Department

Program: School Based Health Services

Program Monitoring Reporting Period: October 1st, 2018 through September 30th, 2019

PROGRAM DESCRIPTION: The School Based Health Services (SBHS) program delivers preventative health screenings, provides guidance to reduce and/or eliminate risky behaviors, and provides early intervention and preventative treatments which can positively impact the overall health status of Pinellas County. Students have access to medical and mental health services at the following schools: Northeast, Gibbs, Boca Ciega, Largo, and Pinellas Park High School.

AGENCY/PROGRAM ACCOMPLISHMENTS: The program continues to display consistent delivery of services and positive feedback from students and community partners, as obtained through interviews. Program leadership worked with JWB to determine additional measures that would provide more information about clinic services provided to youth. The team reviewed the work and outcomes suggested by the School-Based Health Alliance, a national organization that provides advocacy, technical assistance, and training for school clinics.

TECHNICAL ASSISTANCE: Discussions and technical assistance occurred on several occasions with program leadership and clinic staff relative to ensuring the schools and clinic staff are working in a collaborative fashion to meet the needs of their students, especially in regard to youth presenting with high risk behaviors and stressors. JWB staff will continue to work with the program over FY20 to develop specific protocols to ensure appropriate, coordinated, and consistent response to youth presenting with risk factors relative to mental health needs.

FISCAL SNAPSHOT:

	FY17	FY18	FY19	Comments
Total Program Budget	\$1,907,441	\$1,656,777	\$1,731,624	FY17 included expansion to Largo High School and services to select elementary schools.
JWB Allocation	\$928,458	\$956,312	\$956,312	
Percent of Total Program Budget represented by JWB Allocation	49%	58%	55%	
Lapse	\$65,545	\$41,419	\$9,129	
Cost per Participant*	\$477 (\$1,907,441/3,999)	\$454 (\$1,656,777/3,648)	\$457 (\$1,731,624/3,787)	

**Cost per participant information is calculated as follows: Total program budget/Total actual participants and includes youth served by the clinic as reported in the program's Health Management System. FY17 Youth Served information has been updated based on updates to data.*

PARTICIPANT DEMOGRAPHICS:

Forty-five percent of youth receiving clinic services lived in single parent head of households; 44% resided in dual parent households, while nine percent lived with a relative or non-relative caregiver. The clinics served more girls than boys with the gender distribution of 57% to 43%, respectively. School-based clinics provide services year round with a modified schedule offered during the months of summer.

PROGRAM OUTCOMES:

Performance Measure Description	FY17		FY18		FY19	
	Target	Actual	Target	Actual	Target	Actual
Percent of participants will make significant improvement of identified goal areas as defined in the treatment plans as measured by the Children's Global Assessment Scale (CGAS).	80%	54%	80%	84%	70%	98%
Percent of clinic visits will result in students returning to class.	90%	94%	90%	94%	90%	95%

PROGRAM MONITORING ACTIVITIES:

The JWB assigned Senior Program Consultant and Senior Program Evaluator traveled to all service sites to conduct program monitoring activities during the reporting period. All program sites continue to be observed to be clean, organized, free from hazards with conspicuously hung reminders of confidentiality and privacy. Clinics have continued the practice of displaying opportunities for students to complete satisfaction surveys regarding their clinic experience. During the months of April and May, JWB staff visited the clinic locations to conduct program observations, interviews, and file reviews. Based on JWB review of incident reports submitted from the program in FY19, program monitoring included specific attention to participants and processes surrounding incident reports.

A personnel monitoring occurred for all DOH-Pinellas funded program in January 2019. The FY19 monitoring included files for four staff members from the program. It should be noted, DOH-Pinellas utilizes direct FDLE services to obtain background clearance of state employees. As such, JWB is unable to monitor the direct screens and must rely on DOH-Pinellas' internal process of documenting the screening dates and results of those screens. While the screening process for this program was found to have one screening that was completed late, files in other programs were found to have expired Level 2 screens. DOH-Pinellas reported at the five-year rescreen they were only conducting a Level 1 screen unless the staff person was JWB funded. Contract requirements were clarified to ensure DOH-Pinellas contract expectations were clear. In response to the monitoring, DOH-Pinellas was required to review all staff in JWB funded programs to ensure a completed AGMC was on file and that all staff had passed a current Level 2 background screening. An additional three DOH-Pinellas staff were identified as needing their Level 2 rescreen completed. In these cases, DOH-Pinellas communicated the Level 1 rescreens had been completed on time and it was only the Level 2 that was outstanding.

DATA QUALITY:**File Review Date(s):** 4/26/19, 5/14/19, and 5/16/19

JWB staff conducted file reviews at each of the program's five clinic locations. The program's overall data accuracy was 90% which is a slight decline from the year prior (i.e., 92%). Significant challenges were revealed during the review conducted at Boca Ciega. Based on the review, it was determined additional training was needed

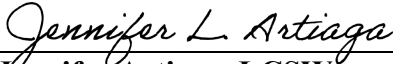
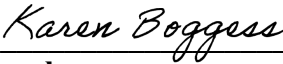
at this location as a result of staff turnover. Evident in the file review was that clinics with the highest data accuracy scores are those with staff the longest tenure (i.e., Gibbs at 100% and Northeast at 96%, followed by Largo at 93%, Pinellas Park at 89%, and Boca Ciega at 56%). JWB staff recommended program leadership review current processes and procedures that are in place when reviewing data quality and accuracy of information especially as it relates to new hires. JWB staff will conduct a follow up file review specific to Boca Ciega in quarter one of FY20.

ANALYSIS OF PERFORMANCE:

Of the total number of students served, 95% returned to class following their clinic encounter. These results have been relatively stable over time suggesting that when health services are available and accessible during school hours the majority of students promptly return to class. A small percentage of students who were unable to return to class were either sent home or to the hospital due to needing a higher level of care.

As previously discussed, Suncoast Centers Inc. are subcontracted to provide mental health services to youth. The Children's Global Assessment Scale (CGAS) offers a single global rating ranging from: 0 – needs constant supervision to 100 – superior functioning.¹ It is used across the service continuum at Suncoast and is used for students receiving mental health services within the school clinics. Approximately 98% of students that completed services improved their daily functioning as demonstrated by service engagement and individual goal achievement. The CGAS results in FY19 are significantly higher than in FY18 due to an adjustment in analysis which limited the results to only those who had a closing reason of “completed program”.

As noted above, JWB staff and program management agreed to add three additional measures as baseline in FY20 including a review of school metrics that include how students are performing and their attendance throughout the school year. In addition, two performance measures will look at Body Mass Index (BMI). BMI is used as a screening tool to identify whether a youth is at a healthy weight. Program staff will use BMI screening tool to determine those students who may need interventions and work with them to get consent to interventions and then measure if there were improvements to the student's BMI after interventions were utilized.

	Date: <u>5/26/20</u>		Date: <u>5/28/2020</u>
Jennifer Artiaga, LCSW		Saba Arzola	
Senior Program Consultant		Senior Program Evaluator	

	Date: <u>5/26/2020</u>		Date: <u>5/28/2020</u>
Karen Woods		Karen Boggess	
Program Administration Manager		Program Evaluation Manager	

	Date: <u>6/22/2020</u>
Judith Warren	
Chief Operating Officer	
	Date: <u>6/22/2020</u>
Beth A. Houghton	
Chief Executive Officer	

¹Schaffer D, Gould MS, Brasic J, et al. (1983). A children's global assessment scale (CGAS). *Archives of General Psychiatry*, 40, 1228-1231.



EXECUTIVE SUMMARY OF PROGRAM MONITORING REPORT

Agency: Seniors in Service of Tampa Bay, Inc.

Program: Foster Grandparent Program

Program Monitoring Reporting Period: October 1st, 2018 through September 30th, 2019

PROGRAM DESCRIPTION:

The Foster Grandparent program coordinates highly trained, culturally relevant volunteers to tutor and mentor disadvantaged children in grades K- 5 in Title I schools. After referral to the program by school staff, Foster Grandparents assist to improve literacy by reinforcing the classroom lesson through one on one attention while in the classroom. In addition, Foster Grandparents assist students with letter recognition, sentence structure, reading and writing skills.

AGENCY/PROGRAM ACCOMPLISHMENTS:

For the 2018 – 2019 school year the Foster Grandparent program (FGP) recruited 53 volunteers serve at risk students in 12 Pinellas County Schools. Overall, FGP's provided academic and social/emotional support to 196 Pinellas County students. In addition, a FGP volunteer was nominated and awarded the KidsFirst Award at the 25th Annual Cooperman- Bogue ceremony.

TECHNICAL ASSISTANCE:

Seniors in Service received a limited amount of technical assistance throughout the fiscal. The technical assistance provided focused on contract management, program performance management and budget administration.

FISCAL SNAPSHOT:

	FY17	FY18	FY19
Total Program Budget	\$1,316,826	\$1,048,291	\$1,178,113
JWB Allocation	\$273,386	\$273,386	\$281,588
Percent of Total Program Budget represented by JWB Allocation	21%	26%	24%
Lapse	\$3,520	\$16,182	\$82,848
Cost per Participant*	\$5,184 (\$1,316,826/254)	\$5,990 (\$1,048,291/175)	\$6,011 (\$1,178,113/196)

*Total Program Budget includes costs related to the Hillsborough County portion of the program. This has been corrected in FY20.

** Cost per participant information is calculated as follows: Total program budget/Total actual participants.

PARTICIPANT DEMOGRAPHICS:

The majority of program participants were in kindergarten (50%) followed by first grade (29%), second grade (11%), fourth grade (5%), third grade (4%) and lastly fifth grade (1%). The program served slightly more males (54%) than females (46%). Most students identified as African American (64%) followed by White (25%) and Other Race (12%). Nine-three percent of children identified as Non- Hispanic ethnicity. Of the 196 students served, 44 (22%) indicated exceptional needs such as being victim of child abuse, having social/emotional challenges, developmental delays, or in a foster care setting.

PROGRAM OUTCOMES:

Performance Measure Description	FY17		FY18		FY19	
	Target	Actual	Target	Actual	Target	Actual
Percent of students identified as needing social or emotional support will demonstrate a level of improvement rating of a little improvement, moderate improvement or a great deal of improvement at posttest	80%	99%	80%	98%	80%	98%
Percent of students identified as needing language or literacy support will demonstrate a level of improvement rating of a little improvement, moderate improvement or a great deal of improvement at posttest	80%	99%	80%	98%	80%	99%
Percent of students identified as needing reading support will demonstrate a level of improvement on the identified reading assessment from pretest to posttest	80%	100%	80%	94%	80%	100%

PROGRAM MONITORING ACTIVITIES:

Program Observation Date(s): 9/4/19, 9/30/19

Interview Date(s): 9/4/19

Collaborative Meeting/Consultation Date(s): 10/15/18, 10/16/18, 10/24/18, 10/29/18, 1/25/19, 8/21/19, 8/26/19, 9/26/19

Administrative Review Date(s): 1/25/19

Personnel File Monitoring Date(s): 3/15/19

The Foster Grandparent (FGP) Program is an evidenced based tutoring and mentoring program that assists academically challenged students in a classroom environment. As an eligibility requirement, all FGP volunteers must pass a Level II background screening and agree to commit at least 15 to 30 volunteer hours per week. In addition, ongoing participation requires FGP volunteers to complete ongoing training in areas including identifying child abuse, cultural diversity in the classroom and strategies that reinforce positive behavior in children. The FGP model differs from traditional tutoring and mentoring programs because it is largely comprised of volunteers ages 55 or older. In addition, FGP volunteers reside within a five mile radius of the school(s) that they are assigned. As a result, FGP volunteers are more likely to be familiar with potential social or emotional

challenges experienced by students. Non-familial intergenerational programs such as the FGP have shown to not only benefit students but the FGP volunteer as well. Tullo, Wakeling & Elliot (2019), found participation largely led to beneficial impacts on older people through increased knowledge, identity work, and generativity.¹ Overall, the goal of the FGP program is for students to demonstrate or show improvement both in academic performance and social-emotional coping skills, which is identified in the program's success rate.

For SY 2018 -2019 SISTB staff recruited 53 volunteers to assist in twelve (12) Title I schools in Pinellas County. Students were referred to the program after being identified by the classroom teacher or school staff as needing additional academic or social/emotional support. FGP volunteers served students at the following schools:

Bear Creek Elementary	Douglas Jamerson Elementary	John M. Sexton Elementary	Melrose Elementary
Belleair Elementary	Fairmount Park Elementary	Lynch Elementary	North Shore Elementary
Campbell Park Elementary	Gulfport Elementary	Maximo Elementary	Perkins Elementary

On September 4, 2019 JWB staff completed a program observation at Fairmount Park Elementary. JWB staff observed the FGP volunteer interacting with kindergarten students in a small group engaged in a letter activity. JWB staff completed introductions with the classroom teacher and conducted a brief interview with the FGP volunteer. The FGP reported she has volunteered for SISTB for numerous years and has enjoyed working with the organization. The FGP volunteer reported that working with children is a passion of hers and she intends to remain a FGP for as long as possible. She stated she has an upcoming monthly training and has made plans to attend.

After the volunteer interview, JWB staff observed library time session for the classroom. During library time the teacher selects a book out of the classroom library to read to students. Daily classroom activities include alphabet recognition, writing, library, fine motor skill building and a play station area. Activities were segmented into 30 minute increments and students rotate to designated "spaces" around the classroom. FGP volunteers provide support for the classroom teacher in various ways. For example, during library time a student became disinterested and began to be disruptive to other students. The FGP volunteer was able to assist the classroom teacher in redirecting the students while the teacher continued the activity. At the end of the activity, JWB staff interviewed the classroom teacher regarding having a FGP volunteer in the classroom. The classroom teacher reported many of the students view the FGP volunteer as a grandparent figure and responded to her in a positive manner. In addition, she reported that she appreciate having a FGP volunteer in the classroom because the students seem to gravitate to her and even when they are out of the classroom the relationship is evident.

An additional site visit was scheduled to be conducted at Gulf Port Elementary, but was unable to be completed and had to be rescheduled due to limited coordination between the school site and SISTB staff. SISTB staff reported that the mishap was due to miscommunication between the new school site coordinator and the document used to schedule FGP volunteers. JWB staff recommended that all schedules be updated regularly and confirmed with both the school site and FGP volunteers. This was recommended in the event of an emergency and the FGP volunteer needed to make a change in availability. Also, although it is not a requirement, JWB staff requested FGP staff should notify all school sites of upcoming program observations in advance as a best practice and to ensure thorough communication.

¹ Ellen StClair Tullo, Luisa Anne Wakeling & Anna Elliott (2019) Impacts on older people contributing to an intergenerational course about aging, Journal of Intergenerational Relationships, 17:3, 327-339, DOI: [10.1080/15350770.2018.1535354](https://doi.org/10.1080/15350770.2018.1535354)

On March 15, 2019 JWB staff conducted a personnel and volunteer file review at the SISTB main office. A total of eight personnel files — both active and non -active — were reviewed for accuracy of information, consistency with organizational chart and compliance with program methodology. All personnel files were available for review and contained required documentation including employee job descriptions, initial applications, and verification of completed staff trainings. For FY19, personnel files were better organized, however, the majority of the files did not contain sufficient evidence that trainings were completed by staff. Out of the eight files reviewed, six did not contain certifications regarding the completion of staff trainings. Although these trainings are not a requirement, JWB staff does review for them as a best practice. SISTB staff reported they will implement a plan for updating the files and ensuring training documentation is maintained in personnel files. JWB staff will monitor in FY20 to ensure these practices are implemented.

JWB staff randomly selected two FGP volunteer files to review. Overall, all the files were orderly and contained required documentation including service agreements, verification of passed Level II background screenings and proof of completed child care trainings. In addition, volunteer files contained an annual file checklist which was used to ensure consistency and timely file updates when new volunteers are on boarded. JWB staff recommended that the process used for maintaining volunteer files be implemented for personnel files.

Overall, for FY19 the FGP program was very observed to be beneficial for the students receiving academic and social emotional support as well as benefitting the classroom teacher. According to the FGP SY18-19 Impact Report, a first year teacher reported the program to be very helpful in assisting to transition into the classroom. As an agency, SISTB experienced changes in the ranks of executive leadership with the resignation of Tammy Criollo and other key staff. Despite the loss, the organization was able to hire a new Chief Executive Officer (CEO) — Robbin Ingles — to continue the agency’s mission and vision to support children in the Pinellas County community. Ms. Ingles had been previously employed by SISTB as their Development Director, so the transition in leadership was made more seamless as a result.

ANALYSIS OF PERFORMANCE:

In FY19, the program served 196 students, 86% of their target of 240 students. Although, the program fell short of their targeted number of students to serve they were able to place 53 volunteers in 64 classrooms, four more classrooms than they projected to serve. The program was able to increase the number of FGP volunteers this year as compared to last year, where they saw a decline in volunteers and were actively trying to recruit additional volunteers. In addition, the program exceeded the number of volunteer hours expected to serve with 34,116 volunteers hours provide to students, 128% of their goal of 26,730.

The Foster Grandparent Program is evaluated using the program’s Child Care Plan. Each student that is identified by participating teachers as needing support from a FGP has a Child Care Plan completed at the time of identification. This plan outlines the specific areas that are a priority for the FGP to work on with the student, what type of activities would help improve these skills, and how often they would like the FGP to be working on each skill with the student. FGP assist in cognitive, language, social, emotional, fine/gross motor, and literacy skills. For example, a Child Care Plan may indicate needing assistance in literacy skills and the teacher would specify the activity of working on letter identification three times a week. A child may have multiple skills that are identified by the teacher for the FGP to assist with. The Child Care Plan serves as a guide for the FGP when tutoring and mentoring the student. At the completion of the school year, the Child Care Plan is updated by the classroom teacher with the student’s level of improvement on each skill. The teacher may rate the improvement on a scale from one (no improvement) to four (a great deal of improvement). The FY19 program participant’s Child Care Plans demonstrated the following results:

- 98% of students identified as needing social or emotional support demonstrated a level of improvement rating of a little improvement, moderate improvement or a great deal of improvement at posttest
- 98% of students identified as needing language or literacy support demonstrated a level of improvement rating of a little improvement, moderate improvement or a great deal of improvement at posttest
- 100% of students identified as needing reading support demonstrated a level of improvement on the identified reading assessment from pretest to posttest.

Desmon Newton Date: 6/3/2020 Megan Seales Date: 6/4/2020
Desmon Newton **Megan Seales**
Senior Program Consultant **Senior Program Evaluator**

Karen Woods Date: 6/3/2020 Karen Boggess Date: 6/4/2020
Karen Woods **Karen Boggess**
Program Administration Manager **Program Evaluation Manager**

Judith Warren Date: 6/16/2020
Judith Warren
Chief Operating Officer

Beth A. Houghton Date: 6/16/2020
Beth A. Houghton
Chief Executive Officer



Executive Summary of Program Monitoring Report

Agency: The Children's Home, Inc. d/b/a Children's Home Network

Program: Kinship

Program Monitoring Reporting Period: October 1st, 2018 through September 30th, 2019

Brief Program Description:

Provider offers an intensive six-month prevention program designed to support children living with relatives or in non-relative placements. Staff work with caregivers to identify strengths and achieve access to sustainable supports and services. Based on identified needs, following assessment, provider is equipped to provide system navigation, case management, tutoring and support groups alongside facilitating referrals for counseling, mentoring, childcare, legal and respite services.

Agency/Program Accomplishments

Over the last five fiscal years, with partial funding assistance from JWB, the CHN has engaged the services of Dr. Kerrie Littlewood to conduct two separate research studies to determine the effectiveness of Kinship Navigation models in relationship to fostering permanence for children in kinship placements. The findings from one study produced sturdy evidence to support the stance that Kinship Navigation services improved family functioning, connectivity to social supports and nurturing and attachment.¹ The second study also produced promising results concluding that from a sample of 306 participants no caregivers relinquished care to the child welfare system, and 99% of the children did not enter the child welfare as a result of abuse and/or neglect within 12 months following program involvement.² In FY19 the agency submitted the results of these studies to the California Evidence Based Clearinghouse (CEBC) for Child Welfare with the objective of receiving recognition of the Kinship program model as an evidence based practice. As of the date of the writing of this report the CEBC has yet to render a final decision on the program's standing as an evidence based model.

Technical Assistance:

In order to maintain Quality Assurance (QA) standards the program conducts quarterly internal audits of participant records. These audits occur every three months and are integral to ensuring that the program maintains high standards related to both data quality and documentation requirements. The QA process is structured around a group peer review model whereby staff meet as a group and are assigned the responsibility of reviewing the records of one of their colleagues utilizing a standardized auditing checklist. As such, the program maintains robust programmatic integrity and required minimal technical assistance over the course the fiscal year.

¹ Pandey, A., Littlewood, K., Cooper, L., McCrae, J., Rosenthal, M., Day, A., & Hernandez, L. (2018). Connecting older grandmothers raising grandchildren with community resources improves family resiliency, social support, and caregiver self-efficacy. *Journal of women & aging*, 1-15.

² Littlewood, K. (2015). Kinship Services Network Program: Five year evaluation of family support and case management for informal kinship families. *Children and Youth Services Review*, 52, 184-191.

Fiscal Snapshot:

	FY17	FY18	FY19	Comments
Total Program Budget	\$929,750	\$950,948	\$966,436	
JWB Allocation	\$901,103	\$912,528	\$939,968	In FY17 the agency was awarded \$37,929 in capital. The agency was also awarded \$15,481 in capital in FY18. These amounts are excluded from the JWB allocations.
Percent of Total Program Budget represented by JWB Allocation	97%	96%	97%	
Lapse	\$29,529	\$13,978	\$53,530	The FY19 lapse is primarily attributable to staff turnover.
Cost per Participant*	\$2,021 \$929,750/460	\$2,419 \$950,948/393	\$2,375 \$966,436/407	

*Cost per participant information is calculated as follows: Total program budget/Total actual participants.

Participant Demographics:

Across all caregivers served, 73% had an annual household income less than \$40,000, with 34% living on less than \$20,000 a year. Caregivers ranged in age from 19 to 83 with a median age of 55 years, and 80% of households were single female-led. Upon program enrollment, slightly more than half of caregivers (52%) resided in neighborhoods designated by the Child Opportunity Index (COI) as having low or very low opportunity, with 30% residing in northern Pinellas County. Children ranged in age from birth to 17 years with nearly 70% ten years of age or younger. Of the children served, 32% were five and younger, with 24% of those children not attending child care.

Program Outcomes:

Performance Measure Description	FY17		FY18		FY19	
	Target	Actual	Target	Actual	Target	Actual
Percent of children with whom placement was verified at the twelve (12) month anniversary of case closure will have maintained the same kinship placement, moved to another kinship placement, or reunified with parent.	95%	100%	95%	100%	95%	100%

Performance Measure Description	FY17		FY18		FY19	
	Target	Actual	Target	Actual	Target	Actual
Percent of adults will achieve significant improvement in identified goal areas as defined in the Family Support Plan.	80%	100%	80%	99%	90%	97%
Percent of children will have no new verified report of abuse and/or neglect during program participation as measured by independent verification with Florida Safe Families Network (FSFN).	90%	100%	90%	99%	95%	99%
Percent of children placed with a relative caregiver will not enter a non-relative foster care placement during services as measured by independent verification with Florida Safe Families Network (FSFN).	95%	100%	95%	100%	95%	100%
Percent of children who completed the program will have no new verified report of abuse and/or neglect within twelve months after case closure as measured by independent verification with Florida Safe Families Network (FSFN).	85%	97%	85%	96%	90%	99%
Percent of children in relative placement will not enter a non-relative placement within twelve months after case closure as measured by independent verification with Florida Safe Families Network (FSFN).	95%	99%	95%	97%	95%	99%
Number of caregivers who are referred by and enrolled in services through Outreach Coordinator.	N/A	N/A	65	50	65	53

Program Monitoring Activities:

- In order to view direct service delivery activities a home observation was conducted by JWB staff. This particular home observation involved a grandmother who had assumed caretaking responsibilities for her three grandchildren ages 14, 18 and 19. The children were removed from their mother's care due to long term substance abuse, chronic neglect and repeated incarcerations as a result of arrests connected to her substance abuse. The circumstances surrounding the placement of the children is consistent with research that has demonstrated that over 40% of children are placed with their grandparents as a result of parental drug use.³ The level of support needs for this particular caretaker were striking due to her chronic medical condition (Colitis), need for ongoing psychiatric care, level of social isolation, socioeconomic impoverishment and limited access to transportation.

³ Cheng, T. C., & Lo, C. C. (2010). Drug use among maltreated adolescents receiving child welfare services. *Children and Youth Services Review*, 32(12), 1735-1739.

These difficulties were further compounded by the housing arrangement with the family living in an extremely confined one bedroom duplex. During the course of the home visit the grandmother communicated that one of her main concerns was the challenge of obtaining affordable and suitable housing.

The Kinship Navigator provided close attention to each of the identified problem areas and provided clearly defined and solution focused objectives in alignment with the grandmother's established support plan goals. In particular the Navigator offered specific self-care suggestions around stress management and provided dietary informational materials related to alleviating the symptoms of the grandmother's medical condition. This intervention was viewed as highly relevant as studies have found that there is a direct correlation between elevated toxic stress levels and the exacerbation of the symptoms of Colitis.⁴ The Navigator also attended to the issue of social isolation by discussing that the grandmother consider attending one of the Kinship caretaker support groups which are located across the county at convenient and easily accessible locations. Furthermore, the Navigator adopted a supportive, yet neutral stance, as she reviewed the grandmother's reflections on relocating out of the county in order to secure more appropriate housing. Overall, the home visit was viewed as well-structured supportive and was managed with a high level of sensitivity by the Navigator given the level of complexity and intense needs presented by this particular case.

- A total of three staff interviews were conducted during this fiscal year. The first interview involved one of the program Family Support Coordinators. The staff person had been with the program for approximately four months at the time of the interview and held a BA degree in Psychology alongside approximately eight years of experience working with children and families. At the onset of the interview the staff person discussed her extensive experience working within Wraparound systems of care models. Wraparound is an empirically supported, family-driven, strengths-based service planning approach that provides individualized care utilizing a combination of formal services, community resources and natural supports.⁵ JWB staff were impressed by the degree to which the staff person superimposed this experience to her work with the population served by the program. The staff person expounded on the model by discussing the imperative of creating long term support plans that capitalized on strengths and sustainable resources.

The staff person also emphasized the importance of completing a thorough assessment of the entire family system prior to developing each support plan, offering the observation that many referrals contained relatively sparse information and did not necessarily always depict the entire narrative of the family history. Adding, that many of the program participants were situated in family systems that had undergone multigenerational conflicts, abuse, traumas and loss. JWB staff were impressed by the staff person's insights around the need to gather an in depth family history in order to create a support plan that accounted for the multifaceted needs of each family.

At a procedural level the staff person described a very strong orientation and onboarding process that involved close supervisory oversight and the shadowing of more senior staff in order to be familiarized with both the core functions of the position. When discussing novel strengths of the program at an operational level the staff person offered the example of a visual graph, placed in the main conference room and reviewed during staff meetings, that illustrated progress towards overarching service goals.

The second interview also involved a Family Support Coordinator who held approximately 18 months of tenure with the program. The staff person had obtained a BA degree in psychology and possessed a firm foundation of experience in the child welfare system. In a similar fashion to the

⁴ Bitton, A., Sewitch, M. J., Peppercorn, M. A., Edwardes, M. D. D., Shah, S., Ransil, B., & Locke, S. E. (2003). Psychosocial determinants of relapse in ulcerative colitis: a longitudinal study. *The American journal of gastroenterology*, 98(10), 2203-2208.

⁵ Winters, N. C., & Metz, W. P. (2009). The wraparound approach in systems of care. *Psychiatric Clinics of North America*, 32(1), 135-151.

previous interview the staff person discussed the interwoven challenges that many of the program participants encountered related to parental abandonment, economic hardships and limited access to resources. Offering a specific case example involving a grandmother who worked full time, had no extended family in the immediate area and was struggling to main her grandson in a child care setting. Reportedly the child sustained cognitive impairments as a result of prenatal exposure to illicit substances resulting in an array of behavioral difficulties. In this case the staff person outlined a well deployed support plan involving completing a referral for a neuropsychological evaluation, ensuring that the family receive ongoing outpatient services and pursuing a referral for respite services.

At a programmatic level the staff person highlighted the value of having the ability to function under a flexible work schedule in order to meet with families who were unable to meet during regular business hours. In these scenarios the staff person described a sound safety planning protocol that involved a check in call with the program supervisor following the conclusion of evening home visits. This should be highlighted as a programmatic strength given that many of the families served reside in neighborhoods where community violence is common, particularly in the evenings.

The final interview was held with another Family Support Coordinator who had been with the program for approximately one and a half years. The staff person was currently enrolled in a Masters in Social Work program and had a solid base of experience working with similar populations served by the program. Over the course of the interview the staff person discussed the prominence of the need for mental health issues among many of the children involved in the program and the associated additional strain this often placed on the caretaker. The staff person emphasized the necessity of rapidly accessing services for these children in order to support placement stability. The staff person offered the specific example of a grandmother caring for three younger children of who presented with behavioral challenges associated with Serious Emotional Disturbances (SED) secondary to sustained traumas endured during early childhood. In this case the staff person discussed a support plan that involved referrals for mental health services, respite care and connecting the grandmother to support groups to reduce her sense of isolation.

The staff person proceeded to discuss the critical need to develop a strong working relationship and high levels of rapport with the families served, many of who were often somewhat guarded due to negative experiences with the Child Welfare system. This positioning is well supported in the researched literature that has consistently concluded that program outcomes are strongly mediated by the degree of rapport developed between the provider and service recipient.⁶

Overall each staff member uniformly echoed a close knit and supportive working environment with a clearly established supervision framework. And, staff clearly recognized the necessity of such a practice climate in order to aid in offsetting the demands of serving such a challenging population. Overarching agency policies and procedures appeared to be clearly understood by each staff person and each expressed a sound awareness of the parameters of their professional roles and responsibilities.

Analysis of Performance:

⁶ Storer, H. L., Barkan, S. E., Sherman, E. L., Haggerty, K. P., & Mattos, L. M. (2012). Promoting relationship building and connection: Adapting an evidence-based parenting program for families involved in the child welfare system. *Children and Youth Services Review*, 34(9), 1853-1861.

- All measures of child welfare and permanency met projected targets, as they have done since FY16.
- During FY19, 99% of children served were free of verified reports of abuse and/or neglect, exceeding the 95% target. For children served in FY18, 99% were free of verified reports of abuse and/or neglect with 12 months after case closure, exceeding the 90% target.
- During FY19, 100% of children served did not enter a non-relative placement during services, exceeding the 95% target. For children served in FY18, 99% of children served did not enter a non-relative placement with 12 months of case closure, exceeding the 95% target.
- Every eligible child participant from FY18 was verified at 12-month follow-up to have maintained the same kinship placement, moved to another kinship placement, or reunified with their parent, exceeding the projected target of 95%.
- Eligible adult participants from FY18 demonstrated significant improvement at 12-month follow-up on goals identified through the Family Support Plan at a rate of 97%, exceeding the projected target (90%).
- Outreach efforts improved from FY18, reaching 82% of the projected target (53/65).

Paul Webb

Date: 5/28/20

Paul Webb
Senior Program Consultant

Patrick Pidgeon

Date: 5/28/20

Patrick Pidgeon
Senior Program Evaluator

Karen Woods

Date: 5/29/2020

Karen Woods
Program Administration Manager

Karen Boggess

Date: 5/28/2020

Karen Boggess
Program Evaluation Manager

Judith Warren

Date: 6/16/2020

Judith Warren
Chief Operating Officer

Beth A. Houghton

Date: 6/18/2020

Beth A. Houghton
Chief Executive Officer



Executive Summary of Program Monitoring Report

Agency: Children's Home Network

Program: Pinellas Support Team

Program Monitoring Reporting Period: 10/1/2018 through 9/30/2019

Brief Program Description:

The Pinellas Support Team (PST) provides services to Pinellas County families with children in pre-kindergarten to high school experiencing school difficulties and/or difficulties due to behavioral or social-emotional issues. The goal is to achieve success through the use of resources, collaboration, and the development of family and individual strengths. Services are provided to individuals and families in-home, in-office, in school, or in a community setting. The services offered to families can include: behavior modification, counseling, case consultation, and tutoring. Program staff help the families build upon their strengths with the goal of increasing family functioning, communication, and the overall behavior of their child.

Agency/Program Accomplishments:

Over the course of the last three fiscal years, with ongoing technical support from JWB staff, the program has striven to fully utilize its funding allocations and achieve established Targeted Service Levels (TSLs). A number of root causes have been attributed to the programs challenges in these areas including, but not limited to, a reliance of referrals primarily from the school system and challenges in maintaining an adequate staffing bandwidth due to the program's part-time fee for service staffing model. In order to compensate for these identified contributing factors the program has expanded its community connections and outreach efforts to other potential referrals to account for the unavoidable dip in referrals during school vacation. In addition, the program has closely scrutinized its staffing patterns and now maintains an active staffing recruitment approach to ensure adequate service capacity that proactively accounts for staff turnover.

Technical Assistance:

During prior fiscal years participant file reviews JWB staff have provided feedback around the limitations found in the content of some of the program participant discharge summaries. During a Quality Assurance staff meeting, attended by JWB staff, a lengthy period of time was devoted to this subject with the Program Director distributing an example of a well composed discharge summary guided by the key content elements recommended by the Joint Commission on Accreditation. The Program Director underscored the importance of completing comprehensive discharge summaries, especially for program participants being referred to longer term service providers due to more chronic treatment needs as a means to support informational exchange during the referral process. Finally, the discussion then moved to the use of case consultation units which were added as a billable service during FY18 and have gradually gained momentum in the level of utilization during FY19. Staff offered strong endorsements on the addition of this service line item as a means to support collateral contacts with child welfare works, school guidance counselors and other key service providers. One staff conveyed a powerful example of consultation units creating the ability to attend court with a client to support her through the process of testifying around alleged abuse disclosed directly to the clinician.

Fiscal Snapshot:

	FY17	FY18	FY19	Comments
Total Program Budget	\$629,430	\$485,697	\$477,919	For FY17 total budget includes a grant of \$159,789 by the Foundation for a Healthy St. Petersburg.
JWB Allocation	\$458,296	\$479,935	\$472,045	For FY 17 total JWB allocation reflects the annualized \$100,000 allocation through the New Programming Expansion RFA in addition to a 3% Cost of Living Adjustment (COA).
Percent of Total Program Budget represented by JWB Allocation	73%	99%	99%	
Lapse	\$88,003	\$43	\$10,640	FY17 lapse is mainly attributable to a staffing model that was unable to meet the additional service levels targeted for the Foundation for a Healthy St. Petersburg grant.
Cost per Participant*	\$1,819 \$629,430/346	\$1,349 \$485,697/360	\$1,448 \$477,919/330	

*Cost per participant information is calculated as follows: Total program budget/Total actual participants.

Participant Demographics:

The program served a slightly larger portion of males (56%) than females (44%). This is a consistent trend over program implementation and likely due to the likelihood of males exhibiting externalizing behaviors more often than females¹. Children with externalizing behaviors are more likely to be referred to services². The majority (47%) of participants came from a single female head of household. The majority of participants were between the ages of five and nine years old (42%) followed by ten to 14 (34%) with the remainder of participants either over the age of 15 (20%) or under the age of five (4%). While the majority of participant's were referred from Pinellas County Schools (33%), the amount of other referral sources supports the program's efforts to diversify

¹ Liu J. (2004). Childhood externalizing behavior: theory and implications. *Journal of child and adolescent psychiatric nursing : official publication of the Association of Child and Adolescent Psychiatric Nurses, Inc.* 17(3), 93–103. <https://doi.org/10.1111/j.1744-6171.2004.tb00003.x>

² Clark, Heather J., "Teacher Referral of Children with Internalizing Problems" (2001). All Graduate Theses and Dissertations. 6155. <https://digitalcommons.usu.edu/etd/6155>

their referral sources. As expounded upon in the accomplishments section of this the report. Some examples of other referral sources included case management programs, Department of Juvenile Justice, Department of Health, refugee/immigrant services, Neighborhood Family Centers, and community shelters.

Program Outcomes:

Performance Measure Description	FY17		FY18		FY19	
	Target	Actual	Target	Actual	Target	Actual
Percent of youth who score 4 (Slightly or Moderate severity) or greater for Behavior in "Home" Setting domain on pretest will see a 2-point reduction on posttest as measured by the Children's Functional Assessment Rating Scale (CFARS).	80%	94%	80%	93%	90%	94%
Percent of youth who score 4 (Slightly or Moderate severity) or greater for the "School" domain on pretest will see a 2-point reduction on posttest as measured by the Children's Functional Assessment Rating Scale (CFARS).	75%	91%	75%	92%	90%	88%
Percent of primary youth will achieve significant improvement in identified goal areas as defined in the Family Support Plan. A minimum of two (2) goals must be established for each participant. Significant improvement is defined as attaining a score of zero (0) - the expected level of success - or higher on the participant-specific Goal Attainment Scaling Form.	90%	99%	90%	99%	95%	99%
Percent of students who achieve 20% increase from pretest to post test in Math assessment.	75%	83%	75%	95%	90%	94%
Percent of students who achieve 20% increase from pretest to post test in Reading assessment.	75%	83%	75%	100%	90%	100%

**Performance is typically measured on full fiscal years and on the total population served.*

Program Monitoring Activities

- During this fiscal year a total of two staff interviews were conducted. The first clinician, a Licensed Mental Health Counselor (LMHC) held a tenure of over two years with the program and possessed over 10 years of direct clinical practice experience. The clinician was extremely well versed in working with the victims of sexual trauma and specialized in completing evaluations to identify the etiology of trauma reactive sexualized behaviors exhibited among the victims of childhood abuse. The clinician discussed at length the imperative of conducting sessions with children across a variety of settings, such as in the home, school or community, in order to gain a deeper global appreciation of their presentation and functioning in differing environmental contexts. Such an approach is recommended as a best practice protocol that allows for a multidimensional and integrated treatment intervention.³ Beyond treatment approaches the clinician also underscored the importance of ensuring that families were connected to appropriate community based resources, discussing providing thoughtful attention to transition planning should it be determined that a longer term outpatient intervention was necessary.

The second clinician held a tenure of approximately 10 months with the program, was a Certified Addictions Practitioner with an extensive length of experience in the Juvenile Justice system having previously worked as a Probation Officer. The JWB funded Sixth Judicial Circuit Court (SJCC) Behavioral Evaluation (BE) program often makes referrals to the program and the clinician's experience was noted as a particular asset with regards to serving these children. The clinician echoed the sentiments of other staff within the program as to the value of having the ability to utilize case consultation units to confer with the BE program and other community providers to ensure a unified intervention plan. In summary, each of the staff interviews provided JWB staff with a valuable awareness as to the depth and scope of clinical experience within the program thus supporting its ability to serve a wide range of challenging populations.

- For this reporting period a total of nine staff personnel records were randomly selected for review using a standardized review instrument. The sample was composed of eight clinicians and the program manager. A review of each staff person's resume revealed background experience commensurate with the functional responsibilities and duties of their position. Correspondingly, Job Descriptions were found to be well defined and clearly outline the scope of each position. For each of the records reviewed all Level 2 background screening documentation and Affidavits of Good Moral Character were found to be in good order and completed in a timely manner prior to hire date. In relationship to best practice documentation each record included confirmation that staff had received copies of all relevant agency policies and procedures as evidenced by signatures of receipt. Overall each record was found to well organized, contained all relevant information and demonstrated best practices both within the Human Resources department and at the programmatic level.
- Over the course of the last three fiscal years, with ongoing technical support from JWB staff, the program has striven to fully utilize its funding allocations and achieve established Targeted Service Levels (TSLs). A number of root causes have been attributed to the programs challenges in these areas including, but not limited to, a reliance of referrals primarily from the school system and challenges in maintaining an adequate staffing bandwidth due to the program's part-time fee for service staffing model. In order to compensate for these identified contributing factors the program has expanded its community connections and outreach efforts to other potential referrals to account for the unavoidable dip in referrals during school vacation. In addition, the program has closely scrutinized its staffing patterns and now maintains an active staffing recruitment approach to ensure adequate service capacity that proactively accounts for staff turnover. Several new potential referral sources were identified during this fiscal year including Family

³ McConaughy, S. H., & Ritter, D. R. (2002). Best practices in assessment of emotional or behavioral disorders.

Resources, Inc. Eckerd Connects and R'Club Child Care, Inc. Furthermore, program management and CHN fiscal staff have consulted regularly with JWB staff to closely monitor service utilization rates and determine whether any adjustments should be considered across individual budget line items at the end of each quarter of the fiscal year. It should also be recognized that program management now confer on a regular basis with CHN fiscal staff to scrutinize utilization patterns which should be acknowledged as having greatly improving the overall planning process. Although there have been notable gains as a result of these combined activities general program utilization and fiscal management will continue to be program monitoring areas of focus as the program moves into FY20.

Analysis of Performance:

In FY 19, the PST program served 330 youth which amounted to 83% of the program's target of 400 youth. As noted earlier in the report, the program has exhibited challenges in utilization of the program's funding allocation and meeting their established targeted service levels for the last three fiscal years. However, the efforts expounded upon earlier in the report have resulted in notable improvement. Program staff and JWB staff will continue to monitor these areas and targets.

The program has a total of five performance measures: three measures related to clinical progress and two related to improvement in tutoring subject area. In regards to clinical progress, the program is evaluated using two instruments: the Children's Functional Assessment Rating Scale (CFARS) and Goal Attainment Scaling (GAS). The CFARS is a standardized tool that assesses the cognitive, social, and role functioning of a child⁴. While the CFARS has 16 functional domains, PST's performance measures are specific to the two domains of Home and School setting. The CFARS scale is one to nine, one representing "no problem" and nine representing an "extreme problem". The Home and School CFARS measures targets were both 90% of youth will show a two point reduction in domain score for those youth scoring a four (slight or moderate severity). The program exceeded their Home setting CFARS measure with 94% of youth scoring a four or greater showing a two point reduction and the program fell just shy of their target for School setting with 88% of youth scoring a four or greater showing a two point reduction. Improvement in the CFARS School domain means the youth demonstrated improvement in areas such as: school attendance, respecting authority, positive performance, and school engagement. The CFARS Home domain captures improvement in areas such as: respecting rules, conflicts with relatives, obeying authority, and exhibiting respectful behavior.

In addition to CFARS the program utilizes the Goal Attainment Scaling (GAS) to measure clinical progress. GAS is a standardized scaling process for individualized mental health outcomes⁵. Individualized goals are established for youth and standardized scaling is applied in order measures progress on those goals. The scaling is based on the level of expected outcome achieved ranging from "much less than expected" to much more than expected". The program's GAS performance measure was 95% of youth would achieve the expected level or success or higher on their two established goals. The program exceeded this target with 99% of youth showing the expected level of success or higher.

The program provides tutoring services to some participants as a compliment to behavior modification services due to the interconnected nature of behavior challenges and academic performance. Improvement in math and reading is assessed using a standardized assessment. The program's goal is that those receiving tutoring services achieve a 20% increase in the standardized assessment in the subject they are receiving tutoring services on. The program exceeded their target in both math and reading with 94% of youth and 100% of youth achieving a 20% increase on the standardized assessment, respectively.

⁴ Ward, J., Dow, M., Saunders, T., Halls, S., Musanta, K., Penner, K., & Berry, R. (2008). CFARS: Child or adolescent behavioral health functional assessment.

⁵ Kiresuk, T. J., Smith, A., & Cardillo, J. E. (Eds.). (1994). Goal attainment scaling: Applications, theory, and measurement. Lawrence Erlbaum Associates, Inc.

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Executive Summary of Program Monitoring Report

Agency: Boley Centers, Inc.

Program: Youth Employment Program (YEP)

Program Monitoring Reporting Period: October 1, 2018 through September 30, 2019

Program Description: YEP offers employment opportunities to low income youth residing in Pinellas County's five High Risk Areas. The program operates year-round, with job development activities and follow up services. Provider staff work with the families and schools to provide interventions, resources, and supports needed for the youth's success. The program helps build protective factors by building self-esteem, enhancing social skills, and providing support for school success. Part-time employment opportunities for youth between the ages of 15 through 17, residing in a high risk area are available. Youth are required to have a grade point average between 2.25 to 2.75.

Agency/Program Accomplishments:

- YEP successfully hosted a Career Day in which multiple community leaders discussed career pathways, performed mock interviews, and provided training. Reportedly, over 60 employers throughout the community participated in this event.
- YEP developed a stronger relationship with the Pinellas County School Board, which allowed them to provide academic support to their interns.
- YEP staff increased recruitment with employers in the community, and successfully maintained the businesses, in efforts to provide support to their interns and families.
- Throughout FY19, several youth interns obtained employment. Youth interns also graduated from high school and were able to sustain their internships at their respective work sites.

Technical Assistance: Technical assistance was provided to ensure accurate tracking of Family Services Initiative (FSI) participants and law enforcement self-reports.

FISCAL SNAPSHOT:

	FY17	FY18	FY19	Comments
Total Program Budget	\$1,840,610	\$1,854,949	\$2,032,447	
JWB Allocation	\$908,280	\$968,279	\$1,073,326	FY19 allocation does not include the RFA Capital Award of \$95,047.
Percent of Total Program Budget represented by JWB Allocation	49%	52%	52%	
Lapse	\$118,552	\$53,873	\$153,050	FY17 –Slow startup at expanded program sites. Program also had vacancies in positions. FY18 – Expansion funding awarded to serve more participants, unable to expend all of the Participant Expenses.
Cost per Participant*	\$10,399 (\$1,840,610/177)	\$ 4,481** (\$1,854,949/414)	\$ 5,018 ** (\$2,032,447/405)	

*Cost per participant information is calculated as follows: Total program budget/Total actual participants.

**In FY18 and FY19 an additional 182 and 193 participants, respectively, were served through City of St. Petersburg funding, collected in aggregate and are included in the calculation for cost per participants.

CAPITAL AWARD: A capital award of \$95,047 was awarded to fund the YEP transportation project.

PARTICIPANT DEMOGRAPHICS: In FY19, the YEP provided services to 212 unique youth with JWB funding. Another 193 participants were served with the City of St. Petersburg; demographic information is unavailable for these participants. Of those for which we have information, 64% were African American, 22% were white, and the remaining 14% identified as “Other”. Fifty-eight percent of participants were female. The majority of households had an income of less than \$30,000 (89%), and had a household arrangement of a Single Parent, Female Head of Household (76%). Sixty-three percent of the participants are in tenth and eleventh grade. Forty-four percent of participants were referred to the employment program by Pinellas County Schools or a self-referral, and the remaining 56% came from various community organizations.

PROGRAM OUTCOMES:

Performance Measure Description	FY17		FY18		FY19	
	Target	Actual	Target	Actual	Target	Actual
Participants who continue in the program for more than one year	75%	41%	75%	66%	75%	64%
Percent of participants who will have future plans	80%	87%	80%	88%	80%	83%
Percent of youth who have less than 10 unexcused absences*	75%	77%	75%	57%	N/A	54%
Percent of youth who have no arrests in the past year**	80%	100%	80%	100%	80%	100%

*In FY17, unexcused absences from school were self-reported by participants and verified by the report card. School report cards state the number of periods absent making the assessment of unexcused days absent difficult. FY18 and FY19 data is based off of data provided by Pinellas County Schools making the data more reliable.

***This measure is self-reported and may not accurately reflect the percent of youth who meet the measure.*

PROGRAM MONITORING ACTIVITIES:

Program Observation Date(s): 1/8/2019, 7/2/2019, 7/9/2019, 8/2/2019

Interview Date(s): 7/2/2019, 7/9/2019

Collaborative Meeting/Consultation Date(s): 12/18/2018

Administrative Review Date(s): 11/28/2018, 9/5/2019

Personnel File Monitoring Date(s): 8/29/2019, 9/5/2019, 9/26/2019

PROGRAM MONITORING ACTIVITIES:

Summer Program Observation

A program observation of the YEP tutoring component occurred during the school year. A group of five high-school YEP participants were observed to be engaged as they received tutoring in geometry, algebra, and information to prepare for the SAT and ACT examinations. Two facilitators were present to provide assistance as needed, and youth appeared to be comfortable asking questions as they worked through their mathematical problems. This activity was found to be beneficial to the youth as it addressed any deficiencies in that subject matter, and it helped prepare the youth for their scholastic examinations.

The YEP job site Hope Children's Thrift Store was visited in order to observe the work place environment of the youth, speak with the site supervisor, and briefly observe youth participants while at work. Overall, the site supervisor expressed that she had a good partnership with Boley. Her role as a supervisor was to ensure youth workers understood the policies related to the organization and also adhere to safety guidelines. Youth were assigned to work as store associates, to provide customer service, and to ensure items received were properly inventoried. On occasion, youth needed additional training related to using a cell phone while working or proper work place etiquette. In conclusion of the discussion with the site supervisor, she conveyed a willingness to continue the partnership with Boley Centers, Inc.

DATA QUALITY:

File Review Date(s): 8/29/2019, 9/26/2019; Overall Score: 89%

In September of FY19, a personnel file review was completed on 11 YEP staff files at the Boley Centers, Inc., administration office. During the review, the Boley Human Resources Representative reported that they had no volunteers at that time. Staff files were organized and included consistent documentation of staff credentials, to include resumes and applications. Evidence of performance evaluations, drug screen clearances, and writing samples were also seen throughout each file.

YEP continues to maintain strong participant files and data quality. Files were extremely thorough, containing in-depth records on participant eligibility, employment information, progress notes from both the Youth Employment Counselor and the Family Support Coordinator, and performance measure information. Demographic, school, and police records are reviewed with participants quarterly, and YEP program managers run and maintain internal reports to ensure data in GEMS is updated and reflective of the program. A few recommendations were made in regards to their summer program, progress notes, and tracking goal completion. First, the summer internship contract contained a clause that stated that participant pay could be docked for "inappropriate behavior." YEP was developing a policy to implement this clause when needed; JWB suggested against applying this clause until a policy was in place. Second, progress notes are written by the Youth Employment Counselor and Family Support Coordinator that work directly with the participant. A number of the notes were either vague or included specific subjective characterization of participants. Progress notes should be accurate, unbiased, and objective. JWB suggested establishing a training on how to write progress

notes. Lastly, YEP struggled with tracking and entering data about future goals due to staff turnover. Consistently tracking participant's goals could help with participant accountability and the status of cases if the program were to experience staff turnover.

ANALYSIS OF PERFORMANCE: Since the inception of the YEP, it has been successful in training youth to acquire and maintain employment, while planning for the future and achieving academic success. As in FY18, YEP was expanded, allowing for more contract positions. These positions were specifically reserved for youth referred from the Family Service Initiative (FSI), but YEP struggled with filling them, and most remained open. This is to no fault of the program's efforts. FSI families are known to struggle with stability, and YEP has strict program eligibility criteria, which contributed to the challenges. YEP worked with JWB and FSI partner organizations to better streamline the process of enrolling FSI families and work to increase enrollment. At the end of the fiscal year, enrollment of FSI youth was still low, and the referral process was being refined. JWB will continue to work with all partners to improve the referral and enrollment process or making other adjustments.

Participants enter the YEP program between the ages of 15 and 16 with pre-employment training that takes place over the summer. This training reviews proper workforce etiquette, developing a resume, writing a cover letter, and interviewing for a job. YEP aims to keep participants engaged from the pre-employment training until they graduate high school. This allows for a participant to be enrolled in the program for a maximum amount of three years. Sixty-six percent of participants have been enrolled in the YEP program for more than one year. On average, participants served in FY19 were enrolled for almost two years. Length of enrollment varies slightly by site, with the St. Pete location having the longest enrollment periods and the Tarpon Springs location the shortest. This follows the length of time these sites have been open.

While enrolled in the program, participants work with their assigned case managers to establish future plans once graduating from high school. While graduating is the main reason for leaving the program, participants can disengage at any time they want. An exit interview will be conducted with most youth leaving the program. Out of 80 participants who left the program, 66 or 82% indicated they had future plans. This included 25 participants remaining in high school, 32 participants going on to college, and 14 indicating they would go into the military or workforce. This is, however, a 6% reduction in the percent of students having a future plan from the prior fiscal year. When questioned, YEP investigated the cause and stated that it was due to a training issue and staff turnover. YEP has stated that staff will be retrained, and they are expecting results to increase in FY20.

Participants are required to maintain academic performance and avoid interaction with law enforcement to keep a contract position. This is tracked during the youth's regular meetings with the assigned Family Support Coordinator. The participant's report cards are collected and reviewed with YEP staff to assess the participant's grades and school attendance. All family stability issues are discussed during these meetings, as well as any involvement with law enforcement.

When the YEP program was first established, school attendance was based off of self-report and verification through report cards. Tracking school attendance was essential to program implementation because YEP requires students to excel academically in order to maintain a contract position. If the participant's grades slip or they stop attending school regularly, they are removed from their job placement and placed into tutoring. The participant will remain in tutoring until their grades improve. Over time YEP found tracking absences via report card difficult. To better measure the performance of the program YEP and JWB agreed to use school data, however, the program would need to continue tracking absences using the participant's portal and report cards for determining job placement. In FY19, 54% of participants had 10 or less unexcused absences. This is a 7%

reduction from the prior fiscal year, but the cause for the reduction is undetermined. A reduction in school attendance has been seen across almost all programs.

Participant involvement with law enforcement is self-reported, and any interaction can cause a participant to be removed from a job placement. For the third year, 100% of participants reported no arrests. For this reason, YEP has become suspect of the self-reporting, and have been working on a process requiring youth to provide arrest records during the second and fourth quarter of the year and self-report during the first and third quarters. As YEP has been working to roll out this process, they have faced a number of barriers including cost of obtaining arrest records, added time burden on the families, and a decentralized arrest reporting system (i.e. county sheriff compared to city police). YEP continues to work through these processes, but plans to implement them in FY20.

Despite the reduction in performance, YEP remains a strong program, and continues to expand its ability to serve the youth of the community. YEP staff continue to refine the program to ensure all youth are receiving the support and services they need, while planning for the future and building the skills they will need in the workforce.

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Chief Executive Officer



Executive Summary of Program Monitoring Report

Agency: Operation PAR, Inc.

Program: Cornerstone of Successful Achievement (COSA)

Program Monitoring Reporting Period: October 1st, 2018 through September 30th, 2019

Program Description

Countywide, COSA serves substance-abusing parents with infants and preschool children who may be developmentally delayed through intervention and outpatient treatment, childcare and parenting. COSA works with parents and children to strengthen bonds by acquiring skills toward abstinence, effective parenting, and participation in children's educational activities. Parent goals are: elimination of substance abuse and satisfactory parent/child interaction.

Agency/Program Accomplishments

During the course of the fiscal year, in alignment with the JWB led Fatherhood Initiative, the agency was an active participant and partner in the initiative, providing leadership around the planning for the inaugural event that occurred in June 2019. Involvement in the initiative provided a tangible demonstration of the agency's commitment in relation to placing increased attention on the inclusion of fathers in service delivery across both the JWB funded Motivating new Parents (MnP) and COSA programs.

Technical Assistance:

During the course of the fiscal year, JWB and program staff held several collaborative meetings around the transition from data entry directly into the JWB data system to data uploads. The implementation of data uploads would eliminate the burden of duplicate data entry on program staff. During this transition period, program staff continued to enter data in the JWB data system and began providing data uploads of exports from their own data system. The transition proved to have challenges along the way, but ultimately the program was able to transition to data uploads at the close of FY19. Data quality will continued to be monitored and technical assistance will be provide to ensure data integrity within the data uploads over the course of FY20.

Fiscal Snapshot:

	FY17	FY18	FY19	Comments
Total Program Budget	\$1,388,690	\$1,408,683	\$1,438,846	
JWB Allocation	\$616,650	\$642,717	\$642,717	The agency received JWB capital awards of \$153,867 in FY17, \$41,078 in FY18 and \$36,606 in FY19.
Percent of Total Program Budget represented by JWB Allocation	44%	46%	45%	
Lapse	\$45,993	\$84,554	\$40,193	

Cost per Participant*	\$2,284 \$1,388,690/608	\$1,804 \$1,408,683/781	\$1,699 \$1,438,846/847	
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*Cost per participant information is calculated as follows: Total program budget/Total actual participants.

Participant Demographics:

The COSA program served a total of 847 participants (795 adults and 52 children) across all service components. A large portion (40%) of adult participants fell between the ages 25 and 34. There were more adult females (55%) served than adult males (45%) and almost half (43%) of the participants reported an annual income of zero. Forty-three percent of the adults in COSA were referred from the child welfare agency. The children served in the Child Development Centers represented slightly more females (52%) than males (48%). With again a large portion (43%) of children participants coming from a household with zero income.

Program Outcomes

Performance Measure Description	FY17		FY18		FY19	
	Target	Actual	Target	Actual	Target	Actual
Percent of adults will have improved their Children's Power and Independence sten scores from pretest to posttest as measured by the Adult-Adolescent Parenting Inventory-2 (AAPI-2).	50%	50%	50%	66%	50%	74%
Percent of adults will have improved their parental Empathy Towards Children's Needs sten scores from pretest to posttest as measured by the AAPI-2.	55%	55%	55%	68%	50%	64%
Percent of adults will have improved their Expectations of Children sten scores from pretest to posttest as measured by the AAPI-2.	55%	50%	55%	76%	50%	80%
Percent of adults will have improved their Parent-Child Family Roles sten scores from pretest to posttest as measured by the AAPI-2.	55%	50%	55%	78%	50%	73%

Performance Measure Description	FY17		FY18		FY19	
	Target	Actual	Target	Actual	Target	Actual
Percent of adults will have improved their Use of Corporal Punishment sten scores from pretest to posttest as measured by the AAPI-2.	40%	50%	40%	88%	50%	79%
Percent of random drug screenings administered will not show positive results for alcohol and/or drugs as measured by independent verification of urinalysis screenings.	75%	81%	75%	85%	80%	75%
Percent of children will have no new verified report of abuse and/or neglect during services as measured by independent verification with Florida Safe Families Network (FSFN).	90%	97%	90%	91%	90%	99%
Percent of adults will have no new verified report of abuse and/or neglect during services as measured by independent verification with FSFN.	90%	99%	90%	97%	90%	99%
Percent of children who completed the program will have no new verified report of abuse and/or neglect for a period of twelve months after case closure as measured by independent verification with FSFN.	85%	95%	85%	88%	85%	81%
Percent of adults who completed the program will have no new verified report of abuse and/or neglect for a period of twelve months after case closure as measured by independent verification FSFN.	85%	93%	85%	90%	85%	92%

Performance Measure Description	FY17		FY18		FY19	
	Target	Actual	Target	Actual	Target	Actual
Percent of children ages three to four years will meet or exceed the Widely Held Expectations as indicated by their assessment scores on the Teaching Strategies GOLD assessment system in the following areas: Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics, and English Language Acquisition.	Baseline	92%	70%	39%	80%	87%
Percent of children ages one to two years will meet or exceed the Widely Held Expectations as indicated by their assessment scores on the Teaching Strategies GOLD assessment system in the following areas: Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics, and English Language Acquisition.	Baseline	80%	70%	71%	70%	100%
Percent of children ages two to three years will meet or exceed the Widely Held Expectations as indicated by their assessment scores on the Teaching Strategies GOLD assessment system in the following areas: Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics, and English Language Acquisition.	Baseline	63%	65%	37%	50%	100%

Performance Measure Description	FY17		FY18		FY19	
	Target	Actual	Target	Actual	Target	Actual
Percent of children ages Birth to 1 year will meet or exceed the Widely Held Expectations as indicated by their assessment scores on the Teaching Strategies GOLD assessment system in the following areas: Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics, and English Language Acquisition.	Baseline	63%	65%	52%	50%	100%

Program Monitoring Activities:

- JWB staff conducted an onsite observation of two clinical Quality Assurance meetings over the course of this fiscal year. The first meeting was held at the COSA North outpatient location. The meeting was viewed as well-structured, guided by a set agenda, with each staff person presenting cases for clinical review due to treatment barriers, pronounced risk factors or considerations for transition planning due to the attainment of treatment objectives. Advancing from a risk management perspective the completion of such reviews in a peer setting, with clinical oversight by program leadership, is widely viewed as a best practice.

Individuals who present with substance abuse disorders are at increased risk for comorbid psychiatric disorders which requires an integrated approach to service delivery.¹ Staff members confirmed that the presence of such co-occurring disorders are highly prevalent among the population served and posed highly complex treatment considerations particularly for those participants who may require psychopharmacological intervention. Staff conveyed that for these cases the timely accessing of psychopharmacological outpatient services was critical though often represented challenges due to the relative lack of providers across the county. In addition, the staff group discussed the advantages of having ready access to the agency's Case Management program which assists in linking program participants to services beyond the scope of the outpatient department. The meeting concluded with a review of the protocols around drug screenings and the requirements for supervision of these screenings for program participants involved with drug court. The second observation occurred at the COSA South Outpatient site. In a similar fashion to the COSA North staff meeting the process followed a set format and the structure of the reviews were well defined. Research has documented the noteworthy challenges associated with engaging individuals struggling with addictions in substance abuse interventions, with this population exhibiting pronounced treatment attrition rates.² During the review of each of the cases staff presented salient themes related to maintaining participant engagement in treatment and the process of continually applying Motivational Interviewing techniques to maintain the momentum of the

¹ McGovern, M. P., Lambert-Harris, C., Gotham, H. J., Claus, R. E., & Xie, H. (2014). Dual diagnosis capability in mental health and addiction treatment services: an assessment of programs across multiple state systems. *Administration and Policy in Mental Health and Mental Health Services Research*, 41(2), 205-214

² Joe, G. W., Broome, K. M., Rowan-Szal, G. A., & Simpson, D. D. (2002). Measuring patient attributes and engagement in treatment. *Journal of substance abuse treatment*, 22(4), 183-196.

intervention. Motivational Interviewing is a client centered therapeutic style that focuses on the distinct stages of change associated with the recovery process and provides clinicians with a useful guide to gauge participants' level of investment in treatment.³ Overall, JWB staff were impressed by the depth of review provided to each case and the thoughtful considerations provided to the multidimensional contextual influences that act to either impede or sustain the process of treatment.

- The COSA program provides a cluster of services including outpatient services, parenting groups and child care services. These service components function as a continuum of care across the program as a whole however each has a distinct area of strategic therapeutic focus. During the third quarter of the fiscal year a recommendation was made to divide the child care programs into a separate contractual agreement in order, in part, to better align with the JWB School Readiness Strategic Focus Area. Following the approval of this recommendation JWB staff provided technical assistance to the agency to support the development of a single contract for the child care centers which took effect in FY20.

Analysis of Performance:

The deleterious impacts of parental substance misuse on children's health and development is often significant. Substance misuse puts children at a greater risk of neglect and/or abuse and impedes the parent's capacity to utilize appropriate and effective parenting techniques.⁴ The COSA program is measured on intensive outpatient treatment participants abstaining from substance use, increasing parenting knowledge and preventing child maltreatment. The program was just shy of achieving their target related to negative substance screenings. While the program fell short of their target, research suggests more than two out of three individuals relapse within weeks to months of treatment.⁵

To measure increased parenting knowledge, the program utilizes the Adult Adolescent Parenting Inventory-2 (AAPI-2), a valid tool to identify adults and adolescents at risk for inadequate parenting. The AAPI-2 measures five constructs: (a) Inappropriate Expectations, (b) Lack of Parental Empathy, (c) Parental Value of Corporal Punishment, (d) Parent-Child Role Reversal, and (e) Oppressing Children's Power and Independence.⁶ The measures related to the AAPI-2 look for improvements on each construct upon completing program services. The program was able to achieve all their targets related to the AAPI-2. In relation to the AAPI-2 which measures risk for maltreatment, the program is also measured on the participants' involvement within the child welfare system. The program is measured on the percent of participants having a verified report of maltreatment during services and 12 months after services. Ninety-four percent of adults had no verified report of maltreatment during services. Ninety-nine percent of participants had no verified reports of maltreatment during services and increase from the previous fiscal year.

The Child Development Centers are specifically measured using Teaching Strategies Gold® (TSG) which assists staff across COSA's two CDCs with ongoing observations and assessments to support developmental progress. Technical assistance and training has been provided to CDC staff over the years in order to increase data utilization to effectively tailor instruction to support the achievement of developmental growth. Five age groups were measured using TSG. Four of the five age groups measured saw results of 100% meeting or exceeding expectations. This was a significant increase in performance as compared to the previous fiscal years. This increase is attributed to limiting the sample of children measured to those who were attending the center the entire year

³ Rollnick, S., & Allison, J. (2004). Motivational interviewing. *The essential handbook of treatment and prevention of alcohol problems*, 105-116.

⁴ Horgan, J (2011) Parental substance misuse: Addressing its impact on children National Advisory Committee on Drugs

⁵ Sinha, R. (2011). [New findings on biological factors predicting addiction relapse vulnerability](#). *Current Psychiatry Reports*, 13(5), 398-405.

⁶ Lutenbacher, M. (2001). Psychometric assessment of the Adult-Adolescent Parenting Inventory in a sample of low-income single mothers. *Journal of nursing measurement*, 9(3), 291-308

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Executive Summary of Program Monitoring Report

Agency: Operation PAR, Inc.

Program: Motivating new Parents (MnP)

Program Monitoring Reporting Period: 10/1/18 through 9/30/19

Program Description

Motivating new Parents (MnP) offers an intensive intervention program that assists parents who will deliver or who have delivered a substance exposed infant in accessing and preparing for treatment and learning effective parenting skills. Services are designed for both mothers and fathers who use substances and are parenting children ages 0-5. The program intervention modalities revolve around the best practices of Wraparound case management, creating linkages to treatment, the provision of parenting education alongside the utilization of Motivational Interviewing, Cognitive Behavioral Therapy, Nurturing Parenting Nurturing Fathers and Seeking Safety clinical frameworks. The overarching programmatic framework is supported by two Behavioral Health Consultants who carry individual caseloads.

Agency/Program Accomplishments

During the course of the fiscal year, in alignment with the JWB led Fatherhood Initiative, the agency was an active participant and partner in the initiative, providing leadership around the planning for the inaugural event that occurred in June 2019. Involvement in the initiative provided a tangible demonstration of the agency's commitment in relation to placing increased attention on the inclusion of fathers in service delivery across both the MnP program and JWB funded Cornerstone of Successful Achievement (COSA) programs.

Technical Assistance:

During the course of the fiscal year, JWB and program staff held several collaborative meetings around the transition from data entry directly into the JWB data system to data uploads. The implementation of data uploads would eliminate the burden of duplicate data entry on program staff. During this transition period, program staff continued to enter data in the JWB data system and began providing data uploads of exports from their own data system. The transition proved to have challenges along the way, but ultimately the program was able to transition to data uploads at the close of FY19. Data quality will continued to be monitored and technical assistance will be provide to ensure data integrity within the data uploads over the course of FY20.

Fiscal Snapshot:

	FY17	FY18	FY19
Total Program Budget	\$169,481	\$173,071	\$177,131
JWB Allocation	\$169,481	\$173,071	\$173,071
Percent of Total Program Budget represented by JWB Allocation	100%	100%	98%

Lapse	\$14,940	\$19,426	\$14,345
Cost per Participant*	\$1,994 \$169,481/85	\$3,036 \$173,071/57	\$3,002 \$177,131/59

*Cost per participant information is calculated as follows: Total program budget/Total actual participants.

Participant Demographics:

Participants ranged from 19 years old to 44, with the majority (58%) of participants falling within the age range of 25 to 34. Most participants represented a single female head of household. More than half (61%) of the participants graduated from high school or obtained a General Educational Diploma (GED) and thirty-four (34%) did not graduate high school. Sixty-eight percent of participants were referred from an alcohol and/or substance abuse program followed by 20% being referred from child welfare entities.

Program Outcomes:

Performance Measure Description	FY17		FY18		FY19	
	Target	Actual	Target	Actual	Target	Actual
Percent of adults will have improved their Children's Power and Independence sten scores from pretest to posttest as measured by the Adult-Adolescent Parenting Inventory - 2 (AAPI-2).	70%	74%	70%	96%	70%	95%
Percent of adults will have improved their parental Empathy Towards Children's Needs sten scores from pretest to posttest as measured by the AAPI-2.	65%	57%	65%	96%	65%	52%
Percent of adults will have improved their Expectations of Children sten scores from pretest to posttest as measured by the AAPI-2.	60%	74%	60%	96%	65%	67%
Percent of adults will have improved their Parent-Child Family Roles sten scores from pretest to posttest as measured by the AAPI-2.	55%	75%	55%	92%	60%	86%

Performance Measure Description	FY17		FY18		FY19	
	Target	Actual	Target	Actual	Target	Actual
Percent of adults will have improved their Use of Corporal Punishment sten scores from pretest to posttest as measured by the AAPI-2.	60%	65%	60%	100%	60%	100%
Percent of adults will have no new verified report of abuse and/or neglect during program participation as measured by independent verification with FSFN.	85%	85%	85%	84%	90%	94%
Percent of adults who have completed the program will have no new verified report of abuse and/or neglect for a period of twelve (12) months following program participation as measured by independent verification with Florida Safe Families Network (FSFN).	80%	82%	80%	91%	80%	87%

Program Monitoring Activities:

- Over the course of the fiscal year the program made significant adjustments to its philosophical stance towards intervention modalities. The MnP program was previously primarily framed around the evidence based Nurturing Parenting Program (NPP) curriculum.¹ NPP is an adaptive parenting training model, which was primarily provided to substance abusing woman both at the prenatal and postnatal stages of pregnancy, based on social learning theory and is specifically designed to assess, treat and ameliorate abusive parenting attitudes and practices.² However, with growing recognition, at both the community and program level, of the imperative of placing increased attention on the involvement of fathers the program set forth a proposal that moved towards incorporating programming for fathers that focused on the entire family system as a whole. This approach is well supported in research literature that has consistently found that outcomes towards healthy childhood development are greatly improved when both parental figures are involved.³ Subsequently, over the course of FY19, the program implemented a range of

¹ Hodnett, R. H., Faulk, K., Dellinger, A., & Maher, E. (2009). Evaluation of the Statewide Implementation of a Parent Education Program in Louisiana's Child Welfare Agency: The Nurturing Parenting Program for Infants. *Final evaluation report submitted to Casey Family Foundations*.

² Bavolek, S. J. (2016). Nurturing parenting programs for the prevention of child maltreatment. In J. J. Ponzetti, Jr. (Ed.), *Evidence-based parenting education: A global perspective* (pp. 206-224). New York, NY: Routledge

³ Oliveros, A., & Kaufman, J. (2011). Addressing substance abuse treatment needs of parents involved with the child welfare system. *Child welfare*, 90(1), 25.

father specific programming utilizing the tenets of the evidenced Nurturing Fathers curriculum.⁴

- At the onset of the second quarter of the fiscal year, JWB staff met with program management to discuss their aforementioned proposal to modify the service delivery model and to offer technical assistance around the proposed programmatic modifications. JWB staff provided an overarching recommendation that in order for the modifications to preserve fidelity to the NPP evidence based model the program consult directly with the curriculum developer, Dr. Bavolek. JWB staff also discussed the need to examine the current program biopsychosocial assessment and corresponding intervention plan to determine whether additional elements should be incorporated specific to father figures.
- Following direct consultation with Dr. Bavolek, the program embarked on a progressive adaptation to both the program model and systemic linkages specifically aimed towards creating an increased involvement of fathers in the treatment intervention and broader service delivery approach.
- According to a recent Bureau of Justice Statistic almost 1.5 million children across the United States have incarcerated parents and almost half are fathers.⁵ In May 2019, the program further strengthened its position around the inclusivity of fathers, under broad sets of circumstances, through its establishment of linkages with the Pinellas Ex Reoffender Coalition. (PERC). The primary mission of PERC is to assist in reducing potential recidivism rates, the reconnection of ex-offenders with family through advocacy, education, case management and referrals for appropriate services.
- Also in May 2019, following attentive and deliberate planning, the agency launched its Nurturing Fathers Groups. These groups focused exclusively on supporting fathers in the development of the skills necessary to either improve existing parenting roles or move towards re-establishing meaningful involvement in the lives of their child or children.
- In order to view the application of the MnP curriculum, JWB staff conducted an onsite observation of a MnP session held at the Operation PAR., Inc. outpatient department. The session involved a parent with two latency age children and an infant who were each placed in the Child Welfare system as a result of the parent's prolonged struggles with substance abuse. During the initial segment of the session the Consultant focused on a review of the various curriculum components that had been completed to date and prompted the parent to reflect on the skill sets that had been covered during these prior sessions. The Consultant then transitioned to a focused discussion around the tactic of *planned ignoring* which involves the deliberate ignoring of negative behaviors in order to avoid reinforcing them. Subsequent to reviewing the principles of *planned ignoring* the Consultant encouraged the parent to recall specific examples from her parenting experiences where this technique may have proven to be useful. Following an in depth discussion on this topic the Consultant then moved to an exploration of the construct of *Emotional Self-Control* regulation as it pertains to effective parenting. The Consultant was viewed as smoothly guiding the parent through the identification of techniques to improve emotional regulation, particularly during challenging parent-child interactions.

The final stage of the session concluded with the Consultant providing support to the parent in relation to an upcoming dependency court hearing. Overall the session was viewed as

⁴ Bavolek, S. J. (2000). *The nurturing parenting programs*. US Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention.

⁵ Jeffries, J. M., & Menghraj, S. (2016). Serving incarcerated and ex-offender fathers and their families: A review of the field

being well structured, evenly paced and attentive to the NPP curriculum subject matter and principles.

- Proportional to the program's staffing model a total of two employee personnel files were reviewed to ensure the presence of appropriate Human Resources standards and practices. For each of the files reviewed each was found to be in full compliance with background screening requirements. Moreover, each file contained best practice documentation such as resumes, confirmation of reference checks and signed confirmation of receipt of agency policies and procedures. In general files were well organized, orderly and contained evidence of training consistent with the program methodology.

Analysis of Performance:

The Adult Adolescent Parenting Inventory-2 (AAPI-2) is a valid tool the program utilizes to identify adults and adolescents at risk for inadequate parenting. The AAPI-2 measures five constructs: (a) Inappropriate Expectations, (b) Lack of Parental Empathy, (c) Parental Value of Corporal Punishment, (d) Parent-Child Role Reversal, and (e) Oppressing Children's Power and Independence⁶. The measures related to the AAPI-2 look for improvements on each construct upon completing program services. The program exceeded their performance targets on four out of the five constructs. The program fell just short of their target for the construct Lack of Parental Empathy. A lack of improvement in this construct represents caregiver's lacking sufficient empathy for children's needs. Parent's that do not have an appropriate level of empathy for children's need find their needs or wants irritating or overwhelming and therefore increase parental stress. Children growing up with caregiver's who lack empathy often struggle to develop a strong moral compass.

In relation to the AAPI-2 which measures risk for maltreatment, the program is also measured on the adults' involvement within the child welfare system. The program is measured on the percent of caregivers having a verified report of maltreatment during services and 12 months after services. Ninety-four percent of adults had no verified report of maltreatment during services. These results represent an increase in positive outcomes in comparison to the past two fiscal years

<u>Paul Webb</u> Date: <u>6/19/20</u>	<u>Megan Seales</u> Date: <u>6/19/20</u>
Paul Webb Senior Program Consultant	Megan Seales Senior Program Evaluator

<u>Karen Woods</u> Date: <u>6/23/2020</u>	<u>Karen Boggess</u> Date: <u>6/23/2020</u>
Karen Woods Program Administration Manager	Karen Boggess Program Evaluation Manager

<u>Judith Warren</u> Date: <u>6/25/2020</u>	
Judith Warren Chief Operating Officer	6/29/2020
<u>Beth A. Houghton</u> Date: _____	
Beth A. Houghton Chief Executive Officer	

⁶ Lutenbacher, M. (2001). Psychometric assessment of the Adult-Adolescent Parenting Inventory in a sample of low-income single mothers. *Journal nursing measurement*, 9(3), 291-308



EXECUTIVE SUMMARY OF PROGRAM MONITORING REPORT

Agency: Florida Department of Health, Pinellas County Health Department

Program: Healthy Families Pinellas

Program Monitoring Reporting Period: October 1, 2018 through September 30, 2019

PROGRAM DESCRIPTION: Healthy Families Pinellas (HFP) is part of a national network of Healthy Families America programs, an intensive, evidence-based home visiting and family support program. Serving families countywide, the program focuses on educating and supporting families from pregnancy until the child is age five. The program offers enhanced services provided by specialty staff including nurses, mental health counselors, father services specialists, and resource specialists as part of the team.

AGENCY/PROGRAM ACCOMPLISHMENTS: Healthy Families staff and leadership provided consistent representation, expertise, and support to the Pinellas County Fatherhood Collaborative and offered their Father Services staff to share their knowledge and serve as leaders in our community for this effort. Another important effort undertaken by HFP during FY19 was the implementation of Safe Baby Workers within three, highly utilized DOH-Pinellas WIC offices. The intent of these positions is to provide education to expectant and new parents about infant safe sleep practices, abusive head trauma prevention, and tips to choosing an appropriate caregiver.

TECHNICAL ASSISTANCE: Throughout the reporting period, DOH-Pinellas and the JWB Program Consultant and Evaluator worked closely together via program monitoring visits, consultation calls, and various other collaborative meetings. JWB regularly attended the Healthy Families and Nurse-Family Partnership Management Team Meetings where stakeholders review a number of quality indicators including, but not limited to, home visit completion rates, staff vacancies, program capacity, and program improvement opportunities. Furthermore, JWB and HFP participated heavily in the Coordinated Intake and Referral (CI&R) meetings following changes to the state Healthy Start model that led to restructuring how referrals are processed at the local level for a number of early intervention home visitation programs. To summarize, with the implementation of CI&R, Healthy Families Pinellas and other JWB funded programs were seeing a steady decline in the number of referrals particularly those that were able to be located. In August of 2019, JWB hosted a series of consensus building workshops regarding the status of the new CI&R implementation and to help identify additional opportunities to strengthen the system of care to ensure existing services are reaching the families in need of community support services. It was determined the most crucial impact of the state implementation was removal of Healthy Start staff who were previously co-located in high volume obstetrician offices throughout Pinellas. Discussions have, and will continue to occur to assess how JWB and DOH-Pinellas can help support improving the process and providing additional staff resources back in obstetrician offices via a collaborative approach utilizing existing resources within the HFP program.

FISCAL SNAPSHOT:

	FY17	FY18	FY19	Comments
Total Program Budget	\$7,026,162	\$7,319,649	\$7,667,680	Totals include program allocation and support group funds (\$6,815).
JWB Allocation	\$5,459,001	\$5,793,825	\$5,924,029	
Percent of Total Program Budget represented by JWB Allocation	78%	79%	77%	
Lapse	\$169,971	\$421,681	\$383,026	FY19 lapse generated largely in subcontracted mental health services and salary and fringe
Cost per Participant*	\$3,059 (\$7,026,162/2,297)	\$3,370 (\$7,319,649/2,172)	\$4,357 (\$7,667,680/1,760)	Totals include program allocation and support group funds.

*Cost per participant information is calculated as follows: Total program budget/Total actual participants.

PARTICIPANT DEMOGRAPHICS: In FY19, Healthy Families served a total of 1,760 participants, 52% adult and 48% children, achieving 86% of its proposed service goal. Families served by Healthy Families are plagued with various societal issues including poverty, low income and likewise low educational status. With approximately 54% of HFP families residing in the lowest opportunity areas of Pinellas county and 34% having a high school diploma or lower, families involved in HFP are more likely to experience higher rates of poverty which is directly correlated to academic, behavior and social issues. The overall makeup of HFP includes 80% females with an average age of 28 years old. Similarly, 30% of participants served in FY19 were African American, 48% Caucasian and 22% were from other races. It is also worth noting, 9% of the adult participants were fathers engaged in the father services programming.

PROGRAM OUTCOMES:

Performance Measure Description	FY17		FY18		FY19	
	Target	Actual	Target	Actual	Target	Actual
Percent of children will have no new <u>verified report</u> of abuse and/or neglect <u>during services</u> as measured by independent verification with Florida Safe Families Network (FSFN).	85%	99%	85%	98%	95%	97%
Percent of children will not experience an <u>out-of-home placement during services</u> as measured by independent verification with FSFN.	95%	100%	95%	99%	95%	99%
Percent of children who complete the program will have no new <u>verified report</u> of abuse and/or neglect for a period of twelve months <u>following case closure</u> as measured by independent verification with FSFN.	90%	96%	90%	95%	95%	98%

Performance Measure Description	FY17		FY18		FY19	
	Target	Actual	Target	Actual	Target	Actual
Percent of children will not experience an <u>out-of-home placement</u> for a period of twelve months <u>following case closure</u> as measured by independent verification Florida Safe Families Network (FSFN).	95%	100%	95%	98%	95%	99%
Percent of children will be up to date on immunizations (as defined by Center for Disease Control (CDC) recommended immunization schedule) at <u>12 months</u> of age as verified by the immunization records.	95%	96%	95%	99%	95%	94%
Percent of children will be up to date on immunizations (as defined by CDC recommended immunization schedule) at <u>24 months</u> of age as verified by the immunization records.	95%	98%	95%	99%	95%	93%
Percent of parents will increase healthy parenting skills and behaviors related to social support as measured by the Healthy Families Parenting Inventory (HFPI).	Baseline	40%	Baseline	43%	50%	42%
Percent of parents will increase healthy parenting skills and behaviors related to problem solving/coping as measured by the HFPI.	Baseline	51%	Baseline	52%	50%	48%
Percent of parents will increase healthy parenting skills and behaviors related to mobilizing resources as measured by the HFPI.	Baseline	52%	Baseline	60%	50%	47%
Percent of parents will increase healthy parenting skills and behaviors related to parent/child interaction as measured by the HFPI.	Baseline	54%	Baseline	50%	50%	45%
Percent of parents will increase healthy parenting skills and behaviors related to parenting efficacy as measured by the HFPI.	Baseline	42%	Baseline	38%	50%	40%

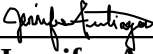
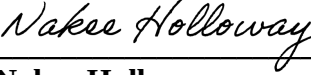
PROGRAM MONITORING ACTIVITIES: The JWB assigned Program Consultant and Evaluator conducted regular program monitoring activities throughout the reporting period including observations of program services and team meetings, administrative reviews, as well as interviews with both staff and participants. Participants interviewed revealed motivations for program participation which included wanting a support system, desiring education in order to be a better parent and wanting to “get back on track and have a better life.” All participants reported a high level of satisfaction with program services. Overall, program monitoring activities conveyed program services delivered with fidelity to the program methodology.

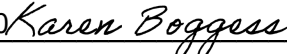
DATA QUALITY:**File Review Date(s):** 5/7/19, 5/15/19, and 5/28/19

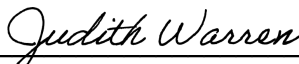
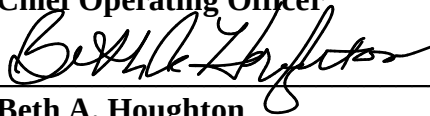
JWB staff conducted three file reviews; one for each region where program teams are located (north-, mid-, and south-county). Files were reviewed for all participants who received services. FY19 was the first full year of HFP participating in a data upload process. During the course of the review, JWB identified some areas needing attention that were specific to Healthy Families Florida and the monthly data uploads. These items were addressed separately from the file review process and were not assessed as data error against the program. By site the program's data accuracy was 93% for north county teams, 95% for mid-county teams, and 89% for south county teams. Overall, the program's data accuracy score was 92% which is considered an acceptable rate.

ANALYSIS OF PERFORMANCE: Overall, Healthy Families Pinellas (HFP) has reached and in many cases exceeded its primary goal of preventing abuse and neglect. Serving approximately 827 adults and 851 children in FY19, 97% of participants served by the program have no new verified report of abuse and/or neglect during program participation. Similarly, only 1% of children served by the program experienced an out of home placement during services. It is also worth noting, that one year after completion of programming, 98% of children who completed the program had no new verified report of abuse and/or neglect.

To examine and assess the impact the program is having on fostering positive pregnancy and parenting outcomes, the Healthy Families Parenting Inventory (HFPI) is disseminated to participants at six and 12 month intervals. Results suggest that overall, HFP increased parenting skills in the areas of problem solving, mobilizing resources and parent/child interactions. The program did not make strides in increasing parenting skills in the areas of parenting efficacy and social support and thus are working on strategies in collaboration with JWB staff to closely monitor and assess progress toward these outcomes.

 _____ Jennifer Artiaga, LCSW Senior Program Consultant	Date: <u>6/23/20</u>	 _____ Nakee Holloway Senior Program Evaluator	Date: <u>06/23/20</u>
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 _____ Karen Woods Program Administration Manager	Date: <u>6/23/2020</u>	 _____ Karen Boggess Program Evaluation Manager	Date: <u>6/23/2020</u>
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 _____ Judith Warren Chief Operating Officer	Date: <u>6/29/2020</u>
 _____ Beth A. Houghton Chief Executive Officer	Date: <u>6/29/2020</u>



EXECUTIVE SUMMARY OF PROGRAM MONITORING REPORT

Agency: Florida Department of Health, Pinellas County Health Department

Program: Pinellas Nurse-Family Partnership

Program Monitoring Reporting Period: October 1, 2018 through September 30, 2019

PROGRAM DESCRIPTION: Pinellas Nurse-Family Partnership (NFP) is an evidence-based home visiting program serving Pinellas County intended to help first-time, low-income mothers and their children succeed. Nurses provide parenting education, breastfeeding support, referrals to community resources, and promote family enrichment beginning in pregnancy prior to 28 weeks' gestation through the child's second birthday. Goals for the program include improving pregnancy outcomes, child health and development, and family economic self-sufficiency.

AGENCY/PROGRAM ACCOMPLISHMENTS: The Pinellas NFP program experienced turnover of a key leadership position during the year, however, agency leadership worked closely with JWB, the NFP National Service Office, and program staff to select a qualified candidate in Q1 of 2020. A strong supervisor is crucial to the success of NFP as the program design has very intensive fidelity and performance measures making the leadership position vital to the success of the overall program and delivery of quality services. The program experienced minimal changes in Nurse Home Visiting staff during the year, however, positions were promptly filled. Program leadership also worked closely with JWB and other community members to ensure appropriate outreach and screenings occur in an effort to connect families in need with the evidence based Pinellas NFP program.

TECHNICAL ASSISTANCE:

Throughout the reporting period, DOH-Pinellas and the JWB Program Consultant and Evaluator worked closely together via program monitoring visits, consultation calls, and various other collaborative meetings. JWB regularly attended the Healthy Families and Nurse-Family Partnership Management Team Meetings which serve as the Advisory Committee as required by the NFP National Service Office (NSO) and the NFP monthly Steering Committee meetings. These meetings continue to be utilized as an opportunity to review cases, discuss challenges, review staff capacity, and discuss program successes. Furthermore, JWB and NFP participated heavily in the Coordinated Intake and Referral (CI&R) meetings following changes to the state Healthy Start model that led to restructuring how referrals are processed at the local level for a number of early intervention home visitation programs. In August of 2019, JWB hosted a series of consensus building workshops regarding the status of the new CI&R implementation and to help identify additional opportunities to strengthen the system of care to ensure existing services are reaching the families in need of community support services. It was determined the most crucial impact of the state implementation was removal of Healthy Start staff who were previously co-located in high volume obstetrician offices throughout Pinellas. Discussions have, and will continue to occur to assess how

JWB and DOH-Pinellas can help support improving the process and providing additional staff resources back in obstetrician offices.

FISCAL SNAPSHOT:

	FY17	FY18	FY19	Comments
Total Program Budget	\$786,878	\$793,845	\$829,785	
JWB Allocation	\$709,661	\$725,318	\$725,318	
Percent of Total Program Budget represented by JWB Allocation	90%	91%	87%	
Lapse	\$42,506	\$28,520	\$42,710	FY19 lapse increased in salary, fringe, and professional services (78%)
Cost per Participant*	\$2,667 (\$786,878/295)	\$2,398 (\$793,854/331)	\$2,660 (\$829,785/312)	

*Cost per participant information is calculated as follows: Total program budget/Total actual participants.

PARTICIPANT DEMOGRAPHICS: Nurse-Family Partnership served 173 families in FY19, attaining 83% of its proposed targeted service level. As originally intended, NFP served low income, first time mothers with approximately 75% of participants having either no income or income that is below the federal poverty limit for one adult. The average age of participants served is 25 and only 10% reported being married upon entering the program. Similarly, while only a small amount of participants report being married nearly half reported having daily contact with the father of the child.

PROGRAM OUTCOMES:

Performance Measure Description	FY17		FY18		FY19	
	Target	Actual	Target	Actual	Target	Actual
Percent of reduction in smoking during pregnancy. Reductions in the percentage of women smoking from intake to 36 weeks pregnancy	>20%	91%	>20%	95%	>20%	243%
Completion rates for all recommended immunizations by the time the child is two years of age	>90%	100%	>90%	100%	>90%	100%
Mean number of months women 18 years and older are employed following the birth of the infant through 12 months	5 months	3 months	5 months	6 months	5 months	4 months
Mean number of months women 18 years and older are employed from 13 months to 24 months post-partum	8 months	9 months	8 months	12 months	8 months	10 months
Percent of children will have no new verified report of abuse and/or neglect during program participation as measured by independent verification with Florida Safe Families Network (FSFN)	90%	99%	90%	100%	95%	93%

Performance Measure Description	FY17		FY18		FY19	
	Target	Actual	Target	Actual	Target	Actual
Percent of children who have completed the program will have no new verified report of abuse and/or neglect for a period of twelve (12) months following program participation as measured by independent verification with Florida Safe Families Network (FSFN)	85%	99%	85%	94%	90%	88%
Percent of children will not experience an out of home placement during services as measured by independent verification with Florida Safe Families Network (FSFN)	95%	100%	95%	100%	95%	98%
Percent of children will not experience an out of home placement for a period of twelve (12) months following services as measured by independent verification with Florida Safe Families Network (FSFN)	95%	100%	95%	97%	95%	100%

PROGRAM MONITORING ACTIVITIES: The JWB assigned Program Consultant and Evaluator conducted regular program monitoring activities throughout the reporting period including observations of program services and team meetings, administrative reviews, as well as interviews with both staff and participants. Staff were observed during the reporting period and demonstrated appropriate interactions with participants and presented as knowledgeable in regard to program content. All participants interviewed reported a high level of satisfaction with program services and reported the program was easily accessible. Program observations confirmed the program staff continued to provide services in alignment with the NFP model and the Pinellas NFP program methodology.

DATA QUALITY:

File Review Date(s): 2/27/19

JWB staff conducted a review of six files which contained both adult and youth participant information. Overall, the accuracy of data resulted in an 86% across the six files reviewed. Typically, an acceptable rate is 90%. Five of the six files observed contained discrepancies pertaining to Household Income. JWB staff recommended ensuring there is clear understanding pertaining to how income information gets updated across data sources (DOH-Pinellas system and the NFP NSO database). For this review, the overall accuracy score was primarily impacted by the majority of discrepancies falling within a single category. Progress notes were observed to be thorough and generally painted a clear picture of gaps in service and attempted visits. It also demonstrated the strong relationship the nurses build with participants. This is an area that has progressed over time and is viewed as a quality program attribute.

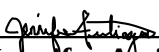
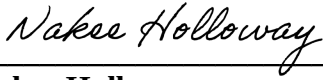
ANALYSIS OF PERFORMANCE: NFP NSO has a three tiered approach to its evidence based home visitation model: 1) improving pregnancy outcomes, 2) improving child health and development, and 3) promoting family economic self-sufficiency. Serving just over 300 clients, Pinellas NFP is using various methods to educate its clients on the aforementioned three overarching goals. Of the 312 clients (173 adults/139 children) served by Pinellas NFP in FY19, 100% of adult clients are first time mothers, however only 39% are enrolled by 16 weeks. The challenge of targeting its intended clients by 16 weeks gestation is attributed to the aforementioned

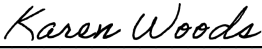
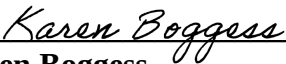
breakdown in the CI&R system, specifically, this is directly correlated to the number of referrals received that are unable to be located.

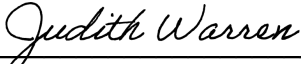
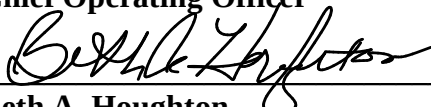
NFP's overall scope of work involves clients receiving prenatal care, preventive health practices, and education on good nutrition while pregnant to accomplish its overarching outcome of improving pregnancy outcomes. Program staff spend an average of 65% of each home visit educating clients on the pregnancy, infancy and toddler phases, while highlighting content including but not limited to, personal and environmental health, life course development, the maternal role and the role of family and friends. As a result of the education by licensed nursing staff, 75% of clients who admitted smoking at intake reported cessation from smoking when assessed at 36 weeks. Similarly, 100% of clients have completed recommended immunizations by the time their child turned two years of age.

In the area of child health and development, the program is making strides toward reducing the percent of preterm and low birth weight infants delivered by program clients. The program is maintaining a preterm labor rate of 11.5%. The program is however having some difficulty attaining its proposed outcome of a 7.8% low birth rate. With a current low birth rate of 11.5%, program administrators are working on a quality improvement plan to address this outcome but have determined that this outcome is directly correlated to clients coming to the program after 16 weeks gestation; currently 61% of clients enter the program after 16 weeks.

To examine and assess the impact Pinellas NFP is having on preventing child abuse by strengthening a stable and nurturing family, FSN data is used to ascertain the percent of children with no new verified report of abuse and/or neglect and percent of children who will not experience an out of home placement both during and 12 months after case closure. Notably, 93% of clients had no verified cases of abuse or neglect during services and only a 3% removal during services. Similarly, at 12 months follow up the program 88% of clients had no verified abuse or neglect cases.

	Date: 6/23/20		Date: 06/24/20
Jennifer Artiaga		Nakee Holloway	
Senior Program Consultant		Senior Program Evaluator	

	Date: 6/23/2020		Date: 6/23/2020
Karen Woods		Karen Boggess	
Program Administration Manager		Program Evaluation Manager	

	Date: 6/29/2020
Judith Warren	
Chief Operating Officer	
	Date: 6/29/2020
Beth A. Houghton	
Chief Executive Officer	



EXECUTIVE SUMMARY OF PROGRAM MONITORING REPORT

Agency: R'Club Child Care, Inc.

Program: Lew Williams Center for Early Learning

Program Monitoring Reporting Period: October 1, 2018 through September 30, 2019

PROGRAM DESCRIPTION: The Lew Williams Center for Early Learning is a multi-agency collaboration including Pinellas County Schools, the Juvenile Welfare Board of Pinellas County, Early Learning Coalition of Pinellas County, Lutheran Services of Florida Head Start/Early Head Start, and R'Club Child Care. The center provides high quality learning opportunities for children aged one to five years to prepare them for their formal educational careers in an accredited school. The program provides degreed teachers along with staff credentialed assistants. The funding supports the implementation of the curriculum, screenings, home visitation, and parental engagement. All children have access to health, dental, and supportive services to assist in school success.

AGENCY/PROGRAM ACCOMPLISHMENTS: One of Lew Williams' responsibilities for the multi-agency collaboration is to provide professional development in the community. Staff accomplished this task by educating interns from Gibbs High School, Pinellas Technical College, and St. Petersburg College in the field of early childhood education. Interns completed homework assignments and shadowed classroom teachers. Lew Williams also partnered with the City of St. Petersburg in a program named "Read to Me" where a paid intern was assigned to a Voluntary PreKindergarten (VPK) child who was struggling on the first quarter VPK assessment. The intern gave one-on-one attention and played literacy games with the child. There were a total of ten interns in this pre-reading program. In addition to community professional development, Lew Williams staff provided many opportunities for family engagement with the center including, a parade for Dr. Martin Luther King's Birthday through the hallways of Pinellas Technical College, St. Petersburg campus and a Valentine's Day dance for extended family.

TECHNICAL ASSISTANCE: Technical assistance was provided throughout the year as needed for budget amendments and position management in JWB's financial data system. Position management in the JWB system is necessary in order to ensure correct reimbursements for the correct staff. Technical assistance was also provided for tracking parent services and entering data into JWB's data system.

FISCAL SNAPSHOT:

	FY17	FY18	FY19
Total Program Budget	\$1,642,149	\$1,764,535	\$1,734,611
JWB Allocation	\$622,179	\$644,683	\$664,023
Percent of Total Program Budget represented by JWB Allocation	38%	37%	38%
Lapse	\$17,287	\$8,492	\$11,663
Cost per Participant*	\$10,595 (1,642,149/155)	\$11,609 (1,764,535/152)	\$13,767 (1,734,611/126)
Cost per Total of Children and Parents	N/A	N/A	\$11,720 (1,734,611/148)

*Cost per participant information is calculated as follows: Total program budget/Total actual participants.

PARTICIPANT DEMOGRAPHICS:

In FY19, Lew Williams Center actually served 158 children ages one to five. However, the staff who was responsible for data entry was new to the position and entered only 126 children by the 10/30/2019 deadline. Per JWB data policy, only the static number generated after the due date will be used for JWB reporting. Therefore, the static number of the 126 children is used for this report.

Of the 126 children, 89% were black or African American, 6% white and 2% Hispanic. Fifty-seven percent (57%) of children were girls. Eighty-two percent (82%) were from single-parent households, 15% from a dual parent household and 4% lived with relatives. Eighty-three percent (83%) of families reported an annual income below \$39,999 and 8% declined to provide their annual household income.

FY19 was the first year the program was asked to collect parent data because they have a dedicated Family Engagement Specialist. R'Club was in agreement and proposed that 90 parents would be served. However, program staff did not collect parent data until JWB staff found out this issue in July 2019. Although more parents were served, only 22 had signed the required consent forms allowing their demographics and service data to be entered into JWB database. Of the 22 parents, five percent (5%) did not graduate from high school, 41% had a high school diploma or equivalent, 9% attended some college, and 27% held an AA/BA degree. Four parents (18%) did not provide the information about their education.

PROGRAM OUTCOMES:

Performance Measure Description	FY17		FY18		FY19	
	Target	Actual	Target	Actual	Target	Actual
Percent of children ages 1 to 2 years who meet or exceed the Widely Held Expectations on the Teaching Strategies GOLD assessment by the end of the school year.	80%	97%	80%	100%	90%	100%
Percent of children ages 2 to 3 years who meet or exceed the Widely Held Expectations on the Teaching Strategies GOLD assessment by the end of the school year.	80%	71%	80%	100%	80%	97%
Percent of children ages 3 to 4 years who meet or exceed the Widely Held Expectations on the Teaching Strategies GOLD assessment by the end of the school year.	80%	93%	80%	99%	90%	94%
Percent of children ages 4 to 5 years who meet or exceed the Widely Held Expectations on the Teaching Strategies GOLD assessment by the end of the school year.	80%	94%	80%	99%	90%	98%
Percent of children who meet or exceed the expectations as indicated by their assessment scores in the third assessment period on the Florida Voluntary Prekindergarten (VPK) Assessment.	80%	67%	80%	83%	80%	83%

PROGRAM MONITORING ACTIVITIES:

JWB staff observed one of the VPK classrooms. The classroom was organized with developmentally appropriate displays and materials throughout the classroom. Staff added pictures of the interns to the display for parents to see who was working with their child. JWB staff observed circle time before special guests from Gibbs High School band arrived. While making butter with the children, teachers talked about musical instruments they might see and then made real-life connections to the instruments once the band arrived on their playground. There were many guests in the audience for the performance including Gibbs High School Principal, Assistant Principal, and Supervisor of Pinellas County Schools' preschools. Children danced, clapped, and smiled to the music. After the concert, children played in the classroom. Both staff were positive, encouraged language and problem solving skills throughout the observation. The classroom was using the Frog Street Curriculum per the guidelines from Head Start. Head Start required the new curriculum after their scores were generally low throughout Pinellas County Head Start on the STARS assessment for kindergarteners.

Two staff interviews were complete this fiscal year. One staff had a Masters of Arts in Early Childhood Special Education and the other had a Child Development Associate (CDA). Staff were generally happy with the center and indicated the supervisor was sensitive to families' and staff's needs and supportive of everyone. They were happy with professional development opportunities and staff with the CDA shared that she would continue her education because of the tremendous support she received at the center. Staff shared that staffing shortages were troublesome and a more consistent staff would allow them to have more follow through on special projects.

One toddler parent expressed that she was very happy with the center. The parent shared that when her child started in the one year old room, she did not trust the teachers because this was the first time leaving her child with someone who was not family. The parent spoke to the Center Director about it and he assured the parent that the two teachers would take good care of her child. The Center Director talked with the parent consistently about the care her child was receiving. By the end of the year, the parent cried because she didn't want her child to leave the classroom. She really liked the teachers and wanted them to move up to the next room with her child.

JWB staff attended quarterly partnership meetings with the center and other stakeholders. There were updates about staffing, family events, child concerns, and professional development both at the center and in the community. Throughout the year, the Professional Development Director and Coach held 15 trainings with 204 participants. Trainings were conducted at Lew Williams or onsite at targeted centers and included coaching at the providers' request. Conversations included that Lew Williams Center struggled this year with staffing the classrooms. R'Club management explained that it was due to how good the economy was and the childcare field had lower salaries. JWB staff assisted the agency with creating a budget amendment to pay for substitute employees.

JWB staff reviewed inspection reports from the Pinellas County License Board (PCLB). The center had a non-compliance in personnel records with a Level 2 Background clearance not being on file *prior* to the first day of hire and the affidavit of good moral character being completed on or before the first day of hire. The center made a plan and was in compliance with all records on the next date of inspection. The center had other concerns such as a violation for discipline practices with food. In addition, a staff member in the two year old classroom fell asleep while supervising the napping children. In both instances, Lew Williams' supervisory staff terminated the employees and re-trained remaining employees on appropriate classrooms policies and procedures.

JWB staff completed a personnel and volunteer file review. Lew Williams' staff had not changed since the last PCLB inspection, therefore, JWB staff did not review personnel files. However, there were 22 volunteers at the center and all files and logged hours were reviewed. The files were organized and all had the affidavits of good

moral character signed. None of the high school students volunteered over ten hours per month. Program staff assured JWB that interns were never left alone with the children. On the other hand, volunteers who exceeded ten hours per month had verified background screenings.

DATA QUALITY:

File Review Date(s): 7/26/19

A file review was conducted based on a random sample of 10 participants. Participants' files were reviewed for compliance, data integrity, service delivery, performance measurement and overall data entry accuracy. Files were well organized. Each file included a checklist to ensure the completeness of the required paper work. The program achieved a perfect compliance score of 100% for the collection of the required JWB forms, the JWB Written Statement of Purpose and the Release of Information. There was a 93% accuracy rate on the critical data including participant names, dates of birth and gender. In addition to the participant data, JWB staff reviewed episode, attendance and assessment data. Assessment data was available for review. The overall data accuracy score was 93%.

ANALYSIS OF PERFORMANCE:

Children's developmental and academic performance is monitored by five performance measures based on two assessment tools: Teaching Strategies GOLD (TSG) and Florida Voluntary Prekindergarten (VPK) Assessment. TSG is an authentic, ongoing, observation-based assessment system that goes hand-in-hand with the Creative Curriculum. The tool can be used to measure children's development and learning in six domains from birth through third grade. The six domains are social emotional, physical, language, cognitive, literacy and mathematics. The Florida Voluntary Prekindergarten (VPK) Assessment is mandated by Florida Department of Education and Florida Office of Early Learning for all four-year-old VPK children. It assesses children's academic progress in the areas of Print Knowledge, Phonological Awareness, Mathematics and Oral Language/Vocabulary.

JWB monitors the percentage of children who meet or exceed the expectations of the developmental and learning milestones for their age group throughout the school year. Children who meet or exceed the expectations by the end of the school year are considered ready for school. Taking service time into consideration, the end-of-the-year outcomes discussed in this report are limited to children who were enrolled and assessed at both the beginning and the end of the FY19 school year.

The program met all performance goals in FY19. The FY19 VPK assessment scores showed that 83% of VPK students were ready by the end of the school year, which was 3% higher than the 80% target objective. The FY19 TSG outcomes indicated that all age groups met their 90% readiness goals. Specifically, the readiness rate was 100%, 97%, 94%, and 98% in Teaching Strategies GOLD for children ages one to two, two to three, three to four and four to five, respectively.



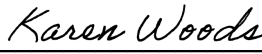
Name
Senior Program Consultant

Date: 6/24/2020



Name
Senior Researcher

Date: 6/24/2020



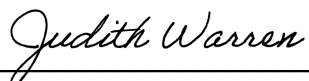
Karen Woods
Program Administration Manager

Date: 6/25/2020



Karen Boggess
Program Evaluation Manager

Date: 6/25/2020



Judith Warren
Chief Operating Officer

Date: 6/29/2020



Beth A. Houghton
Chief Executive Officer

Date: 6/29/2020



EXECUTIVE SUMMARY OF PROGRAM MONITORING REPORT

Agency: R'Club Child Care, Inc.

Program: Homeless Early Learning Program (HELP)

Program Monitoring Reporting Period: October 1, 2018 through September 30, 2019

PROGRAM DESCRIPTION: The HELP Program provides early care education and support services to children ages two months to five years and their families, particularly those families who are experiencing homelessness. The HELP Program is located in Clearwater at Community Pride Breeden and Community Pride Gateway. The program was designed to address childcare funding gaps experienced by homeless families and to remove barriers related to their child's enrollment, attendance, child care provider, and meaningful parent engagement. The program employs a Family Service Coordinator who provides support to the child by ensuring regular attendance, adjustment to the classroom, and on track with developmental milestones.

AGENCY/PROGRAM ACCOMPLISHMENTS: The agency recognized Pinellas County School's HEAT (Homeless Education Assistance Team) Homeless Awareness Day by having all staff and children wear green. They took pictures with families who participated. Families brought non-perishable food in and they donated it to a homeless shelter. Families were assisted to get ELC scholarships to help them with sustaining child care assistance. Breeden center was re-accredited this year. They also had two teachers receive their Director's Credential and one teacher received her Florida Child Care Professional Certificate.

TECHNICAL ASSISTANCE: Technical assistance was offered as needed to follow JWB guidelines for budget amendments and updating JWB's financial accounting software with correct staff. Positions in the JWB accounting software were not consistently updated to show where staff vacancies were. Therefore, it appeared that the majority of positions were full, when in reality, the program was using substitute teachers. After the vacant positions were updated, JWB staff permitted a budget amendment to move funding with the purpose of paying for the substitutes.

FISCAL SNAPSHOT:

	FY17	FY18	FY19
Total Program Budget	\$1,656,341	\$1,755,124	\$1,828,330
JWB Allocation	\$330,023	\$339,924	\$339,924
Percent of Total Program Budget represented by JWB Allocation	20%	19%	19%
Lapse	\$15,814	\$3,012	\$7,520
Cost per Participant*	\$6,873 (\$1,656,341/241)	\$7,283 (\$1,755,124/241)	\$7,846 (\$1,828,330/233)
Cost per Total of Children and Parents	N/A	N/A	\$7,714 (\$1,828,330/237)

**Cost per participant information is calculated as follows: Total program budget/Total actual participants.*

PARTICIPANT DEMOGRAPHICS:

In FY19, the HELP program served 233 children ages birth to five, which included 32 children experiencing homelessness and 86 Head Start and Early Head Start children. JWB is in the process of obtaining a data sharing agreement with Lutheran Services Florida for Head Start and Early Head Start data, therefore, the detailed demographic and performance outcome data reported is limited to 147 non-Head Start track children.

Of the 147 children served, approximately 67% were Black/African American, 14% white and 16% Hispanic. A majority of the children (76%) came from a single-parent household, 19% from a dual parent household, 4% from a relative/kindship care household, and 1% from non-relative household such as group homes. Sixty-seven percent (67%) of families reported an annual income below \$39,999 and 5% with no income. Twenty-four percent (24%) of the families declined to provide their annual household income. There were 54% girls and 46% boys served.

FY19 was the first year that the program was asked to collect parent data because they have a dedicated Family Engagement Coordinator. R'Club was in agreement and proposed that 36 parents would be served in FY19. However, program staff did not collect parent data until JWB staff found out this issue in July 2019. Although more parents were served, only four parents signed the required consent forms and, therefore, were able to have their demographic and service data entered into JWB database. R'Club management team worked with JWB staff and developed a plan to make sure parent data will be collected and entered in FY20.

PROGRAM OUTCOMES:

Performance Measure Description	FY17*		FY18*		FY19*	
	Target	Actual	Target	Actual	Target	Actual
Percent of children ages 0 to 1 year who meet or exceed the Widely Held Expectations on the Teaching Strategies GOLD assessment by the end of the school year.	Baseline	100%	70%	70%	80%	96%
Percent of children ages 1 to 2 years who meet or exceed the Widely Held Expectations on the Teaching Strategies GOLD assessment by the end of the school year.	Baseline	93%	70%	69%	80%	95%
Percent of children ages 2 to 3 years who meet or exceed the Widely Held Expectations on the Teaching Strategies GOLD assessment by the end of the school year.	Baseline	95%	70%	72%	80%	97%
Percent of children ages 3 to 4 years who meet or exceed the Widely Held Expectations on the Teaching Strategies GOLD assessment by the end of the school year.	Baseline	85%	70%	54%	80%	93%
Percent of children ages 4 to 5 years who meet or exceed the Widely Held Expectations on the Teaching Strategies GOLD assessment by the end of the school year.	Baseline	Not available	70%	NA**	80%	NA**
Percent of children who meet or exceed the expectations as indicated by their assessment scores in the third assessment period on the Florida Voluntary Prekindergarten (VPK) Assessment.	NA	NA	Baseline	NA**	70%	NA**

*The outcomes reported do not include Head Start children.

**Head Start Children.

PROGRAM MONITORING ACTIVITIES:

JWB staff discussed enrollment trends with the Family Service Coordinator. Both centers are partners with Early Head Start and Head Start. About one third of their participants are funded through the Head Start Program.

Breeden tended to have more homeless children enrolled because they are closer to a shelter. The Family Service Coordinator also explained that she had seen a decrease in shelter referrals because the Early Learning Coalition (ELC) had prioritized homeless placements for child care scholarships. Many of her referrals were for “couch homeless” families. Pinellas County School’s HEAT team recognizes couch homeless and the Family Service Coordinator stated she would recognize these families because they lack a fixed, regular, and adequate nighttime residence. The Family Service Coordinator works closely with all parents in the HELP program to apply for child care scholarships from the ELC. HELP services were meant to be temporary. ELC funding would help the family become more stable with long term child care assistance. The Family Service Coordinator explained that she outreached to other programs such as homeless shelters, the Pinellas County School’s HEAT team, and the Homeless Leadership Board to explain the program and recruit eligible families. She explained that the majority of the participants came to the program by word of mouth; that the community refers friends and relatives to HELP for child care assistance.

Unannounced observations were completed at each site during the fiscal year. JWB staff observed a toddler room at the Breeden Center. The playground and classroom were well-equipped with developmentally appropriate equipment. Staff called children by name and managed behavior issues in positive ways. The teacher said good-bye, hugged, and blew kisses to the children as they left for the day. She also informed parents about the child’s day and upcoming family events at the center. Teacher-child interactions in the classroom appeared delightful. Staff sang with the children, comforted them when needed, and played with them on their level. There were many smiles, hugs, high-fives, and hand holding. Staff followed the toddlers lead when playing.

JWB staff observed a three year old classroom at the Gateway Center. The classroom was organized with a variety of developmentally appropriate materials and child-friendly displays. Staff had wonderful informal conversations, was respectful of opinions and stories, and used consistent positive messaging. Another staff member came in to get something out of the classroom. She asked a child if her bear was sitting on the floor in front of the door she needed to get into. The child answered in the affirmative. Staff asked the child to move her bear so the bear wouldn’t get hurt. This interaction impressed the observer. It was respectful of the child’s play and role-modeled courtesy and manners for the child.

Three staff interviews were completed during the fiscal year. Staff’s education varied from a Florida Child Care Professional Certificate, to a Bachelor of Criminology, to a Master’s Degree in Reading Education. Overall, staff expressed contentment with the organization’s supervisory team and training opportunities. Staff shared different challenges depending upon their position at the agency. For example, one challenge was getting immediate resources to the families including diapers, wipes, and formula while another example was feeling as if she couldn’t teach the children academic skills because she was alone in the classroom and often correcting challenging behavior rather than getting to teach. On the other hand, the staff expressed the best part about their job was “helping the whole family”, “helping those families who fall in between the margins of low income, but not really making ends meet”, and seeing changes in the children as they grow and develop.

JWB staff reviewed inspections from Pinellas County License Board (PCLB) as a means to monitor the program. PCLB conducts visits to all licensed facilities at least twice per year. Among other items, PCLB reviews personnel records for Level 2 screenings, affidavits of good moral character, etc. during each visit. With this in mind, JWB determined that, as long as the centers are in compliance with PCLB, whose requirements conform to JWB’s, JWB would not duplicate efforts. Inspections at both centers showed that personnel records were always in compliance at each visit. Each center had minor incidents of non-compliances in other regulations, for example, children’s records missing documents or information, toddler classroom had a heavily soiled area rug, and the attendance record was not taken out during the observed fire drill. The non-compliances were corrected quickly and the centers were in compliance at the re-inspections.

Volunteers at the HELP centers were reported by staff as being there only one time. For instance, during United Way Day of Caring or SADD (Students Against Destructive Decisions) from Countryside High delivering presents and then playing with the children in various classrooms. Volunteer logs indicated that volunteers were in the centers for only short periods of time and always with a screened staff member. Therefore, files and background screenings were not necessary.

Parent interviews were completed to understand the program from the parent's perspective. One parent thought the program was excellent and program staff were "great". She explained that the program helped with child care while she waited for eligibility news from ELC. Another parent was interviewed and only shared that the staff were pleasant with her and her child.

The program used a substitute service to fill the gap for teaching staff at both centers. They had difficulties filling positions, but were looking on a daily basis so the centers could have consistency in staff. R'Club management explained that the trouble in filling positions was due to the economy and possibly their hourly pay rates.

DATA QUALITY:

File Review Date(s): 12/11/18

Program files were reviewed on December 11, 2018 at Breeden Early Learning Center. A random sample of eight participant files were reviewed for compliance, data integrity, service delivery, performance measurement and overall data entry accuracy. The program applied an improved new filing system to meet JWB file review requirements. Files were well organized. Eligibility for homelessness was retrieved upon JWB staff asking for it. JWB staff suggested the program adding the homeless eligibility documentation to participant files for future review.

The program achieved a perfect compliance score of 100% for the collection of the required JWB forms. Each participant file included the signed and dated JWB Written Statement of Purpose and the Release of Information forms. There was a 95% accuracy rate on critical fields which include participant demographics, episodes, and service data. The overall data accuracy score was 91% due to a couple of data entry discrepancies. For example, the household income and SSN documented on file did not match what was entered into the JWB database; first roster date did not match episode opening date; absence was entered as attendance. Technical assistance was provided on-site. Recommendations were sent to program staff for future improvement: first, develop an internal process to review and monitor data quality; second, set up a process to document and enter the updated data into JWB database, e.g. income, address, etc. Last, develop a closure form to document case closing date and closing reasons.

ANALYSIS OF PERFORMANCE:

Children's developmental and academic performance is monitored by five performance measures based on two assessment tools: Teaching Strategies GOLD (TSG) and Florida Voluntary Prekindergarten (VPK) Assessment. TSG is an authentic, ongoing, observation-based assessment system that goes hand-in-hand with the Creative Curriculum. The tool can be used to measure children's development and learning in six domains from birth through third grade. The six domains are social emotional, physical, language, cognitive, literacy and mathematics. The Florida Voluntary Prekindergarten (VPK) Assessment is mandated by Florida Department of Education and Florida Office of Early Learning for all four-year-old VPK children. It assesses children's academic progress in the areas of Print Knowledge, Phonological Awareness, Mathematics and Oral Language/Vocabulary.

JWB monitors the percentage of children who meet or exceed the expectations of the developmental and learning milestones for their age group throughout the school year. Children who meet or exceed the expectations by the end of the school year are considered ready for school. Taking service time into consideration, the end-of-the-

year outcomes discussed in this report are limited to children who were enrolled and assessed at both the beginning and the end of the FY19 school year.

JWB is still in the process of working with Lutheran Services Florida (LSF) on a data sharing agreement for the Head Start and Early Head Start children enrolled in the HELP program. Therefore, the performance measure outcomes reported here represent only the children who were not funded by LSF. The FY19 TSG outcomes indicated that the children's readiness rate was 96%, 95%, 97%, and 93% in TSG for children ages birth to one, one to two, two to three, and three to four, respectively. The children met their FY19 performance measure targets. The four to five olds were all Head Start children, therefore, there was no data to report for TSG and VPK for this age group.

Cheryl Miller Date: 6/24/2020
Name
Senior Program Consultant

[Signature] Date: 6/24/2020
Name
Senior Researcher

Karen Woods Date: 6/25/2020
Karen Woods
Program Administration Manager

Karen Boggess Date: 6/26/2020
Karen Boggess
Program Evaluation Manager

Judith Warren Date: 6/29/2020
Judith Warren
Chief Operating Officer

Beth A. Houghton Date: 6/29/2020
Beth A. Houghton
Chief Executive Officer



EXECUTIVE SUMMARY OF PROGRAM MONITORING REPORT

Agency: R' Club Child Care Inc.

Program: Middle School Academy (MSA)

Program Monitoring Reporting Period: October 1st, 2018 through September 30th, 2019

PROGRAM DESCRIPTION:

Middle School Academy serves students in grades 6-8 at John Hopkins, Oak Grove, Seminole and Tyrone Middle Schools. Activities align with Pinellas County School's curriculum to include hands-on real-world academic enrichment opportunities, homework assistance and tutoring. The expected impact of the program is to achieve grade promotion; improve students' engagement, behavior and overall academic success in school. Furthermore, the program seeks to increase family involvement and supports physical and personal wellness.

AGENCY/PROGRAM ACCOMPLISHMENTS:

R' Club Child Care Inc. has both community and school based programs throughout Pinellas County serving infants through middle school age children. For FY19, the organization expanded the MSA program to include Oak Grove middle school. The transition process was seamless and allowed for more middle school children and families to be served.

TECHNICAL ASSISTANCE:

MSA received limited technical assistance throughout the fiscal year. Technical assistance provided included but was not limited to contract administration, contract management, and data analysis.

FISCAL SNAPSHOT:

	FY17	FY18	FY19
Total Program Budget	\$88,534	\$283,765	\$727,384
JWB Allocation	\$55,955	\$264,307	\$664,973
Percent of Total Program Budget represented by JWB Allocation	63%	93%	91%
Lapse	\$3,533	\$13,454	\$8,667
Cost per Participant*	\$1,553 (\$88,534/57)	\$1,113 (\$283,765/255)	\$1,724 (\$727,384/422)

**Cost per participant information is calculated as follows: Total program budget/Total actual participants.*

PARTICIPANT DEMOGRAPHICS: In FY19, MSA provided services to 422 youth: 118 participants at John Hopkins, 114 at Tyrone, 132 at Seminole, and 59 at Oak Grove. Oak Grove was added as a site in August 2019 after rolling off of 21st Century Community Learning Center funding. Of the 422 participants, 47% were White, 37% were African American, and 16% identified as another race. Fifty-seven percent of participants were female, and 49% of participants were in the sixth grade. Household income of participants ranged from \$10,000 or less to \$50,000 or more, with 40% of participants earning less than \$30,000 a year. Another 29% of participants reported a household income of \$50,000 or more. Most participants had a household arrangement of a Single Parent, Female Head of Household (46%). While JWB will be moving to using the Child Opportunity Index in future years, half of the participants lived in a high risk zone.

PROGRAM OUTCOMES:

Performance Measure Description	FY17		FY18		FY19	
	Target	Actual	Target	Actual	Target	Actual
Percent of students who miss less than 10% of unexcused school days	N/A	N/A	Baseline	100%	Baseline	93%
Percent of students with an improved score on the Florida Standard Assessment English Language Arts	N/A	N/A	Baseline	85%	Baseline	73%
Percent of students with an improved score on the Florida Standard Assessment Math	N/A	N/A	Baseline	85%	Baseline	61%
Percent of students with no more than one school suspension	N/A	N/A	Baseline	84%	Baseline	86%
Percent of parents attending all parent/teacher conferences	N/A	N/A	Baseline	100%	95%	95%
Percent of youth attending 60% of program days or more.	N/A	N/A	70%	82%	70%	91%
Percent of eligible participants will be given the OST survey during the administration window	N/A	N/A	N/A	N/A	Baseline	98%

PROGRAM MONITORING ACTIVITIES:

Program Observation Date(s): 2/28/19, 4/9/19, 7/9/19, 9/12/19

Interview Date(s): 2/28/19, 4/9/19, 7/9/19

Collaborative Meeting/Consultation Date(s): 10/24/18, 9/9/19

Administrative Review Date(s): 11/30/18

MSA is school based before and after school program that supports positive youth development. The program targets at risk middle school students experiencing academic challenges — in jeopardy of dropping out of school — or exhibit high risk behaviors. Research examining child developmental outcomes has found young people are increasingly affected by the characteristics of the larger community as they reach adolescence.¹ Moreover, characteristics such as neighborhood composition, family income and social cohesion have a greater influence as they reach this age. With this in mind, MSA is an ideal position to provide low performing students the needed academic and social/emotional support prior to high school transition.

¹ Miller, B. M. (2003, May). Critical Hours: Afterschool Programs and Educational Success. Retrieved April 21, 2003, from <https://www.nmefoundation.org/resources/time/critical-hours-after-school-programs-and-education>

Over the last couple of years the MSA program has expanded from a single school based site at Seminole middle school, to multiple sites including John Hopkins, Tyrone and Oak Grove middle schools respectively. Program expansion was seamless considering the new sites were prior R' Club 21st Century Community Learning Center locations. This is particularly significant because the MSA model is an adaptation of the aforementioned program.

MSA addresses the academic and social/emotional needs of students by providing academic support, hands on academic enrichment opportunities — that align with school day curriculum — and small group tutoring. Program activities are conducted in a group setting and are designed to align with core academic subjects. Academic enrichment activities are selected with the intent to improve youth engagement while supporting academic success in core subject areas. In addition, MSA offers ongoing personal and family enrichment activities in an attempt to strengthen the relationship between the student, school and the family. The overall goal of the MSA program is to support grade promotion, increase student and family engagement with the school, and support overall wellness.

On April 9, 2019 JWB staff conducted a program observation at Seminole middle school. JWB staff observed the before and after school portions of the program. According to R' Club staff academic enrichment is scheduled during the mornings and personal enrichment is implemented during the afternoon. JWB staff observed numerous points of connection that occur in timely fashion between MSA staff, teachers and parents regarding students grades, behavior and other needs. At one point during the observation, a teacher was observed to approach MSA staff to report a student had just wasted the majority of class time and needed to be sent to tutoring in order to catch up. MSA staff was able to immediately refer the student to tutoring and stated to the student that that “wouldn’t happen again”. It was an example of immediate feedback from the school, to MSA staff and then, at the end of the day, to the parent, that a student was not properly attending to classroom instruction.

During an interview with the Director of Middle School Program (DMSP) she described the numerous points of connections that occur between MSA staff, teachers and parents as vital to the effectiveness of the program. DMSP explained that conversations regarding student’s grades, behavior and other needs happen often and timely. The process described was thought to be very thorough in terms of ensuring no student “falls through the cracks” regarding academic struggles or other problem areas. According to MSA staff, each student’s grades are reviewed every four and a half weeks and periodic checks are maintained by spreadsheet. MSA staff reports all enrolled students work with a tutor who conducts a weekly goal evaluation. Adjustments are made in relation to student progress. In addition, parent/teacher conferences are conducted.

JWB staff informally interviewed several students and parents. Students reported tutoring was helpful, project-based learning (PBL) was interesting and most students were able to complete their homework during program time. They also reported that PBLs were typically introduced concurrently with topics being discussed in the classroom. The result of this intentional planning was student felt the projects either prepared them for or reinforced classroom information. Students reflected feeling as if this gave them a certain advantage over other students and having the PBL experience gave them a sense of confidence in the classroom. One student reported that PBLs were sometimes too difficult or rote in nature and that these were not helpful.

Parents were overwhelmingly positive about the program. Their stated appreciation for the program clustered in the following ways: 1) having out-of-school time programming allowed them to work a full day without concerns for the whereabouts of their children, 2) children who struggle in academics can get help and attention in MSA and 3) homework is typically completed before program time ends allowing the child and parent time together as a family without needing to accomplish homework.

DATA QUALITY:

File Review Date(s): 5/30/2019; Overall Score: 93%

The MSA continued to maintain strong data quality with only minor errors noted during the review. Files were organized and contained all required documentation. Many of the required application forms asked for the same information (i.e. address, birth date, etc.). The duplicate information was not always consistent across forms causing some discrepancy between the files and GEMS. When discussing this with MSA staff, they stated that the documents in the files were required by various funders and their ability to pare down the information was limited. JWB suggested that since the number of documents could not be reduced, MSA should ensure that there was consistent information across all forms to help reduce any errors in entering information into GEMS. Additionally, some errors were noted in regards to household income. JWB no longer accepts income as a range, which MSA was still using. MSA was advised that the exact income was now expected, and to work with their sites to ensure this information was collected in the future. Lastly, documentation of formal parent/teacher conferences are maintained in participant files. These are typically required twice a year: January and April. During the review additional parent/teacher conferences were noted for the John Hopkins and Tyrone sites, which were not entered into GEMS. Through further discussion, it was determined that the additional conferences were held due to a decline in academic achievement at these sites, but were not documented in GEMS as it was not a requirement of the performance measure. JWB agreed to correct the errors noted in the score report, but stated that the performance measure would be updated in future years to require all conferences be recorded.

ANALYSIS OF PERFORMANCE:

MSA saw a variety of changes in their performance for this fiscal year. This included an increase in the percent of participants attending the program regularly, but a decrease in most school measures. Regular attendance increased by 11% since last fiscal year, with 91% of participants attending the program 60% of time or more. This is the only performance measure that includes Oak Grove Middle School, as participants attended the program for approximately two months during the year. As stated, the Middle School Academy model – which is based off of the 21st Century Community Learning Center program – emphasizes strong academic programming, family engagement, community service, and a connection to school. All sites, except Seminole Middle School, became MSA sites as they rolled off of their 21st Century grants. As with 21st Century, MSA requires their participants to attend the program at a minimum of three days per week. These requirements – program structure, location, and continued engagement of participants with activities that interest them – are factors that have led to the increased attendance rate.

MSA was first evaluated on their impact on school measures including school attendance and Florida Standard Assessment (FSA) English Language Arts (ELA) and Math scores in FY18. Research shows that if you regularly attend an out of school time program you are more likely to attend school regularly and have better academic outcomes². As stated, MSA is an academically structured OST program that utilizes a project based and disguised learning curriculum that follows Pinellas County Schools pacing guidelines. In addition, report cards and progress in school is tracked closely to ensure participants receive the tutoring and support they require. When John Hopkins and Tyrone were added to the MSA program, staff reported that there was an expected decline in performance on most school measures as these schools are typically lower performing than Seminole Middle. As expected there was a 7%, 14%, and 40% decline in the percent of students who had no more than 18 unexcused absences and percent of students who had improved scores on the FSA ELA and Math

² McCombs, J., Whitaker, A., and Yoo, P. (2017). The value of out-of-school time programs [PDF]. Retrieved from <https://www.wallacefoundation.org/knowledge-center/pages/the-value-of-out-of-school-time-programs.aspx>.

exams, respectively. Despite the declines, 93% of participants had no more than 18 unexcused absences, 38% scored satisfactory or better on the FSA ELA exam, and 32% scored satisfactory or better on the FSA Math exam. Additionally, 86% of students had no more than one suspension, an increase of two percent.

Once a year, OST providers survey their participants to gain feedback about the program. The survey asks about program engagement, building social/emotional and leadership skills, academics, STEAM activities, healthy decision making, and goal setting. The MSA was able to survey 115 out of a possible 117 eligible participants, a 98% response rate. As MSA only serves middle school students, all were in grades six through eight, but the majority (52%) were in sixth grade. Fifty-five percent of participants surveyed were male, and three percent identified as "other". Seventy-five percent of participants enrolled in the sixth grade, meaning that a number of participants had been enrolled for more than one year. The overwhelming response to the survey was positive with over 92% of respondents agreeing that the program helped them learn to work with others and finish their homework more often. Additionally, 88% of respondents stated that the program helped them learn how to avoid unsafe behaviors. The areas with the lowest positive response rate were around improving their reading, writing, and math skills with 70%, 67%, and 67% responding the program helped them improve, respectively. As this is an academic focused program MSA should work with participants, parents, and the schools to determine how to implement programming that could allow participants to improve academically. Additionally, MSA should continue to strive to engage teachers at each school to act as tutors for the program. As previously stated, the best results have been noted when this occurs.

The MSA continues to manage a strong program while adding more sites. Participants and families are engaged as evidenced by the high rate of attendance and parent teacher conferences. As more sites are added to the program, fluctuations in performance measures are to be expected.

<u><i>Desmon Newton</i></u>	Date: <u>6/26/2020</u>	<u><i>JoAnn DiLernia</i></u>	Date: <u>6/26/2020</u>
Desmon Newton		JoAnn DiLernia	
Senior Program Consultant		Senior Program Evaluator	

<u><i>Karen Woods</i></u>	Date: <u>6/26/2020</u>	<u><i>Karen Boggess</i></u>	Date: <u>6/26/2020</u>
Karen Woods		Karen Boggess	
Program Administration Manager		Program Evaluation Manager	

<u><i>Judith Warren</i></u>	Date: <u>6/27/2020</u>
Judith Warren	
Chief Operating Officer	

<u><i>Beth A. Houghton</i></u>	Date: <u>6/28/2020</u>
Beth A. Houghton	
Chief Executive Officer	



EXECUTIVE SUMMARY OF PROGRAM MONITORING REPORT

Agency: Young Mens Christian Association of Greater St. Petersburg

Program: Y Reads!

Program Monitoring Reporting Period: October 1st, 2018 through September 30th, 2019

PROGRAM DESCRIPTION:

Y Reads! offers free reading remediation and mentoring services to students in grades K-3. Students are referred to the program by teachers after being identified as reading below-grade level or at-risk for grade level retention. Y Reads! delivers explicit instruction through research-backed curriculum in six key areas —Phonics, Phonological Awareness, Sight Words, Vocabulary, Comprehension, and Fluency — imperative to reading on grade level. The Y Reads! program is implemented at Douglas Jamerson and Sawgrass Elementary schools.

AGENCY/PROGRAM ACCOMPLISHMENTS:

The Y Reads! program made considerable gains in all performance measures. Most notable is the gains made by students on SIPPS Mastery Tests. For FY19, Y Reads! renewed its focus on rapport building, collaboration and team building with teachers and families. This could potentially explain the exceptional outcomes for this fiscal year.

TECHNICAL ASSISTANCE:

Y Reads! received ongoing technical assistance throughout the fiscal year. The technical assistance focused on program needs or priorities identified by JWB and Y Reads ! staff. Technical assistance included contract administration, contract management, data analysis, and budget administration.

FISCAL SNAPSHOT:

	FY17	FY18	FY19
Total Program Budget	\$292,997	\$305,852	\$305,359
JWB Allocation	\$170,245	\$170,245	\$170,245
Percent of Total Program Budget represented by JWB Allocation	58%	56%	56%
Lapse	\$23,757	\$16,457	\$14,961
Cost per Participant*	\$2,442 (\$292,997/120)	\$2,427 (\$305,852/126)	\$1,599 (\$305,359/191)

**Cost per participant information is calculated as follows: Total program budget/Total actual participants.*

PARTICIPANT DEMOGRAPHICS:

In FY19, the Y Reads! program served 191 children, which was a significant increase due to the program expansion around the end of the fiscal year. Of the 191 children served, 35% were White, 49% Black or African

American, 15% Hispanic and 1% Asian. Forty-eight percent (48%) of the children came from a single parent household, 47% from a dual parent household and 6% lived with relatives. Forty-two percent (42%) of families had a reported annual household income below \$39,999 and 41% of the parents declined to give their income to the program.

PROGRAM OUTCOMES:

Performance Measure Description	FY17		FY18		FY19	
	Target	Actual	Target	Actual	Target	Actual
Percent of students will show progress on SIPPS mastery tests	80%	95%	80%	96%	85%	100%
Percent of students will show improvement in at least one measure of the i-Ready assessment	80%	97%	80%	96%	85%	95%
Percent of students will be promoted to the next grade level as indicated on year-end report cards	80%	97%	80%	98%	85%	96%

PROGRAM MONITORING ACTIVITIES:

Program Observation Date(s): 12/13/18, 8/20/19

Interview Date(s): 12/13/18

Collaborative Meeting/Consultation Date(s): 10/29/18, 9/18/19

Administrative Review Date(s): 3/19/19, 3/20/19, 3/22/19

The Y Reads! program seeks to close the achievement gap for students that are academically at-risk or experience reading challenges. The program provides assistance to elementary students identified by school staff as reading below grade level or struggling. Research has found that poor children do not enter school with the same cognitive skills (e.g., letter recognition, phonemic awareness) as higher SES (socioeconomic status) children due to the lack of books, access to libraries, time spent reading during the preschool years, and lack of exposure to explanatory language and verbal interactions (Duke, 2000; Neuman & Celano 2001).^{1 2} Y Reads! provides fee free tutoring that is focused on improving reading skills through research based curriculum (SIPPS) and mentorship.

The SIPPS (System, Instruction in Phonological Awareness, Phonics, and Sight words) curriculum is a systematic, differentiated foundational skills program that develops word recognition strategies and skills that enable students to become fluent, confident readers and writers. In addition, the curriculum is data driven and has measurable goals that are tailored to the needs of the program participants. Other program activities include group activities and group reading sessions. Each program participant is assessed at the beginning of the program to understand level of proficiency in reading using SIPPS and iReady assessments. Y Reads! students are categorized in three levels —beginning, extension and challenge— based on the SIPPS assessment. In addition, students receive targeted instruction based on their individual needs.

The Y Reads! program is implemented in two sessions after school. The first session is comprised of students not enrolled in the YMCA afterschool program, while the second session consists current enrollees. In addition, students attend the program by age group. For example, second and third grade students attend the program on Mondays and Wednesdays, however, kindergarten and first graders receive instruction on Tuesdays and

¹ Duke, N. (2000). For the rich, it's richer: Print experiences and environments offered to children in very low- and very high-socioeconomic status first grade classrooms, *American Educational Research Journal* (Vol. 37, pp. 441-478).

² Neuman, S. & Celano, D. (2001). Access to print in low-income and middle-income communities, *Reading Research Quarterly* (Vol. 36, pp. 8-26).

Thursdays. Lesson plans are developed by the Y Reads! Program Coordinator and discussed with mentors and Y Reads! staff prior to the start of the program.

All students are provided a snack at the beginning of the program and encouraged to interact with peers, Y Reads! staff and mentors. Prior to the start of the activity, the Program Coordinator divides students into groups and designates a staff member or a volunteer to lead the group. On average, students are tutored in ratios of 1:2, 1:3, or 5:10, depending upon the particular planned activities. Each staff member or volunteer is given a bin with the daily agenda and instructions detailing the activities that are to be completed with the students. In addition, each bin contains a book to read to the students during the second activity. Each group leader explains the daily lesson using a white board and checks off the activity as they progress through the agenda. At the end of each session, Y Reads! staff and mentors complete a "Success Tracking Sheet" for each participant which gauges their success and progress through the program. At the end of the day the Y Reads! Program Coordinator discusses both sessions with Y Reads! mentors and staff. During these discussions the Y Reads! Coordinator prompts for feedback regarding topics including individual student improvement or potential social/emotional needs that should be addressed.

For FY19 both school based locations at Douglas Jamerson and Sawgrass elementary schools maintained full licensure with the Pinellas County Licensing Board (PCLB). In total, the school sites received a total of seven (7) inspections. The Douglas Jamerson location received three inspections — renewal, routine and re- inspection— and were found compliant in two out of three visits. At the March 27, 2019 inspection the site was out of compliance due to the adult – child ratio not being met. In addition, after a review of 112 children's records it was found that two of the files did not contain updated Child Enrollment Forms. On April 2, 2019 a re-inspection was completed and YMCA staff provided documentation showing files had been updated with new forms bringing this area in full compliance with all licensing standards. The Sawgrass location received four inspections and were deemed compliant in two out of four visits. At the November 9, 2018 and May 24, 2019 inspections the site was found to be non-compliant for the following reasons: personnel records for child care staff contained expired Acknowledgement forms; failure to post an evacuation diagram for emergencies and not having a second person on site in case of an emergency. Subsequently, follow-up inspections were conducted on November 20, 2019 and June 12, 2019 and YMCA staff were able to provide all updated documentation regarding these issues bringing the site into full compliance.

DATA QUALITY:

File Review Date(s): 08/02/2019

On August 2, 2019, a random sample of seven files were reviewed for data integrity, service delivery, performance measurement and overall accuracy of information entered into the JWB database. The program received a perfect compliance score of 100% for the collection of required JWB forms. Each participant file sampled included the signed and dated Release of Information and Written Statement of Purpose forms. There was also a 100% accuracy rate on critical fields which include participant demographics such as names, date of birth and gender.

However, some information documented on file did not match what was entered into the JWB database, for example, household address, income, race or ethnicity. In addition, case closure was not documented on file. The overall data accuracy score was decreased to 91%. Technical assistance was provided on-site. Recommendations was sent to the program staff for future improvement: first, develop an internal process to review and monitor data quality; second, set up a process to document and enter the updated data into the JWB database, e.g. income, address, etc. Last, develop a closure form to document case closing date and closing reasons.

ANALYSIS OF PERFORMANCE:

Three performance measures were developed to monitor program participants' reading skills progress and grade promotion by the end of the school year.

The program uses SIPPS, a highly structured curriculum, to teach children phonics and decoding skills. These skills provide the foundation for reading comprehension. The mastery tests incorporated in the SIPPS curriculum serves as the formative assessment to place students with lessons to start with and to guide instruction. The mastery tests are administered throughout the year, as students move to each successive level of the curriculum. Having had the tutoring in one school year, every students (100%) passed at least one SIPPS mastery test and showed significant improvement in foundational skills necessary for reading comprehension and oral reading fluency.

i-Ready, on the other hand, is a summative assessment administered to assess students' readings skills at the beginning, mid-point, and end of the program. The i-Ready test provides an overall score as well as subset scores in the areas of phonological awareness, phonics, vocabulary, high frequency words, literature comprehension and informational text comprehension. The end-of-the-program results indicated that 95% of students showed improvement in at least one measure of the i-Ready assessment.

The primary focus of this early intervention program is to help students build foundational skills for reading through mentoring and the use of research-based, data-driven curriculum. It also aims to help students achieve or maintain satisfactory school attendance and behavior so they can be successful at school. The students' year-end school report cards indicated that 96% of the Y Reads! students were successfully promoted to the next grade level.

In conclusion, the Y Reads program delivered high quality literacy service to children who were in need of improved literacy skills. The program achieved excellent performance outcomes of 95% or above for each measure since the beginning of program implementation.

Desmon Newton Date: 6/25/20

Desmon Newton
Senior Program Consultant

Qian Fan Date: 6/25/2020

Qian Fan
Senior Researcher

Karen Woods Date: 6/25/2020 Karen Boggess Date: 6/25/2020

Karen Woods
Program Administration Manager

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Judith Warren

Judith Warren
Chief Operating Officer

Date: 6/29/2020

Beth A. Houghton

Beth A. Houghton
Chief Executive Officer

Date: 6/29/2020



EXECUTIVE SUMMARY OF PROGRAM MONITORING REPORT

Agency: UMCM Suncoast

Program: Quality Early Learning Initiative

Program Monitoring Reporting Period: October 1, 2018 through September 30, 2019

PROGRAM DESCRIPTION: The Quality Early Learning Initiative (QELI) centers provide educational services to children two months to five years of age in Pinellas County. The QELI program consists of three early learning centers. Students are referred to the program by JWB-funded home visitation programs. Staff assist children with school readiness for kindergarten, increases in developmental skills, and parents are provided with education and services to support their child's school success. All sites are accredited by the National Association for the Education of Young Children.

AGENCY/PROGRAM ACCOMPLISHMENTS: The program has three recipients of the JWB St. Petersburg College Early Childhood Education Degree Scholarship. They are working towards their A.A. or B.S. in Early Childhood Education.

TECHNICAL ASSISTANCE: Technical assistance was offered as needed for entering the budget and processing reimbursements per JWB financial guidelines. In addition, technical assistance was offered for defining and tracking parent services. In collaboration with the agency, it was decided that parent services need to be consultative in nature, with face-to-face interactions and meaningful information shared.

FISCAL SNAPSHOT:

	FY17	FY18	FY19
Total Program Budget	\$3,139,903	\$3,279,530	\$3,370,770
JWB Allocation	\$2,584,856	\$2,650,689	\$2,717,437
Percent of Total Program Budget represented by JWB Allocation	82%	81%	81%
Lapse	\$54	\$0	\$0
Cost per Participant*	\$14,811 (\$3,139,903/212)	\$14,975 (\$3,279,530/219)	\$15,825 (\$3,370,770/213)
Cost per Total of Children and Parents	\$8,010 (\$3,139,903/392)	\$6,533 (\$3,279,530/502)	\$9,973 (\$3,370,770/338)

**Cost per participant information is calculated as follows: Total program budget/Total actual participants.*

PARTICIPANT DEMOGRAPHICS:

In FY19, the QELI program served 125 parents and 213 children ages two months through five years. Of the 213 children served, 40% were White, 38% Black or African American, 29% Hispanic and 1% Asian. Over half of the children (65%) came from a single parent household, 34% from a dual parent household and 1% lived with relatives. Sixty-one percent (61%) of families had a reported annual household income below \$39,999 and 30% of the parents declined to give their income to the program.

The children resided across Pinellas County with 25% in Clearwater, 53% in St Petersburg and 22% in Mid County Largo, Kenneth City, Pinellas Park and Seminole. The parents had different levels of education. Fifteen percent (15%) of the parents did not graduate from high school, 34% had a high school diploma or equivalent, 30% attended some college or a vocational school, and 15% held an AA/BA degree. Seven parents (6%) did not provide the information about their education.

PROGRAM OUTCOMES:

Performance Measure Description	FY17		FY18		FY19	
	Target	Actual	Target	Actual	Target	Actual
Percent of children ages 0 to 1 year who meet or exceed the Widely Held Expectations on the Teaching Strategies GOLD assessment by the end of the school year.	80%	100%	80%	100%	90%	100%
Percent of children ages 1 to 2 years who meet or exceed the Widely Held Expectations on the Teaching Strategies GOLD assessment by the end of the school year.	80%	98%	80%	96%	90%	98%
Percent of children ages 2 to 3 years who meet or exceed the Widely Held Expectations on the Teaching Strategies GOLD assessment by the end of the school year.	80%	97%	80%	68%	90%	100%
Percent of children ages 3 to 4 years who meet or exceed the Widely Held Expectations on the Teaching Strategies GOLD assessment by the end of the school year.	80%	99%	80%	78%	90%	97%
Percent of children ages 4 to 5 years who meet or exceed the Widely Held Expectations on the Teaching Strategies GOLD assessment by the end of the school year.	80%	98%	80%	98%	90%	100%
Percent of children who meet or exceed the expectations as indicated by their assessment scores in the third assessment period on the Florida Voluntary Prekindergarten (VPK) Assessment.	80%	90%	80%	95%	85%	98%

PROGRAM MONITORING ACTIVITIES:

JWB created a model for quality early learning programs that focused on quality environments, well-trained staff using research-based curriculum, accreditation, and an emphasis on parent engagement. UCMCM has three quality early learning sites, McCabe, St. Mark's, and St. Paul's, which will be the focus of this report. These centers have a unique referral process in which children must be referred to a center by one of four JWB funded programs: Nurse-Family Partnership, Healthy Families Pinellas, Suncoast Center, or Kinship Care.

QELI staff facilitated quarterly collaborative meetings with the referring partners and JWB to discuss pertinent information about the centers and the children. Topics included: discuss child care openings at each center, establish orientation for the families, determining how each agency made referrals, updates from each agency, and any concerns that needed to be addressed.

UMCM experienced turnover at the leadership levels this fiscal year. There was turnover in the Director of Early Learning, one Center Director, two Family Engagement Specialists, and the CEO retired. UMCM promoted from within when the Director of Early Learning left the agency and in turn promoted from within to fill her role as former Center Director. The Family Engagement Specialists were hired from outside the agency. The agency conducted a nationwide search for a new CEO. At the time of writing this report A. Matthew Rosen was named the new CEO of UMCM.

A unique aspect of the QELI Initiative is that the program was set up to be free for eligible families. This year the Family Engagement Specialists strongly encouraged parents of three year old children to apply for funding through the Early Learning Coalition (ELC). This would assist parents in the long run to have a child care scholarship for their child once they entered elementary school.

Observations of all three centers were completed throughout the year.

- An unannounced site visit was made at St. Mark's. JWB staff observed in the three year old classroom. This classroom was staffed by two assistant teachers while the agency searched for a teacher with a Bachelor's Degree. The classroom was organized with developmentally appropriate displays and materials for the children. Staff coordinated their placement in the classroom to ensure supervision, engaged children during center time with open-ended questions, followed their lead, and used encouraging words to address minor misbehaviors. One staff sang with the children to answer their questions during the transition to outside. This appeared to calm the children and they listened intently.
- An unannounced visit was made at St. Paul's. JWB staff observed the three year old classroom at this center as well. The classroom was organized into developmentally appropriate play centers with materials and child-centered displays. Teachers' interactions were positive and nurturing. They followed the children's lead for what activities they wanted to participate in and had conversations with the children throughout the observation. There were no behavior issues observed.
- McCabe's observation was a predetermined visit. JWB staff observed in the two year old classroom. The classroom was organized with developmentally appropriate displays and materials for the children. The classroom was being led by an assistant teacher while the agency searched for a Bachelor Degreed teacher. Staff were nurturing and loving with the children and they addressed negative behaviors with calm, positive redirection. They played on the floor and asked open-ended questions to encourage the children to talk.

Three staff were interviewed. Their educational backgrounds included Master's in Education, Bachelor's in Business Administration, and a Child Development Associate (CDA). Staff at one center felt supported by their supervisor and were appreciative of her assistance. Staff expressed that they are a team and have fun at the family events. Staff disagreed on the professional development received from the agency. One staff felt that training was very good while another felt that they needed more training with behavior management when standard techniques didn't work. Staff at another center had mixed statements about supervisory level staff. Two felt there was adequate communication and support while the other stated she did not feel supported in her work. She further commented that she would like more presence from administration at the center to show staff encouragement, support, and appreciation of the work they do to ensure a safe learning environment. All staff had concerns about parent behavior when asked to describe the challenges of their position. One comment was that parents took advantage of the free program and were not following the rules of the center with no consequences. Staff felt the parents should be required to have parenting classes and/or trauma-informed training so that they could all be on the same page for the progress of the child.

Pinellas County License Board (PCLB) conducts visits to all licensed facilities at least twice per year. They review personnel records for Level 2 screenings, affidavits of good moral character, etc. With this in mind, JWB determined that, as long as the centers are in compliance with PCLB, whose requirements conform to JWB's, JWB would not duplicate efforts. JWB staff reviewed licensing inspection reports for all three sites. Each center consistently met compliance with personnel records this year fiscal year, therefore, there would not be a formal personnel review from JWB. There was a supervision concern noted during one inspection at St. Mark's. A VPK child was left unattended in the bathroom during a transition to the playground. The child was found unharmed. This incident resulted in a violation and administrative fine. The agency took action and increased awareness for policies and procedures during transitions.

JWB staff continued discussions with QELI about parent engagement and establishing the interactions that would be defined as parent services. The Family Engagement Specialist at each center had their own tracking system for the parent services provided. One had an electronic note system, one had a binder with notes, and the last notated items on a calendar. JWB staff discussed with the programs that case notes need to be verifiable and offer details. Towards the end of the year, the agency proposed using a self-sufficiency matrix to have a starting point for assisting the parents with their own goals, but were still discussing how to incorporate the matrix into the program.

Parent interviews were completed at St. Mark's by talking with three parents prior to picking up their child. Parents had children who had been at the center from almost one year to two years. All parents felt that their child was learning and becoming more independent. One parent shared a challenge experienced was the cut off time for dropping off her child in the morning. She explained that her job hours changed to later in the day, therefore, she wanted to stay home later with son. Everyone expressed that they were happy with the program and looking forward to the next school year. Only one of the parents had worked with the Family Engagement Specialist to get assistance starting a new career path.

DATA QUALITY:

File Review Date(s): 7/18/19 (St. Paul's), 7/19/19 (McCabe), 7/30/19 (St. Mark's)

Three participant file reviews were completed on July 18, 2019, July 19, 2019 and July 30, 2019 at St. Paul's, McCabe and St. Mark's respectively. A random sample of 30 files including adult and child files were reviewed for data integrity, service delivery, performance measurement and overall accuracy of information entered into the JWB database. Each participant file reviewed included the Release of Information and Written Statement of Purpose forms. Three forms were signed but not dated. There was a 92% accuracy rate on the critical data including participant names, date of birth and gender.

In addition to the participant data, JWB staff reviewed episode, attendance and assessment data. Most of the VPK assessment data and attendance dates were entered accurately into the JWB database. While acknowledging the accomplishments of the program staff, JWB staff discovered some issues. For example, referral agencies' information was not entered for some children; household information such as address and income was updated on file but not in JWB database, or vice versa. Some episode open and close dates did not match the first and last attendance dates. The overall data accuracy score was 89%.

Technical assistance was provided on-site. Results and recommendations for improvement were sent to Center Directors, Family Engagement Specialists and the Director of Early Learning Programs. The recommendations included ensuring all forms are signed and dated; developing an internal process to review and monitor data collection and data entry quality; and creating a closure form to document case closing date and closing reasons.

ANALYSIS OF PERFORMANCE:

Children's developmental and academic performance is monitored by five performance measures based on two assessment tools: Teaching Strategies GOLD (TSG) and Florida Voluntary Prekindergarten (VPK) Assessment. TSG is an authentic, ongoing, observation-based assessment system that goes hand-in-hand with the Creative Curriculum. The tool can be used to measure children's development and learning in six domains from birth through third grade. The six domains are social emotional, physical, language, cognitive, literacy and mathematics. The Florida Voluntary Prekindergarten (VPK) Assessment is mandated by Florida Department of Education and Florida Office of Early Learning for all four-year-old VPK children. It assesses children's academic progress in the areas of Print Knowledge, Phonological Awareness, Mathematics and Oral Language/Vocabulary.

JWB monitors the percentage of children who meet or exceed the expectations of the developmental and learning milestones for their age group throughout the school year. Children who meet or exceed the expectations by the end of the school year are considered ready for school. Taking service time into consideration, the end-of-the-year outcomes discussed in this report are limited to children who were enrolled and assessed at both the beginning and the end of the FY19 school year.

The program met all performance goals in FY19. The FY19 TSG outcomes indicated that all age groups met their 90% readiness goals. Specifically, the readiness rate was 100%, 98%, 100%, 97% and 100% in Teaching Strategies GOLD for children ages birth to one, one to two, two to three, three to four and four to five, respectively. The FY19 VPK assessment scores showed that 98% of VPK students were ready by the end of the school year, which was 13% higher than the 85% target objective

Compared to FY18, the program saw improved FY19 performance outcomes, especially in the two to three and the three to four years groups. The program worked to improve the program quality through providing trainings to teachers and parents, and monitoring assessment data quality. The efforts helped in some way to improve the FY19 outcomes. JWB staff will keep working with the program to ensure the high quality of service delivery, data collection and data entry.



Name
Senior Program Consultant

Date: 6/24/2020



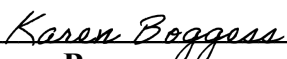
Name
Senior Researcher

Date: 6/24/2020



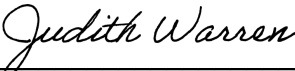
Karen Woods
Program Administration Manager

Date: 6/25/2020



Karen Boggess
Program Evaluation Manager

Date: 6/25/2020



Judith Warren
Chief Operating Officer

Date: 6/30/2020



Beth A. Houghton
Chief Executive Officer

Date: 6/30/2020



EXECUTIVE SUMMARY OF PROGRAM MONITORING REPORT

Agency: UCMC Suncoast

Program: Children of the World

Program Monitoring Reporting Period: October 1, 2018 through September 30, 2019

PROGRAM DESCRIPTION: The program provides a safe, culturally sensitive learning environment for students ages two through five years old of immigrants, refugees and non or limited English-speaking children in Pinellas County. The program is accredited by the National Accreditation Commission for Early Care and Education Programs. Staff ensure children are successfully acculturated while sustaining and respecting their heritage and assisting with school readiness for kindergarten.

TECHNICAL ASSISTANCE: Technical assistance was offered as needed for entering the budget and processing reimbursements per JWB financial guidelines.

FISCAL SNAPSHOT:

	FY17	FY18	FY19
Total Program Budget	\$487,808	\$512,150	\$524,273
JWB Allocation	\$306,579	\$315,776	\$325,186
Percent of Total Program Budget represented by JWB Allocation	63%	62%	62%
Lapse	\$0	\$2,449	\$10,394
Cost per Participant*	\$8,268 (\$487,808/59)	\$8,681 (\$512,150/59)	\$9,039 (\$524,273/58)

**Cost per participant information is calculated as follows: Total program budget/Total actual participants.*

PARTICIPANT DEMOGRAPHICS:

In FY19, Children of the World Preschool served 58 children ages two through five. Of the 58 children served, 90% were from a dual parent household and 10% single-parent household. Over half of the families (73%) reported an annual income below \$39,999. Two percent of parents reported zero income and 14% reported an annual income of \$50,000 and above. Gender of the children was equally distributed with 50% boys and 50% girls enrolled at the center.

Historically, Asian (Vietnamese) was the major population served by the program. Recently, a more diverse immigrant and refugee population has been served. In FY19, over half of the children (55%) were white, 41% Asian and 18% Hispanic. The demographic change in the community and the word-of-mouth recruitment approach might be the reasons for the diversity of the children served.

PROGRAM OUTCOMES:

Performance Measure Description	FY17		FY18		FY19	
	Target	Actual	Target	Actual	Target	Actual
Percent of children ages 2 to 3 years who meet or exceed the Widely Held Expectations on the Teaching Strategies GOLD assessment by the end of the school year.	80%	100%	80%	100%	90%	100%
Percent of children ages 3 to 4 years who meet or exceed the Widely Held Expectations on the Teaching Strategies GOLD assessment by the end of the school year.	80%	98%	80%	93%	90%	95%
Percent of children ages 4 to 5 years who meet or exceed the Widely Held Expectations on the Teaching Strategies GOLD assessment by the end of the school year.	80%	100%	80%	100%	90%	100%
Percent of children who meet or exceed the expectations as indicated by their assessment scores in the third assessment period on the Florida Voluntary Prekindergarten (VPK) Assessment.	80%	100%	80%	100%	90%	100%

PROGRAM MONITORING ACTIVITIES:

This year, the center experienced turnover in the Center Director position. The agency was able to promote from within fairly quickly. The Voluntary Pre-Kindergarten (VPK) teacher was promoted to the leadership role. She had been with Children of the World for 11 years and had her Director's Credential. The agency also experienced the retirement of their CEO. UCMCM conducted a nationwide search for a new CEO. The succession plan was to have the former CEO remain on board for six weeks to assist with the transition. At the time of writing this report A. Matthew Rosen was named the new CEO of UCMCM.

JWB staff completed an unannounced observation in the three year old classroom. The classroom was organized with many developmentally appropriate materials and spaces for children. Staff were playful and gave the children positive reinforcement throughout the morning. The restroom is outside of the classroom so the whole group was taken there before going outdoors. Children were accounted for and staff sang with children to keep their attention while waiting their turn. Staff reminded children to wash hands after the restroom and blowing their noses to practice good hygiene. There were instances of children not listening to directions, but staff handled these minor occurrences with gentle reminders and positive redirection.

JWB staff reviewed Pinellas County License Board (PCLB) reports as a means to monitor the program. PCLB conducts visits to all licensed facilities at least twice per year. One of PCLB's monitoring activities is reviewing personnel records for Level 2 screenings and affidavits of good moral character. With this in mind, JWB determined that, as long as centers are in compliance with PCLB, whose requirements conform to JWB's, JWB would not duplicate efforts. Both licensing visits showed that Level 2 screenings and signing of the affidavits were in compliance. There were other non-compliances noted on the inspection reports including missing proof of education for a staff member, not completing blood-borne pathogen training for a couple of staff, and medication was not correctly notated. All of these items were given technical support from PCLB and were corrected within the two week time frame.

JWB staff completed a personnel review during the fourth quarter of the fiscal year on three personnel files. The

files were well organized with the collection of required and best practices paperwork. All staff had current Level 2 background screenings and signed affidavits of good moral character. Historical screenings were reviewed and it was determined that background screenings were completed at least every five years. Trainings and staff education conformed to the current methodology.

Two staff were interviewed. The Teacher had her Bachelor's Degree in Education and the Assistant Teacher had experience in being a translator. They ranged in tenure of just being hired to being employed four years. Both staff felt the transition of the Center Director was going well. They felt the center had great communication with staff and parents. It was stated by one staff that the center met the needs of their participants by helping them learn English and assisted families with the transition from voluntary prekindergarten to kindergarten. It was interesting to note that both employees communicated that they felt content with their job and the center. The new employee shared that she chose Children of the World over a competitor because of the comfortable feeling she had with other staff during the hiring process.

DATA QUALITY:

File Review Date(s): 7/15/19

On July 15, 2019, a review of nine participant files was completed. Files were reviewed for data integrity, service delivery, performance measurement and overall accuracy of information entered into the JWB database. Files were well organized and each file contained the assessment reports for review. The program received a perfect compliance score for the collection of required JWB forms. Each participant file sampled included the signed and dated Release of Information and Written Statement of Purpose forms. There was a 94% accuracy rate on critical fields which include participant names, date of birth and gender.

In addition to the participant data, JWB staff reviewed episode, attendance and assessment data. VPK assessment data and attendance dates were accurately entered into the data system. However, some data entered into the JWB database was not consistently documented on file such as household income and address. The overall data accuracy score was 89%. Technical assistance was provided on-site. Recommendations were sent to the center director and her supervisor at the agency for future improvement. The recommendations included: first, develop an internal process to review and monitor data entry quality; second, set up a process to document and enter the updated data into the JWB database, e.g. income, address, etc. Last, develop a closure form to document case closing date and closing reasons.

ANALYSIS OF PERFORMANCE:

Children's developmental and academic performance is monitored by four performance measures based on two assessment tools: Teaching Strategies GOLD (TSG) and Florida Voluntary Prekindergarten (VPK) Assessment. TSG is an authentic, ongoing, observation-based assessment system that goes hand-in-hand with the Creative Curriculum. The tool can be used to measure children's development and learning in six domains from birth through third grade. The six domains are social emotional, physical, language, cognitive, literacy and mathematics. Florida Voluntary Prekindergarten (VPK) Assessment is mandated by Florida Department of Education and Florida Office of Early Learning for all four-year-old VPK children. It assesses children's academic progress in the areas of Print Knowledge, Phonological Awareness, Mathematics and Oral Language/Vocabulary.

JWB monitors the percentage of children who meet or exceed the expectations of the developmental and learning milestones for their age group throughout the school year. Children who meet or exceed the expectations by the end of the school year are considered ready for school. Taking service time into consideration, the end-of-the-year outcomes discussed in this report are limited to children who were enrolled and assessed at both the beginning and the end of the FY19 school year.

The program was able to meet all performance measure goals for three consecutive years, even after JWB increased the targets to 90% in FY19. The FY19 TSG outcomes indicated that the program exceeded the 90% target goal for each age group of children in the program. Specifically, readiness rates were 100%, 95%, and 100% in Teaching Strategies GOLD for children ages two-three, three-four, and four-five years respectively. One hundred percent (100%) of four-year-old VPK children enrolled at the program demonstrated kindergarten readiness by the end of the school year for three consecutive years from FY17 to FY19.



Name
Senior Program Consultant

Date: 6/24/2020



Name
Senior Researcher

Date: 6/24/2020



Name
Program Administration Manager

Date: 6/25/2020



Name
Program Evaluation Manager

Date: 6/25/2020



Judith Warren
Chief Operating Officer

Date: 6/29/2020



Beth A. Houghton
Chief Executive Officer

Date: 6/29/2020



EXECUTIVE SUMMARY OF PROGRAM MONITORING REPORT

Agency: University of South Florida Board of Trustees

Program: Infant Family Center

Program Monitoring Reporting Period: October 1st, 2018 through September 30th, 2019

PROGRAM DESCRIPTION: The Infant Family Center (IFC) offers infant and early childhood mental health screening, referral, assessment, consultation, therapy and groups for Pinellas County families with children ages birth through five years who are exhibiting behavioral, social-emotional, and development concerns. IFC promotes strong families in a coparenting framework that supports the social and emotional development of children during the first five years of life.

AGENCY/PROGRAM ACCOMPLISHMENTS: IFC program office transitioned at the end of FY19 from a small office space within the John Hopkins Child Development and Rehabilitation Center to office space on property at USF. The program anticipates additional growth in FY20 as they pursue implementation of an electronic health record with a goal of creating Medicaid billing processes. JWB staff will continue to work alongside program leadership in this effort as implementation is anticipated to leverage funds and expand service availability. Administratively, the program has several processes in place for quality assurance which includes home visiting safety guidelines, a supervision protocol, incident reporting, participant exit surveys, internal file reviews, Institutional Review Board processes, and a robust assessment schedule. The program continues to experience great success retaining staff.

TECHNICAL ASSISTANCE: JWB staff participated in multiple community meetings where program staff and leadership offered expertise. The community meetings included, but are not limited to, the Pinellas County Fatherhood Collaborative, Pinellas County Home Visitation Learning Collaborative, and collaborative domestic violence workgroups. In addition, technical assistance was provided to USF Human Resources to ensure the JWB funded programs are incorporated into standard USF practices and procedures.

FISCAL SNAPSHOT:

	FY17	FY18	FY19
Total Program Budget	\$543,191	\$659,432	\$593,202
JWB Allocation	\$264,600	\$264,600	\$264,600
Percent of Total Program Budget represented by JWB Allocation	49%	40%	45%
Lapse	\$18,812	\$11,341	\$3,342
Cost per Participant*	\$2,952 (\$543,191/184)	\$2,243 (\$659,432/294)	\$1,977 (\$593,202/300)

**Cost per participant information is calculated as follows: Total program budget/Total actual participants.*

PARTICIPANT DEMOGRAPHICS: The IFC served a total 300 adults and children in FY19. There were significantly more female adults (83%) served than male adults (17%). Fifty-one percent of the households served were single-parent female. Single-parent females experience both internal and external stressors at higher rates than two parent families¹. Parental stress is known to impact parenting practices, children's development and behavior². IFC is able to provide additional support to these families to help mitigate stressors and the impacts of those stressors on the family.

PROGRAM OUTCOMES:

Performance Measure Description	FY17		FY18		FY19	
	Target	Actual	Target	Actual	Target	Actual
Percent of adults will improve their Children's Power and Independence sten scores from pretest to posttest as measured by the Adult-Adolescent Parenting Inventory (AAPI-2).	Baseline	50%	70%	70%	60%	60%
Percent of adults will improve their Parental Empathy Towards Children's Needs sten scores from pretest to posttest as measured by the AAPI-2.	Baseline	83%	80%	70%	65%	86%
Percent of adults will improve their Expectations of Children sten scores from pretest to posttest as measured by the AAPI-2.	Baseline	50%	70%	80%	60%	84%
Percent of adults will improve their Parent-Child Family Roles sten scores from pretest to posttest as measured by the AAPI-2.	Baseline	58%	70%	78%	60%	84%
Percent of adults will improve their Use of Corporal Punishment sten scores from pretest to posttest as measured by the AAPI-2.	Baseline	67%	50%	80%	65%	86%
Percent of caregivers will show an increase in protective factors as measured by the DECA (Devereux Early Childhood Assessment) and DECA I/T (Infants/Toddlers).	Baseline	100%	80%	60%	75%	57%

PROGRAM MONITORING ACTIVITIES:

Actual individual therapy sessions were not observed due to the sensitive nature of the program's services. JWB staff did observe an intake session during which program staff were observed to be very appropriate with the family and presented as knowledgeable regarding services offered by the program. JWB staff also completed an administrative monitoring in the Fall of FY19. The review was inclusive of five staff files. Files were generally organized in a clear and consistent manner. Information reported in the JWB data system for position titles was not consistent with those on file within the University system, as often the University has specific university titles, followed by working titles used within the individual colleges. For this program, all personnel files contained an Affidavit of Good Moral Character. The program was not prepared to provide documentation of Level 2 background screening completion during this visit but was provided to JWB following the monitoring visit. The program reports moving forward staff will be screened through the Department of Children and Families

¹ Cairney, J., Boyle, M., Offord, D.R. et al. Stress, social support and depression in single and married mothers. Soc Psychiatry Psychiatr Epidemiol 38, 442–449 (2003). <https://doi.org/10.1007/s00127-003-0661-0>

² Rothbaum F, Weisz JR. Parental caregiving and child externalizing behavior in nonclinical samples: a meta-analysis. Psychol Bull. 1994;116(1):55-74. doi:10.1037/0033-2909.116.1.55

Clearinghouse. Overall, program observations conveyed services delivered in alignment with the approved program methodology.

DATA QUALITY:

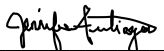
File Review Date(s): 5/23/2019

JWB staff completed a file review for 14 individuals, representing a total of four households randomly selected. Overall, the program achieved a 96% data accuracy score which is an improvement from last year's rate of 87%. A result of the file review was additional technical assistance related to appropriate coding of children with open dependency cases, standardized processes for timely closure of participant episodes, group service attendance, and collection of household income in alignment

ANALYSIS OF PERFORMANCE:

IFC utilizes several instruments to measure participant's progress and the overall program's outcomes with one of the program's goals being to improve parenting skills. The Adult Adolescent Parenting Inventory-2 (AAPI-2) is a valid tool the program utilizes to identify adults and adolescents at risk for inadequate parenting. The measures related to the AAPI-2 look for improvements on each construct upon completing program services. The FY19 results showed the program was able to exceed their targets for four out of the five constructs and met their target for the fifth construct, Children's Power and Independence. A lack of improvement in the construct Child's Power and Independence represents beliefs that children's power and independence should be oppressed and children should not be able to explore their environment, challenge authority, or be inquisitive for this will lead to "acting out".³

In relation to the AAPI-2 which measures risk for maltreatment, the program is also measured on the families' involvement within the child welfare system. Although the program had a slight decline in the percent of children with no verified maltreatments or out of home placements, as compared to last fiscal year, they achieved all their targets as noted in the performance table above. This small decline could be representative of a cohort of families with greater challenges and more complex needs. It is important to note that there is evidence of the longevity of the program's impact in the follow-up measures where 87% of children had no verified maltreatment 12 months after services and 93% experience no out of home placement 12 months after services. IFC also utilizes the Parent Interaction with Children Observation Linked to Outcomes (PICCOLO), Parenting Stress Index 4-SF, Devereux Early Childhood Assessment (DECA) to measure progress. The PICCOLO assesses positive parenting behaviors through observation that are associated with positive child outcomes.⁴ The FY19 results demonstrated that 70% of caregivers in the program showed more positive interactions at the close of services as compared to the beginning of services. In addition, 72% of caregivers reported decreased levels as measured by the Parenting Stress Index 4-SF and 57% of caregivers demonstrated an increase in protective factors as measured by the DECA. Although there was some decline in results related to the PICCOLO and DECA as compared to the previous year, participant cohorts may not represent caregivers with comparable challenges and the complexities of cases can vary year over year. This data will continue to be monitored to ensure targets are set appropriate levels for the population being served.

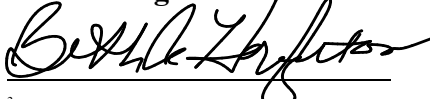


Jennifer Artiaga, LCSW
Senior Program Consultant

Date: 6/24/20 

Megan Seales, MSW
Senior Program Evaluator

Date: 6/24/2020



6/29/2020

³ Keene, R. G. (2010). AAPI OnLine Development Handbook.

⁴ Cook, G. A., & Roggman, L. A. (2009, January). PICCOLO (Parenting Interactions with Children: Checklist of Observations Linked to Outcomes) Technical Report. Logan, UT: Utah State University. (Submitted to Administration for Children, Youth, & Families, US Department of Health and Human Services, Washington, DC).

Karen Woods

Karen Woods
Program Administration Manager

Date: 6/24/2020

JoAnn DiLernia

Senior Program Evaluator
signed for Karen Boggess

Date: 6/29/2020

Karen Boggess
Program Evaluation Manager

Judith Warren

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Chief Operating Officer

Date: 6/27/2020

Beth A. Houghton

Beth A. Houghton
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Date: 6/29/2020