

## Board of Directors Meeting

September 15 , 2020

### Program and Financial Monitoring Information

#### Item VII.D.

**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<br><br>Extended May 15, 2020<br><br>Extended August 15, 2020<br><br><br><br>Extended March 30, 2021 | The Corrective Action Plan was successfully completed for Programmatic and Administrative elements. The CAP was extended through 8/15/20 with regard to financial elements. CAP extended until 3/30/2021 to allow for the FY20 audit to be completed. |

| <b>Agency</b>                                    | <b>Type of Plan</b>    | <b>Subject of Plan</b>                            | <b>Beginning Date</b> | <b>Estimated Completion Date</b>                                                                    | <b>Status</b>                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------|------------------------|---------------------------------------------------|-----------------------|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pinellas County Sheriff's Police Athletic League | Corrective Action Plan | Programmatic, Administrative, and Financial Areas | March 9, 2020         | June 22, 2020<br><br>Extended August 11, 2020<br><br>Observations extended through October 12, 2020 | A Performance Improvement Plan was implemented and then later escalated to a Corrective Action Plan. All document requirements of the CAP have been submitted. Children have returned to the center and observations have recently resumed as a part of the CAP. Monitoring will continue through October 12, 2020 |

| <b>Agency</b>                                                 | <b>Type of Plan</b>    | <b>Subject of Plan</b>                            | <b>Beginning Date</b> | <b>Estimated Completion Date</b> | <b>Status</b>                                                                                                                                                                      |
|---------------------------------------------------------------|------------------------|---------------------------------------------------|-----------------------|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| YMCA of Greater St. Petersburg-Lealman YMCA Preschool Academy | Corrective Action Plan | Programmatic, Administrative, and Financial Areas | May 18, 2020          | December 31, 2020                | Satisfactorily completed training with ELC. Provider is participating in weekly ELC coaching visits. Provider is partnering with CHS for observations, training, and referrals for |

|  |  |  |  |  |                                                                                                                                                                                    |
|--|--|--|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  |  |  |  | children and families.<br>Provider added an Assistant Director for more supervisory oversight of staff. Provider continues to search for qualified staff to maintain NAEYC ratios. |
|--|--|--|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Agency                                                                               | Type of Plan           | Subject of Plan                       | Beginning Date  | Estimated Completion Date | Status                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------|------------------------|---------------------------------------|-----------------|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learning Empowered (formerly UCMC Suncoast)-Quality Early Learning Initiative (QELI) | Corrective Action Plan | Programmatic and Administrative Areas | August 17, 2020 | November 16, 2020         | <p>Presented to agency staff on August 17, 2020. Learning Empowered Board Chair was notified and signed off on the plan. A plan for corrective action was implemented following a failure to notify parent and seek medical attention for a child who was injured. Many program elements need improvement.</p> <p>Provider has submitted required documentation for the CAP.</p> |

### **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 report was submitted to the JWB in July 2020, but subsequently corrected. Corrections are in the Fiscal Snapshot and Performance Measurement sections of the report.

| <b><u>Agency</u></b>         | <b><u>Program</u></b>     |
|------------------------------|---------------------------|
| Florida Department of Health | Healthy Families Pinellas |

#### **September Reports**

| <b><u>Agency</u></b>                            | <b><u>Program</u></b>               |
|-------------------------------------------------|-------------------------------------|
| Big Brothers Big Sisters                        | Comprehensive Mentoring             |
| Clearwater NFC                                  | Clearwater NFC                      |
| City of Dunedin                                 | Promise Time                        |
| Directions for Living                           | Children's Outpatient               |
| Directions for Living                           | Early Childhood Consultation        |
| Family Center on Deafness                       | Family Center on Deafness           |
| Family Resources                                | Intensive Case Management           |
| Family Resources                                | Youth Enrichment Program            |
| Girl Scouts of West Central Florida             | Girl Scouts                         |
| Gulf Coast Jewish Family and Community Services | Violence Prevention                 |
| Mattie Williams (Safety Harbor) NFC             | NFC                                 |
| Operation PAR                                   | I Can Problem Solve                 |
| R'Club                                          | Promise Time                        |
| R'Club                                          | Middle School Academy               |
| Suncoast                                        | Family Services                     |
| YMCA of Greater St. Petersburg                  | Promise Time                        |
| YMCA of Greater St. Petersburg                  | The Middle School Academy           |
| YMCA of Suncoast                                | Promise Time                        |
| Youth Development Initiatives                   | Precious Pearls and Alpha Institute |

Board members are invited to participate in program monitoring. For information, please contact Karen Woods at 727-453-5682 or [kwoods@jwbpinellas.org](mailto: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](mailto:llewis@jwbpinellas.org).

Staff Resource: Karen Woods  
Lori Lewis  
Mary Daddio



## **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:**

|                                                                      | <b>FY17</b>                    | <b>FY18</b>                    | <b>FY19</b>                    | <b>Comments</b>                                                                            |
|----------------------------------------------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------------------------------------------------------------------|
| <b>Total Program Budget</b>                                          | \$7,026,162                    | \$7,319,649                    | \$7,667,680                    | Totals include program allocation and support group funds (\$6,815).                       |
| <b>JWB Allocation</b>                                                | \$5,459,001                    | \$5,793,825                    | \$5,924,029                    |                                                                                            |
| <b>Percent of Total Program Budget represented by JWB Allocation</b> | 78%                            | 79%                            | 77%                            |                                                                                            |
| <b>Lapse</b>                                                         | \$169,971                      | \$421,681                      | \$383,026                      | FY19 lapse generated largely in subcontracted mental health services and salary and fringe |
| <b>Cost per Participant*</b>                                         | \$3,059<br>(\$7,026,162/2,297) | \$3,370<br>(\$7,319,649/2,172) | \$4,357<br>(\$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. FY19 excludes 1,534 adults who received Safe Baby education.

**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:**

| <b>Performance Measure Description</b>                                                                                                                                                                                      | <b>FY17</b> |        | <b>FY18</b> |        | <b>FY19</b> |        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------|-------------|--------|-------------|--------|
|                                                                                                                                                                                                                             | 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%    | 100%   |
| 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%    |

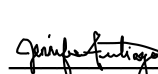
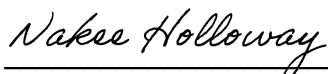
**PROGRAM MONITORING ACTIVITIES:** The JWB assigned Program Consultant and Evaluator conducted regular program monitoring activities throughout the reporting period including observations of program services and team meetings, administrative reviews, as well as interviews with both staff and participants. 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.

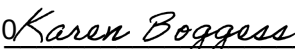
**DATA QUALITY:****File Review Date(s):** 5/7/19, 5/15/19, and 5/28/19

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.

|                                                                                   |                      |                                                                                     |                       |
|-----------------------------------------------------------------------------------|----------------------|-------------------------------------------------------------------------------------|-----------------------|
|  | Date: <u>6/23/20</u> |  | Date: <u>06/23/20</u> |
| Jennifer Artiaga, LCSW                                                            |                      | Nakee Holloway                                                                      |                       |
| Senior Program Consultant                                                         |                      | Senior Program Evaluator                                                            |                       |

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

|                                                                                    |                        |
|------------------------------------------------------------------------------------|------------------------|
|  | Date: <u>8/31/2020</u> |
| Judith Warren                                                                      |                        |
| Chief Operating Officer                                                            |                        |
|  | Date: <u>8/31/2020</u> |
| Beth A. Houghton                                                                   |                        |
| Chief Executive Officer                                                            |                        |



# JWB Juvenile Welfare Board

## Executive Summary of Program Monitoring Report

**Agency:** Big Brothers Big Sisters of Tampa Bay, Inc.

**Program:** Comprehensive Mentoring

**Program Monitoring Reporting Period:** October 1<sup>st</sup>, 2018 through September 30<sup>th</sup>, 2019

**Program Description:**

Countywide, the BBBS Comprehensive Mentoring program serves at risk children with strong and enduring, professionally supported one-to-one relationships that change their lives for the better, forever. Comprehensive Mentoring includes Community-Based mentors and Site-Based mentors who meet with a youth in his or her school or afterschool center. Site-Based mentoring also includes the School-To-Work program where a High School junior is paired with a mentor at a corporate partner for two years to develop vocational interests.

**Agency/Program Accomplishments:**

During FY19 the School-To-Work program partnered with the St. Petersburg Police Department with over 40 officers coming forward as volunteers. In fact the response from the police department was so significant that the program was able to expand even further and add Lakewood High School as a participant. The addition of the St. Petersburg Police Department to the program should be acknowledged as a significant accomplishment towards improving youth's attitudes towards law enforcement and further strengthening community ties.

**Technical Assistance:**

The combined findings of the FY19 participant file reviews revealed outcomes of 100% in the area of Compliance, 100% related to Critical Fields Accuracy entry and a cumulative rating of 97% for overall Data Accuracy. These results were viewed as impressive in relation to general data quality and are indicative of strong internal quality assurance practices. However, onsite technical assistance was provided around the importance of including additional information in both the final progress note and program discharge summary at the close of each episode of care in order to provide a fuller explanation as to the circumstances surrounding the conclusion of services.

**Fiscal Snapshot:**

|                             | FY17        | FY18        | FY19        | Comments                                                                        |
|-----------------------------|-------------|-------------|-------------|---------------------------------------------------------------------------------|
| <b>Total Program Budget</b> | \$2,924,808 | \$2,760,896 | \$2,949,234 | The agency received JWB capital awards of \$45,971 in FY17 and \$39,142 in FY19 |
| <b>JWB Allocation</b>       | \$628,013   | \$751,656   | \$771,062   | FY18 allocation increase for the expansion of the School to                     |

|                                                                      | <b>FY17</b>                  | <b>FY18</b>                  | <b>FY19</b>                | <b>Comments</b>         |
|----------------------------------------------------------------------|------------------------------|------------------------------|----------------------------|-------------------------|
|                                                                      |                              |                              |                            | Work program component. |
| <b>Percent of Total Program Budget represented by JWB Allocation</b> | 21%                          | 27%                          | 26%                        |                         |
| <b>Lapse</b>                                                         | \$266                        | \$9,741                      | \$24,607                   |                         |
| <b>Cost per Participant*</b>                                         | \$2,890<br>\$2,924,808/1,012 | \$2,650<br>\$2,760,896/1,042 | \$3,220<br>\$2,949,234/916 |                         |

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

#### **Participant Demographics:**

The program served more females (60%) than males (40%) in FY19. Over half (53%) of the participants were a part of a single female head of household. Mentors for adolescents in a single parent household can provide many benefits such as but not limited to; consistent guidance and emotional support to the child from another adult, rare times of respite for the single parent, and emotional support for the parent that there is another person that also cares about the wellbeing of their child.<sup>1</sup> Forty-eight percent of participant households reported an annual income of less than \$30,000. The largest age group of participants served was between the age of five and nine (48%), followed by ten to fourteen (37%) and fifteen to eighteen (16%).

#### **Program Outcomes:**

| <b>Performance Measure Description</b>                                                                                                                                                                                                                               | <b>FY17</b> |        | <b>FY18</b> |        | <b>FY19</b> |        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------|-------------|--------|-------------|--------|
|                                                                                                                                                                                                                                                                      | Target      | Actual | Target      | Actual | Target      | Actual |
| Percent of Pinellas County children who are matched for at least seven (7) months will have no new in- school or out-of-school suspensions during the school year of program participation as measured by independent verification with Pinellas County School data. | 70%         | 80%    | 70%         | 78%    | 75%         | 77%    |
| Percent of youth participating in the Youth Outcome Survey will maintain successful outcomes in at least three domains or demonstrate improvement in at least three domains (Social Acceptance, Scholastic                                                           | NA          | NA     | 80%         | 96%    | 80%         | 100%   |

<sup>1</sup> Keller, T.E. A Systemic Model of the Youth Mentoring Intervention. *J Primary Prevent* 26, 169–188 (2005). <https://doi.org/10.1007/s10935-005-1850-2>

|                                                                                                                                    |  |  |  |  |  |  |
|------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|
| Competency, Educational Expectations, Grades, Risk Attitudes, Parental Trust, Truancy, or having a Special Adult in his/her life). |  |  |  |  |  |  |
|------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|

**Program Monitoring Activities:**

**Program Observation Dates:** 2/12/19

**Interview Date(s):** 3/12/19

**Collaborative Meeting/Consultation Date(s):** 2/12/19, 3/13/19, 3/21/19 and 8/5/19

- A growing body of research has emerged that underscores the long term positive outcomes pertaining to High School graduation and post-graduation employment rates for youth enrolled in School to Work Mentoring programs.<sup>2</sup> The BBBS School to Work program partners with a diverse range of corporate partners, community organizations and public entities to stimulate students' interests in vocational opportunities through exposure to actual workplace cultural environments, create awareness of basic workplace decorum and instill the need to develop employment preparation skills. The primary premise of the School to Work program rests on matching a High School Junior or Senior with a mentor from one of the varied participating partners. Students meet with their assigned mentors for approximately four hours each month and shadow basic position functions, develop rapport during lunch and are even afforded the opportunity to attend job related trainings onsite. The matching process is coordinated and maintained by the program's School to Work Coordinators who foster continued collaboration with the participant partners in addition to providing guidance and support, on an as needed basis, to the individual Mentors. In recognition of the inherent value of the BBBS School to Work model JWB provided additional funding in FY18 to support the expansion of this programmatic component.

In order to further explore the operational functions, development and expansion of the School to Work model JWB staff conducted a total of three staff interviews with the program School to Work Coordinators. These interviews also served to supplement the standardized annual JWB interviews that are formed around a semi-structured format and examine such areas as qualifications, opportunities for professional development, stances on service delivery, perceived levels of direct and indirect organizational support and perspectives on the needs of the population served.

The first interview was conducted with a School to Work coordinator who had been employed by the agency for approximately two years and held a Master's Degree in Social Work. Prior to joining the BBBS team the staff person worked primarily, in another state, for approaching 19 years, in the state foster care system. During the course of the interview the staff person discussed the value of her experience in this system and how it added to her skill sets in assessing goodness of fit between mentees and mentors within partner organizations. The staff person proceeded to discuss the many nuances of sustaining ongoing collaborations with the participant partners including establishing a clear structure to the actual site visits which typically begin with an Interactive Workshop to outline the tailored professional etiquette expected within each work environment. For example, the staff person highlighted the distinctions between onsite

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<sup>2</sup> McDonald, S., & Lambert, J. (2014). The long arm of mentoring: A counterfactual analysis of natural youth mentoring and employment outcomes in early careers. *American Journal of Community Psychology*, 54(3-4), 262-273.

expectations among partner organizations such as the St. Petersburg International Airport, John Hopkins All Children's Hospital and the recently added partner St. Petersburg Police Department.

The staff person also discussed, with great enthusiasm, the commitment that the St. Petersburg Police Department had made to the program with over 40 officers coming forward as volunteers. In fact the response from the police department was so significant that the program was able to expand even further and add Lakewood High School as a participant. The addition of the St. Petersburg Police Department to the program should be acknowledged as a significant accomplishment towards improving youth's attitudes towards law enforcement and further strengthening community ties. Studies have found that persons under the age of 18 account for a sizeable portion of arrests in the United States each year, amounting to 13% of all arrests in 2018.<sup>3</sup> At a prevention level law enforcement officers are critical gatekeepers between youth and the juvenile justice system, yet despite these oft benevolent efforts a great proportion of interactions between police and youth are often categorized as negative.<sup>4</sup> And, youth tend to generally hold more negative attitudes toward police than do adults.<sup>5</sup>

In positive, counterbalances there is strong research data to suggest that in relatively brief periods of time, police and youth interaction programs can positively influence youth participants.<sup>6</sup> These programs provide police and youth an opportunity to interact in non-law enforcement environments and create opportunities to alter the opinions through positive exposures. Furthermore, such programs appear to be particularly effective in improving youth participants' attitudes toward police, especially for those who have not previously participated in a police and youth mentoring program.<sup>7</sup>

The second interview was completed with a staff person who had been with the program for almost two years and also held a Master's Degree in Social Work. Prior to onboarding with the agency the staff person was involved with Americorps for almost one year which was an experience described as igniting an interest in working with at risk children and youth. Subsequently the staff person gained additional professional experience in the Child Welfare system and was then drawn to BBBS for the opportunity to participate in delivering mentoring services at a more programmatic level. The staff person discussed the close attention provided to matching certain schools with relevant partners based on the predominant vocational interests of the High School seniors. For example, the program has established a close partnership with the Innisbrook Resort and Tarpon High based on that schools culinary arts program.

The final interview was completed with a staff person who had been with the agency for a total of four years at the point of the interview and held an Undergraduate Degree in psychology. This particular staff person had previously worked with another large mentoring agency in the Tampa Bay Region for almost five years and was extremely well-versed in the beneficial outcomes

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<sup>3</sup> Bradford, B., Jackson, J., & Stanko, E. A. (2019). Contact and confidence: Revisiting the impact of public encounters with the police. *Policing and Society*, 19(1), 20–46.

<sup>4</sup> Brick, B. T., Taylor, T. J., & Esbensen, F. (2009). Juvenile attitudes towards the police: The importance of subcultural involvement and community ties. *Journal of Criminal Justice*, 37, 488–495.

<sup>5</sup> Brick, B. T., Taylor, T. J., & Esbensen, F. (2009). Juvenile attitudes towards the police: The importance of subcultural involvement and community ties. *Journal of Criminal Justice*, 37, 488–495.

<sup>6</sup> Goodrich, S. A., Anderson, S. A., & LaMotte, V. (2014). Evaluation of a program designed to promote positive police and youth interactions. *Journal of juvenile justice*, 3(2), 55-71.

<sup>7</sup> Knowler, C. (2006). The nature and impact of police/mentoring relationships on the attitudes and behaviors of youth.

associated with delivering mentoring services to High School students at such a critical juncture in their lives. The staff person provided a host of anecdotal examples of viewing students move in a more positive direction as a result of their involvement in the School to Work program particularly in relationship to solidifying their investment in High School graduation and improving positive social interactions. Such anecdotes are well supported in the research literature that has consistently demonstrated that High School students participating in School to Work orientated mentoring program models is highly predictive of improvements in social empathy, the development of a diverse set of communication skills to adapt to varied social contexts and ultimately the increased likelihood of either pursuing secondary education or securing meaningful employment following graduation.<sup>8</sup>

### **Analysis of Performance:**

The number of children served by the program in FY19 declined some compared to the previous fiscal year. The program projected to have 373 new matches for the year, however closed the year with only 248 new matches. New matches are not only dependent on the availability of volunteers, it is critical that the volunteer is also a good fit to mentor the child in need, without considering goodness of fit the mentoring relationship will not thrive. Although, the program fell short of their targeted service level the program has stayed relatively consistent over the past three years regarding the amount of participants served. This suggests that the targets should be reevaluated to ensure the targets are set appropriately. Relative to the number of children served, the program also did not meet their mentoring hours target. Given the downward trend over the past three years on mentoring hours, it is recommended that the program revisit this target in conjunction with JWB to ensure it is appropriately set.

The program performance is measured through two indicators: participants' school disciplinary behavior and the Youth Outcome Survey (YOS). The results related to school disciplinary behavior showed that 77% of children matched for six months or longer had no in-school or out-of-school suspensions. The program achieved their target that was increased by 5% for FY19.

The YOS survey was revised in June 2019 by BBBS of America. The revisions were implemented to better reflect recent research finding and more accurately collect information from youth. The program demonstrated an improvement in the YOS survey results this fiscal year with 100% of youth showing improvement on at least three domains. Research suggests the longer mentoring relationships are in place the greater outcome they will have<sup>9</sup>. Aligned with the research, BBBS tracks match retention rate with a goal of maintaining matches for at least 12 months. During the FY19 the program saw a match retention rate of 77% in community based matches and 70% in school based matches. These match retention rates represent the impact of program's extensive efforts to ensure matches are a good fit for both the mentee and the mentor.

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<sup>8</sup> Noll, V. (1997). Cross-age mentoring program for social skills development. *The School Counselor*, 44(3), 239-242.

<sup>9</sup> Mentoring Programs and Youth Development: A Synthesis, call the Child Trends' publications office, 202-362-5580

Paul Webb Date: 8/12/20 Megan Seales Date: 8/12/20  
**Paul Webb** **Megan Seales**  
**Senior Program Consultant** **Senior Program Evaluator**

Karen Woods Date: 8/12/2020 Karen Boggess Date: 8/12/2020  
**Karen Woods** **Karen Boggess**  
**Program Administration Manager** **Program Evaluation Manager**

Judith Warren Date: 8/23/2020  
**Judith Warren**  
**Chief Operating Officer**

Beth A. Houghton Date: 8/23/2020  
**Beth A. Houghton**  
**Chief Executive Officer**



## **Executive Summary of Program Monitoring Report**

**Agency:** Dr. Martin Luther King Jr. Neighborhood Family Center, Inc.  
DBA Clearwater Neighborhood Family Center

**Program:** Clearwater Neighborhood Family Center

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

**Program Description:** Youth development activities involve homework assistance, tutoring, computer technology, literacy, and Science Technology Engineering Math (STEM). Summer enrichment programming provides individual and group mentorship, youth workshops designed to raise awareness on issues that directly impact youth, leadership skills through public speaking engagements, and social development activities to increase resiliency.

Family Support services are aimed to assist families in need of basic needs, which can include benefits assistance, utility assistance, housing assistance, and employment assistance. Family assessments are also completed to determine the needs of families. Additional services include financial literacy, early childhood support and academic credit recovery. Strategic outreach is done in conjunction with various partners to include the City of Clearwater, St. Petersburg College, Holiday Jazz, Girl Scouts of West Central Florida, and Florida First Start.

### **Agency/Program Accomplishments:**

- Clearwater NFC successfully implemented a music program through a collaborative partnership with Ruth Eckerd Hall.
- Clearwater NFC successfully expanded the awareness of mental health through various initiatives and workshops with the National Alliance on Mental Illness (NAMI).
- Clearwater NFC strengthened their partnership with St. Petersburg College (SPC) through the 2<sup>nd</sup> Annual Rising Above Youth Conference. A reported 350 youth attended the event.

### **Technical Assistance:**

- In FY19, technical assistance was provided to assist the Executive Director with licensure guidelines and requirements throughout the year.
- Clearwater NFC staff have been given technical assistance to ensure that data collection is conducted in a timely manner during the survey window in order to maximize the response rate.

**FISCAL SNAPSHOT:**

|                                                                      | <b>FY17</b>                | <b>FY18</b>                | <b>FY19</b>                |
|----------------------------------------------------------------------|----------------------------|----------------------------|----------------------------|
| <b>Total Program Budget</b>                                          | \$468,713                  | \$558,911                  | \$591,055                  |
| <b>JWB Allocation</b>                                                | \$437,805                  | \$528,003                  | \$560,147                  |
| <b>Percent of Total Program Budget represented by JWB Allocation</b> | 93%                        | 94%                        | 95%                        |
| <b>Lapse</b>                                                         | \$22,395                   | \$13,336                   | \$0                        |
| <b>Cost per Participant*</b>                                         | \$3,811<br>(\$468,713/123) | \$2,911<br>(\$558,911/192) | \$3,539<br>(\$591,055/167) |

\*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 2,259 adult attendees, and 219 youth attendees.

**PARTICIPANT DEMOGRAPHICS:**

- The majority of participants were Black/African American (58%), White (17%) or Other (25%)
- Approximately one-third (37%) of participants were Hispanic
- Of the 83 participants that specified their household income, 84% had an annual household income of less than \$30,000
- 63% of participants were in a single parent female headed household, 33% in a dual parent married household

**PROGRAM OUTCOMES:**

| <b>Performance Measure Description</b>                                                  | <b>FY17</b> |        | <b>FY18</b> |                 | <b>FY19</b> |                 |
|-----------------------------------------------------------------------------------------|-------------|--------|-------------|-----------------|-------------|-----------------|
|                                                                                         | Target      | Actual | Target      | Actual          | Target      | Actual          |
| Number of annual public events                                                          | N/A         | N/A    | N/A         | N/A             | 3           | 1               |
| Number of recurring group services                                                      | N/A         | N/A    | N/A         | N/A             | 5           | 9               |
| Percent of participants who continue in the program for more than one year              | 74          | 80%    | 74%         | 81%             | 80%         | 42%             |
| Percent of youth who attend 70% of the program days                                     | 70          | 44%    | 70          | 65%             | 70          | 80%             |
| Percent of eligible participants who will be given the OST survey                       | N/A         | N/A    | Baseline    | 65%             | 70%         | 35%             |
| Number of instances caring adults attend program events on behalf of youth participants | 200         | 260    | 200         | No Data Entered | 200         | 94              |
| Number of Customer Satisfaction Surveys administered                                    | 100         | 108    | 125         | 368             | 200         | No Data Entered |

**PROGRAM MONITORING ACTIVITIES:**

**Program Observation Date(s):** 12/12/2018, 3/27/2019, 7/25/2019

**Interview Date(s):** 7/25/2019

**Collaborative Meeting/Consultation Date(s):** 5/19/2019

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

**Personnel File Monitoring Date(s):** 9/27/2019

## **PROGRAM MONITORING ACTIVITIES:**

Program monitoring activities of the CWNFC occurred throughout FY19 and involved observations of a winter holiday social, youth conference, and a youth jazz ensemble. These activities highlighted various enrichment, educational, and community networking opportunities, that proved beneficial for all participants involved. Throughout the summer and school year, CWNFC partnered with Ruth Eckerd Hall in a piloted enrichment program, which offered on-site enrichment clubs and education in drama, music, and dance. Youth participants were surveyed and provided an opportunity to expound upon their experiences.

This unique opportunity allowed 12 youth participants to receive five weeks of training through six two hour sessions in music and vocal chords. Subsequently, they were featured in the CWNFC winter holiday social by performing in front of a reported 175 individuals. This performance opportunity provided positive exposure and appeared to enhance the self-esteem of the youth involved.

Observation of the CWNFC 2<sup>nd</sup> Annual Rising Above Leadership Conference occurred during the summer. Various speakers, community partners, and youth participants, were all engaged in a day of youth development, panel discussions, and a theatrical performance. During the conference, youth were provided a continental breakfast, lunch, and were directed to the workshops of their choice. No less than 20 volunteers were observed to give oversight to make sure the safety and wellbeing of youth.

## **DATA QUALITY:**

**File Review Date(s):** 9/27/2019

In September of FY19 a personnel file review was completed on six staff files, to assess the program's operational processes such as incident reporting, safety practices, and level 2 background screenings. Evidence of completed Affidavit of Good Moral Character forms and level 2 background checks, screened through the Clearing House were seen in all staff files. Six out of the six files possessed position descriptions, annual evaluations, and documentation of various staff trainings. Two out of the six staff files obtained documentation of staff credentials. Overall, staff files were organized and did not have items for concern. A program recommendation was to increase consistency in obtaining staff qualifications, and in updating staff evaluations on an annual basis.

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 were selected for the review, however one file could not be located by program staff and one file did not have a valid consent for review by JWB. Overall, the program's participant data accuracy score was 78%. Common data entry errors included outdated information in fields such as grade and address, and incomplete fields being filled into GEMS without the appropriate documentation. The program would benefit from having a regular quality review of files to ensure all required documentation is present and data is accurate. JWB staff will continue to monitor and provide technical assistance to Clearwater NFC staff.

## **ANALYSIS OF PERFORMANCE:**

The Clearwater NFC has three prongs 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 largest event offered by Clearwater NFC was the Rising Above! Youth Leadership Conference. Recurring services that were offered included language classes, a community clothing closet, and Volunteer Income Tax Assistance (VITA).

Ongoing regular attendance of a program, defined as a youth participant attending 70% or more of available program days, has been demonstrated in research to have a positive effect on youth development and their academics<sup>1</sup>. Over the last two years the percentage of youth attending regularly at Clearwater NFC has increased from 44% to 80%. However, the youth program has experienced a drop in the number of participants that attend year over year. In addition, both family engagement data and the Out-of-School-Time (OST) survey rate fell below target. No significant changes to the youth program have occurred in the last fiscal year, but Clearwater NFC has experienced staff turnover and challenges in data quality. Staff turnover could be a contributing factor in the data, but has since been corrected.

The OST survey is administered each May to youth participants to assess programming strengths and better understand participants' experiences, outcomes, and goals. A limited number of OST surveys were available for analysis for Clearwater NFC; nine youth were asked to take the survey and seven chose to respond to all questions. While all or most respondents agreed that they get to try new things in the program and that the program has help them to learn to make good health choices, but a higher response rate is needed to collect responses that are representative of all eligible youth. Clearwater NFC staff have been given technical assistance to ensure that data collection is conducted in a timely manner during the survey window in order to maximize the response rate.

Adult services include basic needs assistance with a Family Support Specialist. Services are also provided for seniors and adults without children in accordance with an outside source of funding for the position. Adults and attendees at community events are typically asked to rate the services they received. No survey data was reported in FY19. Overall, Clearwater NFC has experienced challenges in data collection and oversight and improvement is needed in this area.

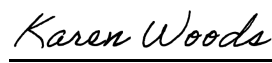
  
\_\_\_\_\_  
**Felicia Pizana**  
Senior Program Consultant

Date: 6/29/2020

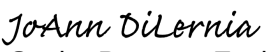
  
\_\_\_\_\_  
Senior Program Evaluator  
signed for Saba Arzola

Date: 06/29/2020

**Saba Arzola**  
Senior Program Evaluator

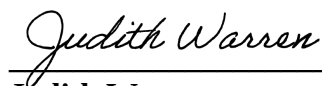
  
\_\_\_\_\_  
**Karen Woods**  
Program Administration Manager

Date: 6/29/2020

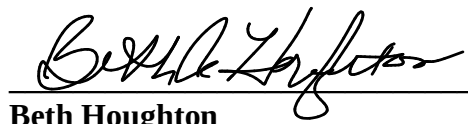
  
\_\_\_\_\_  
Senior Program Evaluator  
signed for Karen Boggess

Date: 6/29/2020

**Karen Boggess**  
Program Evaluation Manager

  
\_\_\_\_\_  
**Judith Warren**  
Chief Operating Officer

Date: 7/2/2020

  
\_\_\_\_\_  
**Beth Houghton**  
Chief Executive Officer

Date: 7/02/2020

<sup>1</sup> Afterschool Alliance. (2015). Building Literacy in Afterschool, Issue Brief No. 67. Retrieved from [http://afterschoolalliance.org/documents/issue\\_briefs/issue\\_building\\_literacy\\_67.pdf](http://afterschoolalliance.org/documents/issue_briefs/issue_building_literacy_67.pdf)



## EXECUTIVE SUMMARY OF PROGRAM MONITORING REPORT

**Agency:** City of Dunedin

**Program:** Promise Time

**Program Monitoring Reporting Period:** October 1<sup>st</sup>, 2018 through September 30<sup>th</sup>, 2019

### PROGRAM DESCRIPTION:

The City of Dunedin offers programs for children attending Dunedin and San Jose Elementary Schools based on a Promise Time model. The program was designed to support academically struggling students before and after school. In addition, the program, in partnership with JWB and Pinellas County School Board (PCSB), consists of iReady, small group tutoring and an Out of School Time program. It promotes academic achievement, and focuses on character development, life skills, social, emotional and physical growth. Children experience a range of activities including non-competitive active games, the arts, science, literacy, and enrichment clubs.

### TECHNICAL ASSISTANCE:

The technical assistance provided focused on program needs or priorities identified by JWB or City of Dunedin staff. Technical assistance included but was not limited to contract administration, contract management, and data analysis.

### FISCAL SNAPSHOT:

|                                                                      | FY17                   | FY18                   | FY19                       |
|----------------------------------------------------------------------|------------------------|------------------------|----------------------------|
| <b>Total Program Budget</b>                                          | \$46,310               | \$69,783               | \$114,163                  |
| <b>JWB Allocation</b>                                                | \$46,310               | \$59,009               | \$59,009                   |
| <b>Percent of Total Program Budget represented by JWB Allocation</b> | 100%                   | 85%                    | 52%                        |
| <b>Lapse</b>                                                         | \$858                  | \$8,100                | \$5,944                    |
| <b>Cost per Participant*</b>                                         | 1,286<br>(\$46,310/36) | \$895<br>(\$69,783/78) | \$1,057<br>(\$114,163/108) |

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

### PARTICIPANT DEMOGRAPHICS:

In FY19, the CoD provided services to 108 youth at two elementary schools: San Jose and Dunedin Elementary. Of those, 71% were White, 56% were male, and the majority of participants (25%) were in first grade. Half of the households reported an income. Of those, that did report income half had made \$50,000 or more. Forty-four percent of participants came from a Dual Parent – Married household arrangement, and another 40% came from a Single Parent, Female. Ninety percent of participants resided in either Clearwater or Dunedin.

**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.                                                        | N/A    | N/A    | N/A    | N/A    | 70%      | 83%    |
| Percent of students who miss less than 10% of unexcused school days                                                 | N/A    | N/A    | N/A    | N/A    | Baseline | 97%    |
| 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 | 67%    |
| Percent of students with an improved score on the Florida Standardized Assessment (FSA) Mathematics                 | N/A    | N/A    | N/A    | N/A    | Baseline | 60%    |

\*Individual program level analysis was not conducted in FY17 and 18. A statistical analysis on all four Promise Time programs was conducted and aggregated into one report. This analysis can be requested.

**PROGRAM MONITORING ACTIVITIES:**

**Program Observation Date(s):** 11/13/18, 4/10/19

**Collaborative Meeting/Consultation Date(s):** 7/31/19, 8/5/19

**Administrative Review Date(s):** 1/23/19

The Promise Time collaborative was established in 2014 with the goal of increasing academic performance for students attending Title I public schools in Pinellas County. In general, the partnership consists of the Juvenile Welfare Board of Pinellas County (JWB), Pinellas County Schools, and Out of School Time (OST) providers. OST providers include R' Club Child Care Inc., The Young Mens Christian Association of the Greater St. Petersburg, Inc., Young Men's Christian Association of the Suncoast, Inc., and the City of Dunedin. The collaborative is unique in that it consists of various nonprofit and municipal organizations all implementing an identical program model.

The Promise Time program model consists of fundamental components including individualized online curriculum (iReady), small group tutoring, incentives and overlay enrichment activities. The program is designed to support academically struggling students in a before and after school environment. Research suggests afterschool programs, whose mission includes children's socialization, peer relations, and adaptive functioning are uniquely positioned to support and promote children's healthy development. Throughout the years, the program model has evolved to incorporate activities that encourages participation, family engagement and positive youth development.

In FY19, JWB staff conducted program observations at San Jose Elementary and Dunedin Elementary. Largely, the program model is structured to support program participants academically while providing opportunities for positive youth development. On April 10, 2019 JWB staff observed program implementation at Dunedin Elementary. JWB staff conducted an informal interview with CoD staff who reported the program welcomed a new site facilitator. Much of the program implementation is conducted in the cafeteria. JWB staff observed three CoD staff and youth using laptop computers. CoD staff reports the site has 15 tutors and 37 participants enrolled into the program. In discussing program implementation, CoD staff reports a new site facilitator was on boarded and new enrichment clubs were created. The Site Facilitator is vital to ensuring communication between the school site and the Out of School Time provider. In addition, the position assists in coordination of program services and activities. For example, the site facilitator was able incorporate enrichment clubs including STEM academies and "Girls on the Run."

The CoD maintained full licensure with Pinellas County Licensing Board (PCLB) at both of the school based locations. PCLB inspections cover an array of items including supervision of staff, personnel and youth file reviews, review of transportation logs, and food/nutrition document review. In total, the agency received three (3) inspections between the two elementary sites. The San Jose site received two inspections — renewal and re-inspection — and was deemed non-compliant at one of the two inspections. On November 14, 2020, during a review of personnel files, a staff member had not completed the required 40 clock hour training. As a result, the area was found non-compliant. However, on November 18, 2018 a re-inspection was completed and CoD was able to bring the area in compliance allowing the site to obtain licensure. The Dunedin elementary site received a renewal inspection on December 11, 2018 resulting in full compliance designation.

## **DATA QUALITY:**

**File Review Date(s):** N/A

Prior to FY19, Promise Time program data was limited and submitted via JWB's online secure portal, SharePoint. This data collection method allowed for a number of errors, and didn't provide JWB with ample information to understand how various demographic variables affected program outcomes. To align all Promise Time providers with other JWB funded programs and strengthen the quality of data, submission of all programmatic data was moved to the GEMS data system. During the year, trainings were conducted with providers on data collection and entry procedures, reviewing data for accuracy, and running reports to evaluate the program. JWB reviewed data on an ongoing basis to ensure it was being entered cleanly, and worked with the program to ensure accuracy. Data for the Promise Time program is also regularly collected through the iReady online curriculum that is used as part of the program. This information was reviewed in conjunction with the Title I offices and Curriculum Associates (the organization that owns the iReady curriculum) to examine program implementation. As we continue to work to align Promise Time programs with other JWB funded programs file reviews to review data accuracy will be conducted in the future.

## **ANALYSIS OF PERFORMANCE:**

Until FY19, Promise Time model was evaluated as a whole, and did not examine each individual program's contribution to that model. However, in an effort to further align the Promise Time programs with other JWB funded programs, JWB initiated changes to how data is recorded and measured. This included measuring the program's individual programmatic attendance and the academic achievement of each program's individual participants, including school attendance.

Programmatic attendance is measured by the percentage of time a participant attends the program. For example, if a participant was enrolled in a program for ten days, but only attended seven of those ten days, their programmatic attendance would be 70%. JWB believes that in order for a program to affect the desired outcome, regular attendance is necessary. This is defined as attending a program three to four days per week or 70% of the time or more. As a school based program, JWB expected attendance to be high, and set the goal for 70% of participants to attend 70% of program days or more. CoD was easily able to achieve this measure with 83% of their participants attending regularly.

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 outcomes<sup>1</sup>. With the support of the OST program 97% of participants had no more than 18 unexcused absences from school, and 53% and 47% scored satisfactory or better on 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. As the Promise Time program is offered at Title I schools, we know that CoD 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. Sixty-seven (67%) and sixty percent (60%) of students showed growth on the FSA ELA and Math exams, respectively.

|                                  |                         |                                 |                       |
|----------------------------------|-------------------------|---------------------------------|-----------------------|
| <u>Desmon Newton</u>             | Date: <u>08/31/2020</u> | <u>JoAnn DiLernia</u>           | Date: <u>9/1/2020</u> |
| <b>Desmon Newton</b>             |                         | <b>JoAnn DiLernia</b>           |                       |
| <b>Senior Program Consultant</b> |                         | <b>Senior Program Evaluator</b> |                       |

|                                       |                       |                                   |                       |
|---------------------------------------|-----------------------|-----------------------------------|-----------------------|
| <u>Karen Woods</u>                    | Date: <u>9/1/2020</u> | <u>Karen Boggess</u>              | Date: <u>9/1/2020</u> |
| <b>Karen Woods</b>                    |                       | <b>Karen Boggess</b>              |                       |
| <b>Program Administration Manager</b> |                       | <b>Program Evaluation Manager</b> |                       |

|                                |                       |
|--------------------------------|-----------------------|
| <u>Judith Warren</u>           | Date: <u>9/1/2020</u> |
| <b>Judith Warren</b>           |                       |
| <b>Chief Operating Officer</b> |                       |

|                                |                       |
|--------------------------------|-----------------------|
| <u>Beth A. Houghton</u>        | Date: <u>9/2/2020</u> |
| <b>Beth A. Houghton</b>        |                       |
| <b>Chief Executive Officer</b> |                       |

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<sup>1</sup> 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>.



# Juvenile Welfare Board

## Executive Summary of Program Monitoring Report

**Agency:** Directions for Living

**Program:** Childrens' Outpatient Program (COP)

**Program Monitoring Reporting Period:** October 1<sup>st</sup>, 2018 through September 30<sup>th</sup>, 2019

**Program Description:**

Directions offers outpatient counseling, in-home/on-site counseling, psychiatric evaluations, medication management and/or targeted case management to children ages two years to late adolescence and their families. These services are delivered through evidence based practices to address a wide range of challenges including coping with trauma, grief and loss, attachment, serious mental illness, behavioral difficulty and/or substance use issues.

**Agency/Program Accomplishments:**

The principles of Wraparound were initially conceptualized by Dr. Behar and subsequently advanced by VanDenBerg et al.<sup>1</sup> In essence, Wraparound philosophical elements align with psychosocial theories of child development, are intrinsically flexible, comprehensive and form interventions based on the needs of the family as a whole in the context of their environment. Such conceptual frameworks have been shown to be particularly valuable in relation to providing effective interventions to families who present with complex and interwoven needs areas. Over the course of this fiscal year an Evidence Based Model of the Wraparound Facilitation training was completed, which now equips a number of staff across the agency to act as both coaches and trainers for the model. In addition, DFL gained the distinction of becoming the fourth Wraparound Facilitated Certified Agency in the State of Florida.

**Technical Assistance:**

**Fiscal Snapshot:**

|                                                                      | <b>FY17</b>              | <b>FY18</b>            | <b>FY19</b>              | <b>Comments</b>                                               |
|----------------------------------------------------------------------|--------------------------|------------------------|--------------------------|---------------------------------------------------------------|
| <b>Total Program Budget</b>                                          | \$266,338                | \$263,960              | \$260,199                | The agency received a JWB a capital award of \$65,627 in FY18 |
| <b>JWB Allocation</b>                                                | \$230,402                | \$236,631              | \$243,050                |                                                               |
| <b>Percent of Total Program Budget represented by JWB Allocation</b> | 87%                      | 90%                    | 94%                      |                                                               |
| <b>Lapse</b>                                                         | \$1,629                  | \$13,990               | \$9,149                  |                                                               |
| <b>Cost per Participant*</b>                                         | \$1,163<br>\$266,338/229 | \$920<br>\$263,960/287 | \$1,016<br>\$260,199/256 |                                                               |

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

<sup>1</sup> VanDenBerg, J., Bruns, E., & Burchard, J. (2003). History of the wraparound process. Focal Point: A National Bulletin on Family Support and Children's Mental Health: Quality and fidelity in Wraparound, 17(2), 4-7.

**Participant Demographics:**

COP served slightly more males (56%) than females (44%). Most children identified as White (61%) or Black (21%) with the remainder reporting either Asian or Other. More than half (56%) reported living in household with an annual income of less than \$20,000. Of those, twenty-five percent reported an income of zero. Forty-four percent of the children served were living in a single parent household. The program's largest referral source besides self-referral was Eckerd Connects, the local lead child welfare agency. With research showing half of all mental health conditions begin by the age of 14, with treatment occurring 6 to 23 years after the age onset<sup>2</sup>. It is important to underscore that COP's participants mostly fell into two age ranges: ten to fourteen (42%) and five to nine (29%) representing the programs efforts to identify mental health concerns and provide supportive services early on.

**Program Outcomes:**

| <b>Performance Measure<br/>Description</b>                                                                                                                                                                         | <b>FY17</b> |        | <b>FY18</b> |        | <b>FY19</b> |        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------|-------------|--------|-------------|--------|
|                                                                                                                                                                                                                    | Target      | Actual | Target      | Actual | Target      | Actual |
| Percent of participants who successfully complete the program will have improved functioning (i.e., score of 4 or less) at the discharge as measured by the Children's Functional Assessment rating Scale (CFARS). | Baseline    | 70%    | 70%         | 60%    | 80%         | 78%    |
| Percent of participants will demonstrate improvement during treatment as measured by the CFARS.                                                                                                                    | N/A         | N/A    | Baseline    | 57%    | 50%         | 65%    |
| Percent of children will have no new verified reports of abuse and/or neglect during program participation as measured by independent verification Florida Safe Families Network (FSFN).                           | 90%         | 98%    | 90%         | 92%    | 90%         | 96%    |
| Percent of children will have no new verified reports of abuse and/or neglect for a period of 12 months after case closure as measured by independent verification FSFN.                                           | 85%         | 98%    | 85%         | 98%    | 90%         | 96%    |

<sup>2</sup> Kessler RC, Berglund P, Demler O, Jin R, Merikangas KR, Walters EE. Lifetime prevalence and age-of-onset distributions of DSM-IV disorders in the National Comorbidity Survey Replication [published erratum appears in Arch Gen Psychiatry 2005;62:768]. Arch Gen Psychiatry 2005;62:593-602.

| Performance Measure<br>Description                                                                                                                         | FY17   |        | FY18   |        | FY19   |        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|--------|--------|--------|--------|
|                                                                                                                                                            | Target | Actual | Target | Actual | Target | Actual |
| Percent of children will not experience an out of home placement during program participation as measured by independent verification FSN.                 | 90%    | 99%    | 90%    | 97%    | 90%    | 99%    |
| Percent of children will not experience an out of home placement for a period of 12 months after case closure as measured by independent verification FSN. | 85%    | 99%    | 85%    | 99%    | 90%    | 99%    |

**Program Monitoring Activities:**

**Program Observation Dates:** N/A

**Interview Date(s):** 9/20/19

**Collaborative Meeting/Consultation Date(s):** 4/2/19, 4/19/19, 6/4/19, 6/18/19 and 9/25/19.

- Research has found that the quality of outpatient mental health services are most often linked to the interplay of relevant professional experience, cross functional interactions within an organization, training opportunities and perceptions of a supportive working environment. Additional indicators include, but are not limited to, structures to facilitate teamwork, informal communication mechanisms and the ability for clinicians to readily interface with Case Management Services. Informed and guided by these core principles a total of three separate staff interviews were conducted during this fiscal year.<sup>3</sup>

The first interview was conducted with one of the program's In-Home Therapists who has been with the program for approximately one year. The staff person holds a degree in psychology and possessed a broad base of experience in the realm of Case Management experience prior to joining the agency. The staff person discussed the prominence of Child Welfare cases among those served by the program and the advantages of drawing from her own Case Management as a means to conceptualize service planning processes. The staff person then proceeded to highlight the vital aspects of developing strong working relationships with Child Welfare staff in order to ensure that program participants were connected to the necessary services. In addition, the staff person emphasized the importance of applying a family systems approach to interventions that involved the child, the family of origin and current caretakers.

In considering the clinical profiles presented by the population served, the staff person reflected on the unique aspects of treatment planning for Lesbian, Gay, Bisexual and Transgender (LGBT) program participants based on her ongoing work with one particular Transgender youth. Research studies have concluded that LGBT youth often struggle with identity formation, frequently have lowered self-esteem, are at higher risk for compromised mental health and consequently present with elevated suicide risk factors. The staff person adroitly described staging a sequential treatment

<sup>3</sup> Kutash, K., Acri, M., Pollock, M., Armusewicz, K., Olin, S. C. S., & Hoagwood, K. E. (2014). Quality indicators for multidisciplinary team functioning in community-based children's mental health services. *Administration and Policy in Mental Health and Mental Health Services Research*, 41(1), 55-68.

plan that attended to each of the aforementioned risk factors. And, outlined focused efforts to connect the youth to resources that specialize in supporting the LGBT community such as Metro Inclusive Health. During the closing portion of the interview, the staff person emphasized her perceptions of a supportive working environment, the ready accessibility of professional development opportunities and strong internal communication frameworks within the agency across each department, particularly with the agency's Behavioral Health Case Managers.

The second interview involved an Outpatient Therapist who had been with the agency for over 12 months, held a Master's Degree in Counseling and was a registered intern at the time of the interview. The staff person discussed at length her previous experience working as a foster parent in the Child Welfare system and how this background provided highly valuable perspectives and insights into the needs of many of the children served. From a clinical perspective, the staff person discussed the utility of Trauma Focused Cognitive Behavioral Therapy (TFCBT) given the prominence of trauma narratives among the children served by the agency. TFCBT has gained significant favor over the years and is now generally considered to be one of the most superior treatment modalities for children who experienced the sexual abuse, domestic violence and other forms of trauma exposure.<sup>4</sup> In addition, akin to the previous interview the staff person also discussed the intricacies of providing effective counseling to a Transgender youth within the conceptual model of; identity development, sociocultural influences, biological influences, stigma and overcoming the presumption of cisgender.<sup>5</sup>

The final interview was also held with an Outpatient Therapist who was approaching the final stages of licensure and held approximately three years of tenure with the agency. The staff person described an eclectic approach to clinical interventions that revolved around the agency's guiding imperative of delivering trauma informed care through the application of a client-centered approach. This approach is well supported by a growing body of research that has found that a collaborative, client-centered perspective towards treatment presents a method of approaching trauma related symptomatology that is structured so support a client in discovering a life of value beyond traumatic experiences.<sup>6</sup> In conjunction, the staff person expounded on addressing the intermingled issues of trauma and disrupted attachments in relation to supporting his clients through the process of adoption. In regard to these specific cases, the staff person highlighted the process of assisting the children through the delicate process of forming new attachments to the prospective adoptive family whilst simultaneously mourning the loss of their family of origin or foster parents. The staff person then proceeded to illustrate a number of cases that he had successfully supported through process of adoption and expressed a strong sense of professional satisfaction with the eventual outcomes. JWB staff were further impressed by the staff person's dedication when describing the importance of availing his presence to the court during hearings to provide clinical input to inform the court's decision making processes around both termination of parental rights and the finalization of adoptions.

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<sup>4</sup> Cary, C. E., & McMillen, J. C. (2012). The data behind the dissemination: A systematic review of trauma-focused cognitive behavioral therapy for use with children and youth. *Children and Youth Services Review*, 34(4), 748-757.

<sup>5</sup> Katz-Wise, S. L., Budge, S. L., Fugate, E., Flanagan, K., Touloumtzis, C., Rood, B., & Leibowitz, S. (2017). Transactional pathways of transgender identity development in transgender and gender-nonconforming youth and caregiver perspectives from the Trans Youth Family Study. *International Journal of Transgenderism*, 18(3), 243-263.

<sup>6</sup> Joseph, S. (2011). Client-centred therapy, post-traumatic stress disorder and post-traumatic growth: Theoretical perspectives and practical implications. *Psychology and Psychotherapy: Theory, Research and Practice*, 77(1), 101-119.

Overall, each of the interviews consistently revealed indications of evidenced based approaches to service delivery firmly grounded in the principles of trauma informed care. Moreover, invariable themes of a supportive working environment were conveyed coupled with an emphasis on procedures that support staff self-care through the provision of wellness days that can be taken on a regular basis over the course of the year. This was noted as a particular strength during each of the interviews given the emotional and psychological risks associated with providing direct services to clients with profound trauma histories. These risks are conceptualized as trauma related stress, vicarious trauma, secondary traumatic stress and compassion fatigue.<sup>7</sup> The agency provides a total of nine wellness days with the specific intent of increasing staff productivity, improving moral, reducing turnover and mitigating compassion fatigue.

- Research has concluded that elevated rates of suicide are found among populations recently seen or actively receiving care in community based clinical settings.<sup>8</sup> In recognition of this, The Pinellas Behavioral Health System of Care (PBHSC) was formed and identified the imperative of launching a collective impact project to address suicide risk dynamics at a community and joint organizational level. As a core partner within the PBHSC, Directions for Living assisted in the orchestration of collective meetings to undertake the development of broad community based, organizational and programmatic initiatives aimed at reducing multidimensional suicide risk factors. Accomplishments for the group included the completion of organizational assessments, the development of organizational-level plans, and an agreement to utilize standardized clinical screening instruments. These clinical screening instruments include the Patient Health Questionnaire-9<sup>9</sup>, the Columbia Suicide Severity Rating,<sup>10</sup> and the Common Safety Plan.

### **Analysis of Performance:**

The program is measured on clinical progress and preventing child maltreatment. To measure clinical progress, COP uses the Children's Functional Assessment Rating Scale (CFARS). The CFARS is a standardized tool that assesses the cognitive, social, and role functioning of a child across 16 specific domains<sup>11</sup>. The CFARS is not only used to assess progress, but supports treatment planning as well. The program's performance measures are related to the improved functioning at discharge and improved function during treatment. The program was able to exceed both of their targets for CFARS with 78% of children demonstrating functioning at discharge and 65% of children demonstrating improved function during services. When viewing these CFARS results it should be noted that during the transition through the various stages of mental health treatment, particularly among those with trauma and depressive symptomatology, the symptom course can mark important change processes.<sup>12</sup> However, this process of change may, at times, present as an apparent worsening of the overall symptom picture prior to alleviation

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<sup>7</sup> Jordan, K. (2014). Vicarious trauma: Proposed factors that impact clinicians. *Journal of Family Psychotherapy*, 21(4), 225-237

<sup>8</sup> Chioqueta, A. P., & Stiles, T. C. (2003). Suicide risk in outpatients with specific mood and anxiety disorders. *Crisis: The Journal of Crisis Intervention and Suicide Prevention*, 24(3), 105.

<sup>9</sup>Kennedy, G., Beard, J., Cerdá, M., Joshi, S., Rundle, A., Ompad, D., & Bader, C. (2015). How Well Does the Patient Health Questionnaire-9 Item "thoughts of you would be better off dead or hurting yourself" Identify Community Residents with Explicit Ideas of Suicide? *The American Journal of Geriatric Psychiatry*, 23(3), S158-S159.

<sup>10</sup> Posner, K., Brown, G. K., Stanley, B., Brent, D. A., Yershova, K. V., Oquendo, M. A., & Mann, J. J. (2011). The Columbia–Suicide Severity Rating Scale: initial validity and internal consistency findings from three multisite studies with adolescents and adults. *American Journal of Psychiatry*, 168(12), 1266-1277.

<sup>11</sup> Ward, J., Dow, M., Saunders, T., Halls, S., Musanta, K., Penner, K., & Berry, R. (2008). CFARS: Child or adolescent behavioral health functional assessment.

<sup>12</sup> Jayawickreme, N., Cahill, S. P., Riggs, D. S., Rauch, S. A., Resick, P. A., Rothbaum, B. O., & Foa, E. B. (2014). Primum non nocere (first do no harm): Symptom worsening and improvement in female assault victims after prolonged exposure for PTSD. *Depression and Anxiety*, 31(5), 412-419.

and resolution.<sup>13</sup> Therefore, this phenomenon underscores the importance of measuring outcomes both during services and at the conclusion of the treatment process.

Research supports providing effective support to families through counseling, psychiatric services, parent education, and family centered services can help mitigate familial stressors and promote a safe and stable environment for children<sup>14</sup>. This connection is demonstrated by the program surpassing their targets related to children experiencing no maltreatment or out-of-home placements.

|                                  |                             |                                 |                             |
|----------------------------------|-----------------------------|---------------------------------|-----------------------------|
| <i>Paul Webb</i>                 | <b>Date:</b> <u>8/12/20</u> | <i>Megan Seales</i>             | <b>Date:</b> <u>8/12/20</u> |
| <b>Paul Webb</b>                 |                             | <b>Megan Seales</b>             |                             |
| <b>Senior Program Consultant</b> |                             | <b>Senior Program Evaluator</b> |                             |

|                                       |                               |                                   |                               |
|---------------------------------------|-------------------------------|-----------------------------------|-------------------------------|
| <i>Karen Woods</i>                    | <b>Date:</b> <u>8/12/2020</u> | <i>Karen Boggess</i>              | <b>Date:</b> <u>8/12/2020</u> |
| <b>Karen Woods</b>                    |                               | <b>Karen Boggess</b>              |                               |
| <b>Program Administration Manager</b> |                               | <b>Program Evaluation Manager</b> |                               |

|                                |                              |
|--------------------------------|------------------------------|
| <i>Judith Warren</i>           | <b>Date:</b> <u>9/1/2020</u> |
| <b>Judith Warren</b>           |                              |
| <b>Chief Operating Officer</b> |                              |

|                                |                            |
|--------------------------------|----------------------------|
| <i>Beth A. Houghton</i>        | <b>Date:</b> <u>9/2/20</u> |
| <b>Beth A. Houghton</b>        |                            |
| <b>Chief Executive Officer</b> |                            |

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<sup>13</sup> Lewis, C. C., Simons, A. D., & Kim, H. K. (2012). The role of early symptom trajectories and pretreatment variables in predicting treatment response to cognitive behavioral therapy. *Journal of Consulting and Clinical Psychology*, 80(4), 525.

<sup>14</sup> Fortson, B. L., Klevens, J., Merrick, M. T., Gilbert, L. K., & Alexander, S. P. (2016). Preventing child abuse and neglect: A technical package for policy, norm, and programmatic activities. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention



# Juvenile Welfare Board

## Executive Summary of Program Monitoring Report

**Agency:** Directions for Living

**Program:** Early Childhood Consultation (ECC)

**Program Monitoring Reporting Period:** October 1<sup>st</sup>, 2018 through September 30<sup>th</sup>, 2019

**Program Description:**

The program delivers theoretically sound and evidenced based prevention services for young children and their families who are at-risk for the development and/or intensification of emotional and/or behavioral problems and are in need of more effective parenting strategies. Typical topics include age appropriate expectations, understanding both typical and atypical development, discipline, and how to interact with the child in a developmentally sensitive manner.

**Agency/Program Accomplishments:**

The principles of Wraparound were initially conceptualized by Dr. Behar and subsequently advanced by VanDenBerg et al.<sup>1</sup> In essence, Wraparound philosophical elements align with psychosocial theories of child development, are intrinsically flexible, comprehensive and form interventions based on the needs of the family as a whole in the context of their environment. Such conceptual frameworks have been shown to be particularly valuable in relation to providing effective interventions to families who present with complex and interwoven needs areas. Over the course of this fiscal year an Evidence Based Model of the Wraparound Facilitation training was completed, which now equips a number of staff across the agency to act as both coaches and trainers for the model. In addition, DFL gained the distinction of becoming the fourth Wraparound Facilitated Certified Agency in the State of Florida.

**Technical Assistance:**

Fifty percent of the ECC's participants were referred to the program by Eckerd Connects, the local lead agency for child welfare. However, in order to expand community reach program also staff conduct periodic presentations with Child Care Center Directors in order to promote community awareness around the program and have previously participated in the Early Learning Coalition community screening events. JWB staff intend to offer further technical assistance to the program around outreach activities to support the full attainment of established Targeted Service Levels (TSLs).

**Fiscal Snapshot:**

|                             | FY17      | FY18      | FY19      | Comments                                                      |
|-----------------------------|-----------|-----------|-----------|---------------------------------------------------------------|
| <b>Total Program Budget</b> | \$266,338 | \$263,960 | \$260,199 | The agency received a JWB a capital award of \$65,627 in FY18 |
| <b>JWB Allocation</b>       | \$230,402 | \$236,631 | \$243,050 |                                                               |

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<sup>1</sup> VanDenBerg, J., Bruns, E., & Burchard, J. (2003). History of the wraparound process. Focal Point: A National Bulletin on Family Support and Children's Mental Health: Quality and fidelity in Wraparound, 17(2), 4-7.

|                                                                      |                          |                        |                          |  |
|----------------------------------------------------------------------|--------------------------|------------------------|--------------------------|--|
| <b>Percent of Total Program Budget represented by JWB Allocation</b> | 87%                      | 90%                    | 94%                      |  |
| <b>Lapse</b>                                                         | \$1,629                  | \$13,990               | \$9,149                  |  |
| <b>Cost per Participant*</b>                                         | \$1,163<br>\$266,338/229 | \$920<br>\$263,960/287 | \$1,016<br>\$260,199/256 |  |

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

#### **Participant Demographics:**

The program served a total of 256 participants, 172 adults and 84 children. A large portion (70%) of the program's adult participants served were female and the majority identified as White (70%) or Black (22%). Almost half (47%) of the adults served reported an annual income of zero and 59% reported being a single parent household. The children served represented more males (62%) than females (38%). The ages of the children mostly were birth to five years old.

#### **Program Outcomes:**

| <b>Performance Measure Description</b>                                                                                                                                                                                             | <b>FY17</b> |        | <b>FY18</b> |        | <b>FY19</b> |        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------|-------------|--------|-------------|--------|
|                                                                                                                                                                                                                                    | Target      | Actual | Target      | Actual | Target      | Actual |
| Percent of adults will score within average (5, 6, 7) to above average (8, 9, 10) ranges at post-test on Construct A: Inappropriate Expectations of Children as measured by the Adult-Adolescent Parenting Inventory - 2 (AAPI-2). | 70%         | 50%    | 85%         | 82%    | 85%         | 88%    |
| Percent of adults will score within average (5, 6, 7) to above average (8, 9, 10) ranges at post-test on Construct B: Parental Lack of Empathy Towards Children's Needs as measured by the AAPI-2                                  | 65%         | 58%    | 85%         | 82%    | 85%         | 89%    |
| Percent of adults will score within average (5, 6, 7) to above average (8, 9, 10) ranges at post-test on Construct C: Use and Value of Corporal Punishment as measured by the AAPI-2                                               | 65%         | 51%    | 85%         | 94%    | 85%         | 95%    |
| Percent of adults will score within average (5, 6, 7) to above average (8, 9, 10)                                                                                                                                                  | 55%         | 45%    | 85%         | 86%    | 85%         | 95%    |

| <b>Performance Measure<br/>Description</b>                                                                                                                                                              | <b>FY17</b> |        | <b>FY18</b> |        | <b>FY19</b> |        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------|-------------|--------|-------------|--------|
|                                                                                                                                                                                                         | Target      | Actual | Target      | Actual | Target      | Actual |
| ranges at post-test on Construct D: Parent-Child Role Reversal as measured by the AAPI-2.                                                                                                               |             |        |             |        |             |        |
| Percent of adults will score within average (5, 6, 7) to above average (8, 9, 10) ranges at post-test on Construct E: Oppressing Children's Power and Independence as measured by the AAPI-2.           | 70%         | 55%    | 85%         | 89%    | 85%         | 92%    |
| Percent of adults 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%         | 100%   | 90%         | 91%    | 90%         | 98%    |
| Percent of children will not experience an out-of-home placement during services as measured by independent verification FSFN.                                                                          | 90%         | 100%   | 90%         | 96%    | 90%         | 98%    |
| 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 with FSFN | 85%         | 96%    | 85%         | 94%    | 90%         | 94%    |
| Percent of children will not experience an out-of-home placement for a period of twelve months after case closure as measured by independent verification with FSFN.                                    | 85%         | 100%   | 85%         | 98%    | 90%         | 96%    |

**Program Monitoring Activities:****Program Observation Dates:** 9/19/19**Interview Date(s):** 9/19/19**Collaborative Meeting/Consultation Date(s):** 4/2/19, 4/19/19, 6/4/19, 6/18/19 and 9/25/19.

- Early Childhood Consultation (ECC) provides a dyad of tertiary and secondary parenting interventions with the overarching objective of ameliorating the maladaptive parentings stylistics and underlying viewpoints that increase the likelihood of abuse and/or neglect. Research has consistently concluded that interventions aimed towards the improvement of parental attitudes, increasing knowledge of appropriate child-rearing practices and fostering empathy produces protective factors that mitigate such risks.<sup>2</sup> In accordance with the primary imperative of the prevention of the maltreatment of children ages birth to age 5, the ECC program utilizes the evidence based Nurturing Parenting Program (NPP). The NPP training curriculum is delivered in sequential stages with each session providing progressive building blocks to support the development of appropriate parenting skills sets.<sup>3</sup> The program consists of two distinct components that provide differing levels of dosage and intensity of service delivery based on the identified needs of each program participant. The first component is set around a group based curriculum provided at an onsite location. The other component, referred to as the intensive model, offers individual sessions that typically involve both the child and caretaker. The intensive component of program adopts a flexible approach to service delivery to meet the needs of the population served and has the capacity to provide NPP sessions to the parent and child within the family home or onsite at a community location in the event that the child is not currently in the parent's care. The agency had previously partnered with the Angel Visitation Center to conduct many of these sessions. During this fiscal year the program further expanded its capacity to conduct such sessions through the opening of a space at the agency's Largo Outpatient Site. This is viewed as a notable enhancement to the program as the intensive component creates a valuable opportunity to observe and effectively guide parent-child interactions utilizing the principles of the NPP framework.

JWB staff were afforded the opportunity to conduct an observation of the NPP group component which consisted of a total of nine participants facilitated by one of the program's Early Childhood Consultant. Over the last two fiscal years the program has incorporated the utilization of the Adverse Childhood Experience (ACE) questionnaire which is designed to begin to develop empathy among program participants as to the negative experiences their children may have been exposed to. At the onset of each new group, participants view a video that provides a general overview of the concepts associated with the ACE study which determined that childhood adversity is closely linked to negative outcomes in the realms of social and emotional development, academic performance and long term occupational functioning.<sup>4</sup> Following the viewing of the video, group participants were then prompted to complete the ACE questionnaire from the vantage point of their child/children. The group facilitator then delicately moved through a controlled general discussion as to each participants' reaction to the completion of the ACE questionnaire while respecting the confidentiality of individual responses. As intended by the exercise, many of the group participants expressed a heightened sense of awareness as to the negative experiences their child/children may have encountered and the potential future consequences.

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<sup>2</sup> Weikert, P., Keene, R., & Bavolek, S. J. (2007). The Florida study: A comparative examination of the effectiveness of the Nurturing Parenting Programs.

<sup>3</sup> Maher, E. J., Marcynyszyn, L. A., Corwin, T. W., & Hodnett, R. (2011). Dosage matters: The relationship between participation in the Nurturing Parenting Program for infants, toddlers, and preschoolers and subsequent child maltreatment. *Children and Youth Services Review*, 33(8), 1426-1434.

<sup>4</sup> Lim, D., & DeSteno, D. (2016). Suffering and compassion: The links among adverse life experiences, empathy, compassion, and prosocial behavior. *Emotion*, 16(2), 175.

The facilitator then advanced to the NPP curriculum module that attends to the constructs of stress management and emotional self-regulation. The significance of this module is echoed in research literature that has consistently determined that the capacity for a parent to self-regulate is considered to be among the most fundamental underpinnings that bolster the maintenance of positive, nurturing and non-abusive parenting patterns.<sup>5</sup> The facilitator was viewed as evenly progressing through the classical sequences of group process moving from the stage of forming, onto the performance of activities and concluding with an adjournment that summarized the curriculum content discussed.<sup>6</sup> Following the closure of the group, JWB staff were provided with the opportunity to briefly gather key informant feedback from several of the group participants. Notwithstanding, the debut nature of the session participants offered positive feedback regarding the group experience and the material reviewed.

Subsequent to the completion of the group JWB staff conducted a semi-structured interview with the ECC facilitator who held approximately one year of tenure with the program at the time of the interview. The staff person holds a Bachelor's degree in psychology and had completed an internal agency training specific to the delivery of the curriculum. The staff person discussed the prevalence of child welfare referrals and the significance of obtaining child welfare case records in order to gain a thorough appreciation of the backgrounds of the participants served. By extension, the staff person endorsed the utilization of the ACE questionnaire as a method to explore the potential trauma profiles of the children of the participants served in order to hone parenting interventions accordingly. Advancing from the stance of ensuring that all staff are well versed in the principles of Trauma Informed Care the agency conducts trainings on the ACE instrument at point of hire and annually. Ongoing attention as to the relevance of the ACE instrument for the population served is maintained through focus groups, the provision of educational materials, educational films and continuous discussions among staff.

Infants vary hugely in the demands that they place on individual caretakers and among high risk populations such duress increases the likelihood of maltreatment.<sup>7</sup> Of particular concern is the potential for a highly frustrated caretaker to forcefully shake the infant which can result in significant neurological damage.<sup>8</sup> Under these considerations the staff person highlighted the benefits of the recent incorporation of the use of Infant Simulators as a means to provide controlled coaching around appropriate parenting approaches. Infant Simulators are life-like, life-sized computerized dolls that produce replicated emotive behaviors that require persistent and wide ranging responses to calm the baby including rocking, feeding, changing, talking and singing. Research findings have concluded that when combined with a well-designed parenting curriculum the use of such Infant Simulators markedly improves infant health outcomes and mitigates the risk factors associated with maltreatment.<sup>9</sup>

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<sup>5</sup> Sanders, M. R., & Mazzucchelli, T. G. (2013). The promotion of self-regulation through parenting interventions. *Clinical child and family psychology review*, 16(1), 1-17.

<sup>6</sup> Tuckman, B. W., & Jensen, M. A. C. (2010). Stages of small-group development revisited. *Group Facilitation: A Research & Applications Journal*, 10, 43-48.

<sup>7</sup> Palusci, V. J. (2011). Risk factors and services for child maltreatment among infants and young children. *Children and Youth Services Review*, 33(8), 1374-1382.

<sup>8</sup> Altman, R. L., Canter, J., Patrick, P. A., Daley, N., Butt, N. K., & Brand, D. A. (2011). Parent education by maternity nurses and prevention of abusive head trauma. *Pediatrics*, 128(5), e1164-e1172.

<sup>9</sup> Bechtel, K., Bhatnagar, A., & Auerbach, M. (2019). Simulation-based research to improve infant health outcomes: Using the infant simulator to prevent infant shaking. *Infant Behavior and Development*, 56, 101263.

### Analysis of Performance:

With one of the program's main goals being employing effective parenting skills to caregivers, the program is measured using the Adult Adolescent Parenting Inventory-2 (AAPI-2). This is a valid tool utilized 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<sup>10</sup>. The measures related to the AAPI-2 look for improvements on each construct upon completing program services, thus improving parenting knowledge skills and mitigating the risk for child maltreatment. The FY19 results showed the program was able to exceed their targets for all of the five constructs. In addition to meeting all of the targets set forth related to the AAPI-2. The program saw an upward trend in performance on the AAPI-2 when compared to last fiscal year.

While the AAPI-2 measures risk for maltreatment, the program also is evaluated on the occurrence of maltreatment and out-of-home placements for their participants both during services and after services. As noted in the performance chart above, the program achieved all their targets related to the prevention of child maltreatment. These outcome further support the robust body of research that concludes increasing parenting skills such as knowledge of appropriate- child rearing attitudes, positive parenting and parent-child interaction can reduce the risk of child maltreatment<sup>11</sup>

|                                  |                      |                                 |                      |
|----------------------------------|----------------------|---------------------------------|----------------------|
| <u>Paul Webb</u>                 | Date: <u>8/12/20</u> | <u>Megan Seales</u>             | Date: <u>8/12/20</u> |
| <b>Paul Webb</b>                 |                      | <b>Megan Seales</b>             |                      |
| <b>Senior Program Consultant</b> |                      | <b>Senior Program Evaluator</b> |                      |

|                                       |                        |                                   |                        |
|---------------------------------------|------------------------|-----------------------------------|------------------------|
| <u>Karen Woods</u>                    | Date: <u>8/12/2020</u> | <u>Karen Boggess</u>              | Date: <u>8/12/2020</u> |
| <b>Karen Woods</b>                    |                        | <b>Karen Boggess</b>              |                        |
| <b>Program Administration Manager</b> |                        | <b>Program Evaluation Manager</b> |                        |

|                                |                        |
|--------------------------------|------------------------|
| <u>Judith Warren</u>           | Date: <u>8/23;2020</u> |
| <b>Judith Warren</b>           |                        |
| <b>Chief Operating Officer</b> |                        |

|                                |                        |
|--------------------------------|------------------------|
| <u>Beth A. Houghton</u>        | Date: <u>8/23/2020</u> |
| <b>Beth A. Houghton</b>        |                        |
| <b>Chief Executive Officer</b> |                        |

<sup>10</sup> 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

<sup>11</sup> Vlahovicova K, Melendez-Torres GJ, Leijten P, Knerr W, Gardner F. Parenting Programs for the Prevention of Child Physical Abuse Recurrence: A Systematic Review and Meta-Analysis [published correction appears in Clin Child Fam Psychol Rev. 2017 May 5; Clin Child Fam Psychol Rev. 2017;20(3):351-365. doi:10.1007/s10567-017-0232-7



## Executive Summary of Program Monitoring Report

**Agency:** Family Center on Deafness, Inc.

**Program:** Family Center on Deafness

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

**Program Description:**

### Agency/Program Accomplishments:

- In FY19, FCD successfully implemented a one week American Sign Language Music Camp to enhance their youth participant's ability to incorporate technology in their learning.
- FCD youth had the opportunity to participate in a Teen Leadership Adventure Camp (TLAC) located in the state of Georgia.
- The Lead Youth and Family Support Specialist received the Cooperman Bogue Kids First Award, and was honored for outstanding service.

### Technical Assistance:

- Technical assistance was provided to FCD to determine what model best would serve participants located in North and South Pinellas County.

### FISCAL SNAPSHOT:

|                                                                      | FY17                       | FY18                       | FY19                       |
|----------------------------------------------------------------------|----------------------------|----------------------------|----------------------------|
| <b>Total Program Budget</b>                                          | \$540,551                  | \$626,533                  | \$637,855                  |
| <b>JWB Allocation</b>                                                | \$396,664                  | \$480,020                  | \$495,380                  |
| <b>Percent of Total Program Budget represented by JWB Allocation</b> | 73%                        | 77%                        | 78%                        |
| <b>Lapse</b>                                                         | \$1,051                    | \$9,413                    | \$0                        |
| <b>Cost per Participant*</b>                                         | \$5,148<br>(\$540,551/105) | \$4,641<br>(\$626,533/135) | \$3,819<br>(\$637,855/167) |

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

## PARTICIPANT DEMOGRAPHICS:

- Among youth participants, 48% are female; among adult participants 75% are female
- The majority of participants are White (80%), 11% are Black/African-American, 8% are Asian., 1% are Other
- 20% of participants are Hispanic
- Of the 166 participants that specified their household income, 41% had an annual household income of less than \$30,000
- 32% of participants are in a single parent female headed household, 54% are in a dual-parent married household
- Services are available to all county residents, 32% 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 |
| Percent of youth participants who continue in the program for more than one year                                                                                                                       | N/A      | N/A    | Baseline | 58%    | 70%    | 81%    |
| Number of community events reported                                                                                                                                                                    | N/A      | N/A    | Baseline | 9      | 8      | 8      |
| Number of instances of family engagement                                                                                                                                                               | N/A      | N/A    | Baseline | 31     | 30     | 36     |
| Participants age 3-6 who are deaf or hard of hearing will demonstrate an increase in total score from pre-test to post-test on the Meadow-Kendall Social Emotional Assessment Inventory Preschool Age. | Baseline | 100%   | 90%      | 100%   | 90%    | 100%   |
| Participants age 7-21 who are deaf or hard of hearing will demonstrate an increase in total score from pre-test to post-test on the Meadow-Kendall Social Emotional Assessment Inventory School Age.   | Baseline | 98%    | 97%      | 97%    | 98%    | 97%    |
| Percent of goals achieved for adults who receive Family Support services.                                                                                                                              | N/A      | N/A    | Baseline | 90%    | 80%    | 85%    |

## PROGRAM MONITORING ACTIVITIES:

**Program Observation Date(s):** 11/29/2018, 4/2/2019, 5/23/2019, 7/3/2019, 9/23/2019, 9/30/2019

**Interview Date(s):** 7/3/2019

**Collaborative Meeting/Consultation Date(s):** 9/23/2019, 9/30/2019

**Administrative Review Date(s):** 11/28/2019

**Personnel File Monitoring Date(s):** 6/18/2019

## **PROGRAM MONITORING ACTIVITIES:**

In FY19, program monitoring activities occurred throughout multiple program sites. Various activities included observation of the Girls Squad after school program, located at Cross Bayou Elementary School, visitation of the satellite site located at Lake Presbyterian Church, and visitation of the Dunedin satellite office located at First United Methodist Church. An interview of the Youth and Family Support Specialist was conducted in order to obtain insight on the role and responsibility of position. The Lead Youth and Family Support Specialist was also honored for outstanding service and received the Cooperman Bogue Kids First Award.

JWB program staff observed the Girls Squad gender specific program component. This module provides additional support to girls within a safe space, and is a benefit through its mentorship, peer collaboration, and activities that help build self-esteem. During the visitation nine female youth participants were engaged in an aerobics activity led by one staff facilitator. This activity appeared to provide a healthy outlet and all youth showed a willingness to participate. This activity preceded a girl's circle that allowed youth to speak freely about their personal situations and obtain guidance from their group leader and feedback from each other.

During an interview with the Youth and Family Support Assistant & Volunteer Coordinator, it was learned that she was a previous St. Petersburg College (SPC), University of South Florida (USF) graduate, and held a Bachelor of Arts Degree in Sign Language Interpretation. She also volunteered at FCD for five years, which also established a good foundation in her role. In her position she was in charge of volunteer recruitment and assisted with youth program planning. Some of her duties included planning activities for Girls Squad mentoring component and overseeing the volunteer component.

## **DATA QUALITY:**

**File Review Date(s):** 6/18/2019

In June of FY19 a personnel file review was completed on 10 staff and 41 active volunteer files, to assess the program's operational processes such as incident reporting, safety practices, and background screening. Evidence of staff and volunteer level 2 clearance screenings provided through the Pinellas County School Board, and completed Affidavits of Good Moral Character forms were seen in each respective file. Twelve out of the 41 active volunteers were stated to be intermittent, working less than 10 hours a month, and did not require a level 2 back ground screening. Consistent documentation of staff credentials, staff evaluations, position descriptions, and volunteer applications, were seen throughout the review. Other best practices involved in depth interviews of volunteers, program policies, procedures to ensure safety, and verified staff trainings. Topics of trainings consisted of Quick Books, Youth Development, and Self-Defense. A program recommendation was to continue to enhance their process for their staff and volunteer quality assurance.

A total of eight randomly selected participant files were reviewed to assess accuracy of information and consistency between the organization's files and the GEMS data system. Overall, the program's Data Accuracy Score was 94%. A particular strength noted in the FCD participant files was the detailed progress notes documented for each participant at every interaction. These notes are maintained electronically, are printed quarterly, and added to each participant's file. Last year data quality improvements were observed in the collection of student ID numbers and more thorough documentation of adult services. These improvements were maintained in FY19.

## ANALYSIS OF PERFORMANCE:

In FY19, FCD provided direct services such as family support, youth development, parent education, and academic advocacy to 91 youth and 76 adults. The center also organized a variety of community outreach and enrichment events and services, including sign language classes, holiday parties, family engagement outings, and enrichment field trips.

The center staff report a strong sense of community among their participants and multi-year participation in services from many clients. In FY19, the percentage of participants that continue in the program for more in one year increased from 60% of participants to 81% participants. Two measures related to observing positive change over time in the Meadow-Kendall Social-Emotional Assessment Inventory for Deaf Students were used to document the progress of youth participants. The inventory is administered at least annually to students receiving services at the center. Over 95% of participants demonstrated improvement in all areas measured, which include social adjustment, self-image, emotional adjustment, and behavior.

There has been growth in the number adults with documented services in the last two years, with the total number of adults increasing from 36 in FY17 to 76 in FY19. This increase in part in due to better data quality and technical assistance being utilized in determining who should be documented in the GEMS data system. Adults receive assistance with basic needs and more intensive family support helps participants work towards specific goals in areas such as improved parenting skills, communication skills, and self-sufficiency. Family support clients achieved 85% of the goals that were set in FY19.

*Felicia Pizana* Date: 6/29/2020  
**Felicia Pizana**  
**Senior Program Consultant**

*Karen Woods* Date: 6/29/2020  
**Karen Woods**  
**Program Administration Manager**

*Judith Warren*  
**Judith Warren**  
**Chief Operating Officer**

*Beth Houghton*  
**Beth Houghton**  
**Chief Executive Officer**

*Nakee Holloway*  
Senior Program Evaluator  
signed for Saba Arzola Date: 06/29/2020

**Saba Arzola**  
**Senior Program Evaluator**

*JoAnn DiLernia*  
Senior Program Evaluator  
signed for Karen Boggess Date: 6/29/2020

**Karen Boggess**  
**Program Evaluation Manager**

Date: 7/2/2020

Date: 7/02/2020



## Executive Summary of Program Monitoring Report

**Agency:** Family Resources, Inc.

**Program:** Intensive Care Management: Elementary Truancy Specialist

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

**Brief Program Description:**

Family Resources, Inc. offers Intensive Care Management (ICM) services for children ages 6 to 12 years old who are currently enrolled at Fuguitt Elementary School. Services are geared towards children identified as holding truancy risk factors or chronic absenteeism. The program utilizes a wraparound service model that is strength based and family focused. The program strives to engage the entire family system to support improved attendance.

**Agency/Program Accomplishments**

A particular highlight for FY19 was the Agency 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 the final quarter of the fiscal year, the program expressed concern about the low amount of student referrals the program was receiving from school staff. This prompted collaborative discussions between program, JWB, and school staff to address referral process and new engagements. These efforts lead to the development of a new program flyer and modifications to recruitment letter. All partners will continue to monitor student referrals in the upcoming year to ensure the resource is being utilized to the full capacity.

**Fiscal Snapshot:**

|                                                                      | <b>FY17</b> | <b>FY18</b>            | <b>FY19</b>            | <b>Comments</b>                                                                                                                                                              |
|----------------------------------------------------------------------|-------------|------------------------|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Total Program Budget</b>                                          | N/A         | \$73,029               | \$71,267               |                                                                                                                                                                              |
| <b>JWB Allocation</b>                                                | N/A         | \$71,000               | \$71,000               |                                                                                                                                                                              |
| <b>Percent of Total Program Budget represented by JWB Allocation</b> | N/A         | 97%                    | 100%                   |                                                                                                                                                                              |
| <b>Lapse</b>                                                         | N/A         | \$27,191               | \$7,819                | FY18 lapse is reflective of the program launching during the second quarter of the fiscal year.                                                                              |
| <b>Cost per Participant*</b>                                         | N/A         | \$73,029/14<br>\$5,216 | \$71,267/24<br>\$2,969 | FY18 cost per participant is artificially inflated due to combined effects of the annualized allocation, mid-year startup and phased enrollment of new program participants. |

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

### Participant Demographics:

The program served significantly more males (75%) than females (25%). Research suggest that living in a low income household greatly increases the risk of the student being a chronic absentee<sup>1</sup>. Most students served by the program (63%) came from households with an annual income of less than \$20,000. While students in every grade of the elementary school were served, fifth grade (29%) and second grade (25%) had the most participants in the program.

### Program Outcomes:

| Performance Measure Description                                                                           | FY17   |        | FY18   |                                             | FY19   |        |
|-----------------------------------------------------------------------------------------------------------|--------|--------|--------|---------------------------------------------|--------|--------|
|                                                                                                           | Target | Actual | Target | Actual                                      | Target | Actual |
| Percent of children admitted to services will have an intake and needs assessment completed.              | N/A    | N/A    | 100%   | 100%                                        | 100%   | 100%   |
| Percent of participants will miss no more than 10% of school days during services.                        | N/A    | N/A    | 80%    | Participant sample was too small to report. | 80%    | 77%    |
| Percent of participants who have successfully completed services will receive a 30 day follow-up contact. | N/A    | N/A    | 95%    | 100%                                        | 95%    | 94%    |

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

### Program Monitoring Activities:

**Program Observation Date(s):** 2/21/19

**Interview Date(s):** 6/28/19

**Collaborative Meeting/Consultation Date(s):** 5/10/19, 6/24/19, 6/28/19, 8/20/19 and 8/26/19

**Personnel File Monitoring Date(s):** 9/17/19

- During the second quarter of FY19, a community wide Truancy Task Force was launched to address the interlocking issues associated with truancy. The Task Force is led by a representative from the JWB funded Sixth Judicial Circuit Court Behavioral Evaluation 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. Staff were viewed as active participants throughout the meeting and offered the group specific insights as to the nuanced needs of the families served by the agency.
- A key area of focus during program implementation involved supporting training activities to provide the program access to the JWB Family Services Initiative (FSI). Studies have consistently concluded that elementary students in families encountering situational financial difficulties or hardships are at increased the risk for absenteeism.<sup>2</sup> Therefore, the addition of access to FSI and the added capacity to provide financial relief, based on assessed need, is viewed as a particularly important element of the ICM program model. Moreover, study results underscore the need to

<sup>1</sup> Mariajosé Romero and Young-Sun Lee, A National Portrait of Chronic Absenteeism in the Early Grades (New York: National Center for Children in Poverty, 2007).

<sup>2</sup> Teasley, M. L. (2004). Absenteeism and truancy: Risk, protection, and best practice implications for school social workers. *Children & Schools*, 26(2), 117-128.

approach interventions, aimed at addressing chronic absenteeism, from a multilevel ecological stance that deploys wraparound service delivery approaches.<sup>3</sup> The complimentary resources available through FSI, beyond financial assistance, has solidified the program's capacity to deliver wraparound orientated interventions. Furthermore, over the course of the fiscal year, program staff routinely attended the JWB hosted FSI collaborative meetings and regularly sought input from the partnership agencies around potential resources for the families served by the program.

- During this fiscal year, as a result of staff turnover, a total of three trainings were provided by JWB staff in order to familiarize newly on boarded staff with the FSI workflows, data entry requirements and eligibility criteria.
- JWB staff conducted an annual review of personnel files for the two program staff. The file reviews are customarily framed around the use of a standardized checklist to identify the presence of key Human Resource documentation including, but not limited to, job descriptions, relevant work experience and verification of the completion of Level II background screenings. Each file viewed was found to be orderly with all essential documentation present. Furthermore, best practice forms of documentation were found as evidenced by detailed new hire orientation logs, staff signatures to confirm receipt of agency policies and procedures and the completion of annual performance evaluations. In addition, a review of the records revealed that extensive training are offered for both new and existing employees as a means to promote professional development

Further strengths were found in relation to the agency's recruitment and hiring process which involves the use of the evidence based Berke Assessment to screen potential candidates. The Berke Assessment is a widely utilized multi-dimensional instrument that assesses candidates' specific personality traits and behavioral characteristics to aid in determining whether they represent a goodness fit for a given position.<sup>4</sup>

### **Data Quality:**

#### **File Review Date(s): 6/28/19**

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 nine participant files were randomly selected. Overall, the program achieved outcomes of 100% in the area of Compliance, 98% related to the accurate entry of Critical Fields and a cumulative rating of 92% for Data Accuracy. These results are considered to be of a high standard as to the quality of data integrity. At a qualitative level, intake documentation was found to be detailed and progress notes were consistently entered for each encounter and matched each service entry.

Themes around service delivery approaches were uncovered which JWB staff reviewed with the Program Manager Program Supervisor following the file review. Programmatically the ICM is physically located on site which is consistent with truancy best practice models that underscore the importance of immersing truancy intervention services within the school setting in order support the early detection of students at risk for either truancy or chronic absenteeism.<sup>5</sup> In conjunction, such best practice models also emphasize

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<sup>3</sup> Sugrue, E. P., Zuel, T., & LaLiberte, T. (2016). The ecological context of chronic school absenteeism in the elementary grades. *Children & Schools*, 38(3), 137-145.

<sup>4</sup> MacDonald, B. (2004, June 1). Berke Assessment . Retrieved April 16, 2020, from <https://www.berkeassessment.com/features/assessment>

<sup>5</sup> Thomas, J. M., Lemieux, C. M., Rhodes, J. L., & Vlosky, D. A. (2011). Early truancy intervention: Results of an evaluation using a regression discontinuity design. *Children and Youth Services Review*, 33(9), 1563-1572.

the need to conduct regular home visits and fully engage the entire family system in order to effectively address the underlying root causes of truancy for the population served.<sup>6</sup> However, a review of progress notes revealed that developed interventions appeared to be primarily directed towards the child and that there seemed to be only limited levels of direct contact with parents. JWB staff discussed the importance of applying service delivery strategies that involved consistent outreach efforts and the scheduling of regular home visits. In addition, a review of the progress notes and intake documentation provided indications that the children were being referred to the program for behavioral difficulties within the school setting as opposed to patterns of truancy.

As such, in summary, it was agreed that program leadership would conduct regular meetings with the school Principal and Social Worker in order to revisit the criteria for referrals to program and explore how to best partner around increasing parental involvement.

### **Analysis of Performance:**

The program's performance is measured through three indicators: intake and needs assessment completion, follow-up contact, and school attendance. Because chronic absenteeism in elementary students can often be a result of complex and multidimensional factors related to individual student needs, family dynamics, school connectivity, and community factors, it is important that program staff complete a thorough holistic intake and assessment on every student participating in the program to ensure services are tailored to meet the specific needs of the student and their family<sup>7</sup>. The program's goal is to improve school engagement and therefore school attendance is measured during services. The program was just shy of achieving their target related to students missing no more than 10% of school during services. Finally, the program is measured on successfully contacting participants that have completed the program 30 days after the services. Research demonstrates that absenteeism may waver during periods of high stress for the family systems<sup>8</sup>. Related follow-up contact with the student and families after services have ended can assist with identifying additional emerging needs that could impact the child attendance.

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<sup>6</sup> Dembo, R., & Gullledge, L. M. (2009). Truancy intervention programs: Challenges and innovations to implementation. *Criminal Justice Policy Review*, 20(4), 437-456.

<sup>7</sup> Rhodes, J. L., Thomas, J. M., Lemieux, C. M., Cain, D. S., & Guin, C. C. (2010). Truancy Assessment and Service Centers (TASC): Engaging elementary school children and their families. *School Social Work Journal*, 35(1), 83-100.

<sup>8</sup> Newsome, W. S., Anderson-Butcher, D., Fink, J., Hall, L., & Huffer, J. (2008). The Impact of School Social Work Services on Student Absenteeism and Risk Factors Related to School Truancy. *School Social Work Journal* (Follmer Group), 32(2).

*Paul Webb*

Date: 8/14/20

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**Senior Program Consultant**

*Megan Seales*

Date: 8/14/20

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Date: 8/31/2020

**Judith Warren**  
**Chief Operating Officer**

*Beth A. Houghton*

Date: 8/31/2020

**Beth A. Houghton**  
**Chief Executive Officer**



## EXECUTIVE SUMMARY OF PROGRAM MONITORING REPORT

**Agency:** Family Resources

**Program:** Youth Enrichment Program (YEP)

**Program Monitoring Reporting Period:** October 1<sup>st</sup>, 2018 through September 30<sup>th</sup>, 2019

**PROGRAM DESCRIPTION:** The Youth Enrichment Program (YEP) serves youth ages 6-14 and are located in South St. Petersburg and Pinellas Park. The program promotes positive youth development to increase school and life success, focusing on six life skills: work, education, creativity, relationships, community, and health. Program activities include an array of artistic, academic, and personal enrichments after school and throughout the summer in a safe and caring environment.

**AGENCY/PROGRAM ACCOMPLISHMENTS:** For FY19 YEP continued to focus on strengthening the program experience for youth. YEP expanded enrichment opportunities for program participants by collaborating with agencies such as Girls Scouts of West Central Florida and implementing STEM based robotics activities. In addition, YEP expanded community outreach efforts by implementing a youth volunteer program at the Thomas “Jet” Jackson location. Furthermore, youth worked with a local nursing home and “adopted” a senior.

**TECHNICAL ASSISTANCE:** For FY 19 limited technical assistance was needed. Technical assistance provided included but was not limited to contract administration, contract management, and data analysis.

### FISCAL SNAPSHOT:

|                                                                      | FY17                       | FY18                       | FY19                       |
|----------------------------------------------------------------------|----------------------------|----------------------------|----------------------------|
| <b>Total Program Budget</b>                                          | \$563,882                  | \$642,000                  | \$685,698                  |
| <b>JWB Allocation</b>                                                | \$451,487                  | \$507,055                  | \$559,521                  |
| <b>Percent of Total Program Budget represented by JWB Allocation</b> | 80%                        | 79%                        | 82%                        |
| <b>Lapse</b>                                                         | \$8,050                    | \$60,195                   | \$59,454                   |
| <b>Cost per Participant*</b>                                         | \$3,397<br>(\$563,882/166) | \$4,063<br>(\$642,000/158) | \$3,941<br>(\$685,689/174) |

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

### PARTICIPANT DEMOGRAPHICS:

In FY19, YEP provided services to 174 youth. Of those, 49% were African American, 33% were White, 52% were female, and 60% were between the ages of five and nine. Fifty-eight percent of households had an income

of less than \$30,000, and 51% percent of households had a Single Parent, Female Head of Household arrangement. The YEP program mainly serves the areas of Pinellas Park and South St. Petersburg, but also have participants coming from the Largo, Clearwater, Oldsmar, and Gulfport. While JWB will be moving to using the Childhood Opportunity Index in future years, 61% of participants came from high risk zones three, four, or five.

#### PROGRAM OUTCOMES:

| Performance Measure Description                                                                                     | FY17   |        | FY18   |        | FY19     |        |
|---------------------------------------------------------------------------------------------------------------------|--------|--------|--------|--------|----------|--------|
|                                                                                                                     | Target | Actual | Target | Actual | Target   | Actual |
| Percent of participants who continue in the afterschool program for more than one year                              | 60%    | 59%    | 60%    | 77%    | 60%      | 59%    |
| Percent of youth who attend 70% or more of the program days.                                                        | 64%    | 73%    | 70%    | 82%    | 70%      | 74%    |
| Percent of students who miss less than 10% of unexcused school days                                                 | N/A    | N/A    | N/A    | N/A    | Baseline | 97%    |
| 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 | 70%    |
| Percent of students with an improved score on the Florida Standardized Assessment (FSA) Mathematics                 | N/A    | N/A    | N/A    | N/A    | Baseline | 78%    |
| Percent of eligible participants who will be given the OST survey during the administration window                  | N/A    | N/A    | N/A    | N/A    | Baseline | 96%    |

#### PROGRAM MONITORING ACTIVITIES:

**Program Observation Date(s):** 8/29/19, 9/30/19

**Staff Interview Date(s):** 8/29/19, 9/30/19

**Collaborative Meeting/Consultation Date(s):** 10/18/18, 8/23/19

**Administrative Review Date(s):** 11/20/18, 11/30/18, 12/14/18, 12/27/18, 7/10/19

YEP is a community based afterschool program that supports positive youth development. The program is implemented at the Thomas “Jet” Jackson (TJJ) recreation center in South St. Petersburg and the Skyview recreational center in Pinellas Park. Both sites are located in zip codes that are identified by the *Pinellas Child Opportunity Index*<sup>1</sup> as high risk poverty areas. YEP was created on the fundamental principle that all children should have access to art and quality programming regardless of socioeconomic status. With that in mind, the program is designed to provide academic support, arts enrichment, physical activity, and experiential learning. Research suggests over time enrichment activities could lead to the non-cognitive and developmental skills important for later life success that may first manifest in school behavior.<sup>2</sup> Furthermore, to ensure the accessibility the program is fee free for parents or guardians.

<sup>1</sup> 2019 Pinellas Child Opportunity Index By Census Tracts. (2020, January 1). Retrieved May 1, 2020, from [https://www.jwbpinellas.org/wp-content/uploads/2020/03/PCOI-Overall-with-PC-Families-and-Children-under-18-Location-by-CT\\_FY20.pdf](https://www.jwbpinellas.org/wp-content/uploads/2020/03/PCOI-Overall-with-PC-Families-and-Children-under-18-Location-by-CT_FY20.pdf)

<sup>2</sup> McCombs, Jennifer Sloan, Anamarie A. Whitaker, and Paul Youngmin Yoo, The Value of Out-of-School Time Programs. Santa Monica, CA: RAND Corporation, 2017. <https://www.rand.org/pubs/perspectives/PE267.html>.

On August 29, 2019 JWB staff conducted a program observation at Skyview afterschool program. At arrival, JWB staff was greeted by the Multi-site Supervisor upon entering the building. The YEP Skyview location is unique due to the “open space” structural design that includes a small computer lab. JWB staff observed youth at various tables completing homework assignments. YEP staff assisted students that had questions about the particular school assignment or activity. When youth arrive to the center they are signed in at the desk and join the assigned table. After homework help youth were instructed to put away assignments and prepare for snack. During this time youth were able to positively interact with one another and discuss random topics of interest.

While the direct staff facilitated snack JWB staff conducted a staff interview with the Multi-site Supervisor. Multi-site Supervisor (MSS) reports to have recently on boarded two new staff at the site. The MSS has managed the facility for a number of years and reported to be training the new staff. For FY19, YEP experienced staff turnover and difficulty in finding qualified candidates. As a result, JWB staff provided technical assistance to facilitate program adjustments to ensure services were not disrupted and staff coverage remained consistent. YEP successfully increased trainings for the available staff which included, cultural diversity and DCF child courses. All staff received a certification for course completion.

JWB staff interviewed the Ambassador for Youth who reported to be preparing for an Operation Future University Graduate. Operation Future University Graduate is for graduating youth. Each youth are provided a cap and gown and a graduation is conducted in front of their parents and peers to celebrate the milestone. Each youth has the opportunity to meet the CEO and a picture is taken of them. A week later the pictures are enlarged into a 24x36 portrait and posted around the centers. The premise of this is to assist youth in creating a positive mindset and believe that they can achieve academically. Prior to leaving JWB staff interviewed a few parents regarding the program. The overwhelming response was that they were very satisfied with YEP and staff. In addition, parents reported that the program provided a safe place for their children to go afterschool and summer while they worked. According Gottfredson et al. (2010), adult supervision meant that students were less likely to be cared for by an older sibling and had less time for unsupervised activities with peers out of school.<sup>3</sup> With this in mind, YEP is a vital resource for families who may or may not work traditional hours at their places of employment.

On September 30, 2019 JWB staff conducted a program observation at the TJJ recreational facility. JWB staff were greeted by the YEP Site Supervisor and was provided a tour of the facility. Site Supervisor reports there are sixty (60) youth enrolled into the program at the time of the observation. However, approximately nineteen youth were present. The TJJ facility differs from the Skyview location as it has multiple classrooms that are used for programming. JWB staff conducted an observation of the elementary group completing an art based project learning activity. In addition, youth were observed writing goals for the year. YEP staff stated the youth enjoy goal setting because it assists in keeping them organized. Next, JWB staff observed the teen room which is occupied by youth that are in middle school. Youth were observed to be engaged in an abstract screen printing activity. The teen room was decorated with large pictures of program youth that displayed the words “I have a Dream” across the front of the artwork. YEP staff reports the pictures are an expression of a project that was created in celebration of the Dr. Martin Luther King, Jr. holiday. Across the hall is the arts room which is mainly used for art projects involving clay or pottery. JWB staff observed youth painting ceramic vases and bowls that they had molded the prior week.

YEP maintained full licensure with PCLB at the two program locations. In total, the agency received seven (7) inspections between the two program sites. The Skyview location received three inspections — renewal, routine

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<sup>3</sup> Gottfredson, D., Cross, A., Wilson, D., Rorie, M., & Connell, N. (2010). “Effects of Participation in After- School Programs for Middle School Students: A Randomized Trial,” *Journal of Research on Educational Effectiveness*, Vol. 3, No. 3, 2010, pp.282-313.

and re- inspection— and were found compliant in two out of three visits. At the August 23, 2019 inspection the site was out of compliance due to no verification that the vehicle used to transport youth passed an annual inspection. On August 28, 2019 a re-inspection was completed and YEP staff provided documentation showing all vehicles had been inspected bringing the site in full compliance with all licensing standards. For FY19, the TJJ location received four (4) inspections and were deemed compliant two out of four times. At the December 4, 2018 and May 22, 2019 inspections the site was found to be non-compliant for the following reasons: failure to ensure parents completed updated child care enrollment forms; incomplete or missing information on the child care records summary; failure to ensure staff signed the attendance log when youth left the building, expired fire inspection documentation and no proof of employee training for completion of First Aid/CPR. Subsequently, follow-up inspections were conducted on January 1, 2019 and June 3, 2019 and YEP staff was able to provide all updated documentation regarding non-compliances bringing the site into full compliance.

## **DATA QUALITY:**

### **File Review Date(s): 6/24/2019; Overall Score – 92%**

The YEP program has continued working to improve their participant files, each year improving upon the last. Between FY18 and 19, YEP developed a strong file organizational system, instituted an internal bi-annual file audit, and developed a system to track participants receiving multiple services. A form, which allows for multiple entries, was developed to help track a participant's movement in and out of the program. This document helped YEP improve their episode tracking to such an extent that, with their permission, this form was used as an example for other COST programs and readily shared. Additionally, YEP developed a system to conduct an internal file audit twice a year to ensure continued data quality. Each file is reviewed at least once during the program year, allowing for only minor errors to be noted during their review.

**ANALYSIS OF PERFORMANCE:** YEP saw a decline in their performance measures for this fiscal year. Fifty-nine percent of participants returned to the program – a 23% decline from FY18 – and 74% of participants attended 70% of program days or more – a 10% decline from the prior year. Performance measures are in line with the program's performance in FY17. During FY18, YEP, along with all other COST providers, spent a significant amount of time focusing on the quality of programming and engaging participants. Specifically, there was an intentional effort to increase the percent of participants attending regularly. It is possible that this intentional effort led to the higher performance last year, and that the program reverted to a standard level once the intense focus was removed. YEP also reports that between school year 18-19 and the beginning of school year 19-20 a number of fifth graders left the program. There was a bit of challenge in filling these slots, which reduced the average daily attendance affecting both indicators. The last possible cause for these changes is the 10% increase in the number of participants served. As licensed centers, YEP locations can only maintain a certain number of participants at any specific time; meaning the longer participants attend, the lower turnover, and the fewer number of participants served. The alternative is true as well; a shorter length of enrollment will increase the numbers served, but lower the percentage of participants attending the program for more than one year.

In FY19, YEP, 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. To support academic achievement, YEP worked with Sylvan Learning Centers to implement small group tutoring. All students receive an initial assessment, and based on this, more intensive tutoring services are available to youth struggling to achieve academic success. The success of this program has helped 97% of participants have no more than 18 unexcused absences from school, and 43% and 52% scored satisfactory or better on the FSA ELA and Math exams, respectively. For FSA scores, YEP has the highest percentage of participants scoring satisfactory or better than any other COST program.

In addition, we also look at growth on these exams. Having high levels of growth could tell us a different story about the impact of the program. We know that YEP 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 academic enhancements are helping to mitigate low performance. Growth was examined by comparing the raw score on the FSA ELA and Math exams for two years. Seventy (70%) and seventy-eight percent (78%) 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. The survey asks about program engagement, building social/emotional and leadership skills, academics, STEAM activities, healthy decision making, and goal setting. YEP surveyed 71 out of a possible 74 eligible participants, a 96% response rate. The overwhelming response to the survey was positive with over 90% of respondents stating that the program helped teach them how to work with others, and 84% reporting they learned how to respect others and that staff really cared about them. One area of growth was around providing youth the opportunity to plan an event. For the older YEP participants, the program could look into developing a student council group, which could provide participants an opportunity to learn how to work with others, learn organizational skills, and build leadership capacity.

Overall, YEP remains strong programmatically. Despite the decline in performance measures, participants are regularly engaged and appear to enjoy participating in all activities. The tutoring program is a specific highlight of this program, and has aided students in being successful academically.

|                                  |                       |                                 |                       |
|----------------------------------|-----------------------|---------------------------------|-----------------------|
| <u><i>Desmon Newton</i></u>      | Date: <u>6/4/2020</u> | <u><i>JoAnn DiLernia</i></u>    | Date: <u>6/4/2020</u> |
| <b>Desmon Newton</b>             |                       | <b>JoAnn DiLernia</b>           |                       |
| <b>Senior Program Consultant</b> |                       | <b>Senior Program Evaluator</b> |                       |

|                                       |                       |                                   |                        |
|---------------------------------------|-----------------------|-----------------------------------|------------------------|
| <u><i>Karen Woods</i></u>             | Date: <u>6/4/2020</u> | <u><i>Karen Boggess</i></u>       | Date: <u>8/10/2020</u> |
| <b>Karen Woods</b>                    |                       | <b>Karen Boggess</b>              |                        |
| <b>Program Administration Manager</b> |                       | <b>Program Evaluation Manager</b> |                        |

|                                |                        |
|--------------------------------|------------------------|
| <u><i>Judith Warren</i></u>    | Date: <u>8/31/2020</u> |
| <b>Judith Warren</b>           |                        |
| <b>Chief Operating Officer</b> |                        |

|                                |                        |
|--------------------------------|------------------------|
| <u><i>Beth A. Houghton</i></u> | Date: <u>8/31/2020</u> |
| <b>Beth A. Houghton</b>        |                        |
| <b>Chief Executive Officer</b> |                        |



## Executive Summary of Program Monitoring Report

**Agency:** Girl Scouts of West Central Florida, Inc.

**Program:** Girl Scouts

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

**Program Description:** The Girl Scouts Rising Diamond program offers the Girl Scout Leadership Experience to underserved K-12 girls throughout Pinellas County. Guided by supportive adults and peers, girls discover their values, skills, and the world around them; connect with others in a multicultural environment; and take action to make a difference in the world. Program activities are girl-led, cooperative, and hands-on – processes that create high-quality experiences conducive to learning.

Outreach program services are delivered through GSWCF council staff in age appropriate groups arranged by grade level as follows: Daisies, grades K-1; Brownies, grades 2-3; Juniors, grades 4-5; Cadettes, grades 6-8; Seniors, grades 9-10; and Ambassadors, grades 11-12. Participation in GSWCF activities are signified through each girl's ability to earn patches, and through gained skill sets signified by a badges obtained.

### Agency/Program Accomplishments:

- Girl Scouts of West Central Florida, Inc., (GSWCF) successfully registered and served 400 girls across 14 program sites reportedly.
- In FY19, a reported 101 girls participated in the GSWCF Cookie Program, sold 3,913 boxes of cookies, and were able to earn \$2,859 in proceeds that went directly back to their troops.
- GSWCF successfully provided a total of 63 girls with the opportunity to visit Camp Wai Lani.

**Technical Assistance:** JWB program staff provided general technical assistance throughout FY19.

### FISCAL SNAPSHOT:

|                                                                      | FY17      | FY18      | FY19      | Comments                                                                |
|----------------------------------------------------------------------|-----------|-----------|-----------|-------------------------------------------------------------------------|
| <b>Total Program Budget</b>                                          | \$247,939 | \$229,109 | \$241,852 |                                                                         |
| <b>JWB Allocation</b>                                                | \$210,000 | \$213,101 | \$213,101 | The JWB allocation does not include the RFA Capital Award of \$100,000. |
| <b>Percent of Total Program Budget represented by JWB Allocation</b> | 85%       | 93%       | 88%       |                                                                         |

|                              |                          |                          |                          |  |
|------------------------------|--------------------------|--------------------------|--------------------------|--|
| <b>Lapse</b>                 | \$62,338                 | \$2,942                  | \$1,080                  |  |
| <b>Cost per Participant*</b> | \$950<br>(\$247,939/261) | \$543<br>(\$229,109/422) | \$528<br>(\$241,852/458) |  |

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

**CAPITAL AWARD:** The agency received a capital award in FY19 in the amount of \$100,000

#### **PARTICIPANT DEMOGRAPHICS:**

- The majority of participants are Black/African American (41%) or White (29%)
- Approximately one-third (29%) of participants are Hispanic
- 94% of participants are in elementary school
- 71% of participants live in one of the five high-risk zones
- Of the 348 participants that specified their household income, 62% had an annual household income of less than \$30,000

#### **PROGRAM OUTCOMES:**

| <b>Performance Measure Description</b>                                                                  | <b>FY17</b> |        | <b>FY18</b> |        | <b>FY19</b> |        |
|---------------------------------------------------------------------------------------------------------|-------------|--------|-------------|--------|-------------|--------|
|                                                                                                         | Target      | Actual | Target      | Actual | Target      | Actual |
| Percent of youth who attend 70% or more of program days                                                 | 70%         | 45%    | 70%         | 61%    | 70%         | 66%    |
| Percent of youth who complete the program and are identified as resourceful problem solvers             | 70%         | 72%    | 70%         | 81%    | 70%         | 79%    |
| Percent of youth who complete the program and are identified as having developed a strong sense of self | 70%         | 74%    | 70%         | 86%    | 70%         | 79%    |

#### **PROGRAM MONITORING ACTIVITIES:**

**Program Observation Date(s):** 12/18/2018, 2/23/2019, 3/7/9/2019, 5/29/2019

**Interview Date(s):** 5/29/2019

**Collaborative Meeting/Consultation Date(s):** 10/29/2018

**Administrative Review Date(s):** 11/28/2018, 9/25/2019

**Personnel File Monitoring Date(s):** 9/25/2019

Observation of the GSWCF troop located at the James B. Sanderlin Center occurred during the month of December. A group of five girls participated in a color guard ceremony, while under the direction of their Troop Coordinator. Detailed instructions were provided to each girl on their roles and the purpose of the investiture ceremony, as they prepared to lead their troop members in the formal opening. Each program participant recited the pledge of allegiance, Girl Scout Promise, and Girl Scout Law; which served as a platform to reiterate the importance of instilling values, honesty, and respect. Youth participants received their sashes and were recognized for their participation, service, and transition to the next level. Overall, the program appeared to be a positive and fun learning experience for all participants involved, as each girl were attentive, displayed confidence, and conveyed an eagerness to help each other when needed. A total of nine youth participants were observed.

A personnel file review was completed on seven staff files and 19 volunteer files, to assess the program's operational processes such as incident reporting, safety practices, and background screening. Evidence of completed notarized Affidavit of Good Moral Character forms, Level II screening forms, and DCF Eligibility Statements, were included in all of the staff files reviewed. The volunteers of the program were reported to be intermittent, which resulted in their work for 10 hours or less a month. Completed, notarized, Affidavit of Good moral Character forms, and volunteer applications were seen throughout each file.

## **DATA QUALITY:**

### **File Review Date(s): 9/25/2019**

A total of eight randomly selected participant files were reviewed to assess accuracy and consistency between the organization's files and the GEMS data system. Overall, the program's participant data accuracy score was 94% and files were well organized. Data entry errors were uncommon and typically were related to minor typographical errors. Last year improvement was observed in the household income being consistently documented in accordance with the JWB Data Quality Manual. These improvements were maintained in FY19 and no other areas of concern were identified.

## **ANALYSIS OF PERFORMANCE:**

The GSWCF outreach program is delivered by council staff members to reach girls who may not otherwise have access to Girl Scouting. Participants engage in a variety of activities centered on leadership and development of social-emotional skills. Activities are designed to be participant-led, hands on, and focused on cooperative learning. In FY19, JWB supported outreach programming at eight neighborhood family centers and four community-out-of-school-time (COST) locations. Over the last two years the program has experienced significant growth. In FY19 enrollment has continued to grow at NFC and COST locations, resulting in a 9% increase in participants served compared to FY18.

The majority of Girl Scouts participants attended program services regularly and regular attendance has continued to increase over the last two years, growing from 45% to 66% of girls attending regularly in FY19. Ongoing regular attendance of a program, defined as attending 70% or more of available program days, has been demonstrated in research to have a positive effect on youth development and their academics<sup>1</sup>.

GSWCF remains above target in the proportion of girls that are identified as resourceful problem solvers (79%) and the proportion of girls that have developed a strong sense of self (79%). These measures are extracted from an outcome survey conducted by GSWCF and other Girl Scouts councils nationally. Development of a strong sense of self was measured through questions that assessed the extent to which girls have confidence in themselves and their abilities, and the extent to which they formed positive identities. The development of resourceful problem solving skills was measured through questions regarding the desire to contribute to the world in purposeful ways and the activities to solve community problems. A slightly higher percentage of girls met these measures in FY18 and performance will continue to be monitored.

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<sup>1</sup> Afterschool Alliance. (2015). Building Literacy in Afterschool, Issue Brief No. 67. Retrieved from [http://afterschoolalliance.org/documents/issue\\_briefs/issue\\_building\\_literacy\\_67.pdf](http://afterschoolalliance.org/documents/issue_briefs/issue_building_literacy_67.pdf)

*Felicia Pizana* Date: 8/27/2020  
Felicia Pizana  
Senior Program Consultant

*Karen Boggess* Date: 8/27/2020  
Saba Arzola  
Senior Program Evaluator

*Karen Woods* Date: 8/27/2020  
Karen Woods  
Program Administration Manager

*Karen Boggess* Date: 8/27/2020  
Karen Boggess  
Program Evaluation Manager

*Judith Warren* Date: 8/31/2020  
Judith Warren  
Chief Operating Officer

*Beth A Houghton* Date: 8/31/2020  
Beth Houghton  
Chief Executive Officer



## Executive Summary of Program Monitoring Report

**Agency:** Gulf Coast Jewish Family & Community Services, Inc.

**Program:** Violence Prevention

**Program Monitoring Reporting Period:** October 1<sup>st</sup>, 2018 through September 30<sup>th</sup> 2019

### Brief Program Description:

The Violence Prevention program serves nine Pinellas middle schools. The core of the program is the nationally recognized, research-based Second Step: social-emotional learning Curriculum. The goals of the curriculum are to reduce impulsive and aggressive behavior, reduce bullying, and increase social and academic competence through mindset, problem solving, empathy and behavioral skills training, conflict resolution and emotion management.

### Agency/Program Accomplishments

Over the course of this fiscal year, as a result of a grant, the program launched a parent engagement initiative in order to further promote awareness of the program. Program staff hosted two separate inaugural events at Tyrone Middle school and intends to expand this initiative into FY21.

### Technical Assistance:

In FY18, the program began using the new Second Step Curriculum, a modernized web-based platform. The implementation of the newer curriculum shed light on the need for a new complementary assessment to capture outcomes. During FY19, program staff, an evaluation consultant, and JWB worked collaboratively to develop a survey that assesses knowledge gain. The assessment questions were drawn directly from the Second Step Curriculum assessments that are at the end of each unit of the curriculum. This survey was piloted in a recreation center who received the curriculum during the 2019 summer and will be fully implemented in FY20.

### Fiscal Snapshot:

|                                                                      | FY17                     | FY18                     | FY19                     | Comments                                                                                           |
|----------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|----------------------------------------------------------------------------------------------------|
| <b>Total Program Budget</b>                                          | \$687,114                | \$699,951                | \$712,450                |                                                                                                    |
| <b>JWB Allocation</b>                                                | \$650,563                | \$667,138                | \$683,841                | Capital Awards were made in the amounts of \$86,367 in FY17, \$82,630 in FY18 and \$57,372 in FY19 |
| <b>Percent of Total Program Budget represented by JWB Allocation</b> | 95%                      | 95%                      | 96%                      |                                                                                                    |
| <b>Lapse</b>                                                         | \$12,200                 | \$8,105                  | \$14,559                 |                                                                                                    |
| <b>Cost per Participant*</b>                                         | \$169<br>\$687,114/4,063 | \$174<br>\$699,951/4,034 | \$174<br>\$712,450/4,088 |                                                                                                    |

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

### Participant Demographics:

Participant demographic information is collected for Skill Building Group participants. Skill Building Groups are available to grade six to eight. However, over half (54%) of student's participating were in sixth grade followed by eighth grade (29%) and lastly, seventh grade (17%). Fifty-nine percent of participants reported being a part of dual parent household and 35% being a part of a single parent household. Thirty-six percent of the participants reported their household's annual income to be less than \$30,000.

### Program Outcomes:

| Performance Measure<br>Description                                                                                                                                                          | FY17   |        | FY18   |        | FY9    |        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|--------|--------|--------|--------|
|                                                                                                                                                                                             | Target | Actual | Target | Actual | Target | Actual |
| <i>Skill Building Group</i>                                                                                                                                                                 |        |        |        |        |        |        |
| Percent of youth participating in a Skill Building Group session will demonstrate an increase in mean score from Pre to Post on the Interpersonal Competence Questionnaire-Revised (ICQ-R). | 80%    | 81%    | 80%    | 79%    | 80%    | 79%    |
| Percent of youth in a Skill Building Group session will receive no new referrals during Skill Building Group participation.                                                                 | 50%    | 76%    | 50%    | 82%    | 50%    | 84%    |
| <i>Second Step Curriculum</i>                                                                                                                                                               |        |        |        |        |        |        |
| Percent of youth in the Second Step Curriculum will receive no new in-school or out-of-school suspensions during program participation.                                                     | 60%    | 85%    | 60%    | 80%    | 60%    | 85%    |

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

### Program Monitoring Activities

**Program Observation Dates:** 4/12/19

**Interview Date(s):** 3/8/19 and 4/12/19

**Collaborative Meeting/Consultation Date(s):** 2/4/19, 3/18/19, 4/15/19 and 6/13/19

- There is general agreement within the existing body of research literature that the attainment and application of positive social-emotional skills represents a vital aspect of healthy childhood development.<sup>1</sup> The principles of Violence Prevention program are grounded in a broad theoretical

<sup>1</sup> Orpinas, P., Kelder, S., Frankowski, R., Murray, N., Zhang, Q., & McAlister, A. (2000). Outcome evaluation of a multi-component violence-prevention program for middle schools: the Students for Peace project. *Health Education Research*, 15(1), 45-58.

foundation based on the cognitive behavioral model and social learning theory. The program utilizes the evidence-based Second Step Curriculum to provide classroom based lesson plans and small group interventions directed towards skill building activities and the fostering of social-emotional protective factors. Trained Prevention Specialists facilitate the presentation of classroom based Second Step lessons to all 6<sup>th</sup> graders, setting the foundation for the development of prosocial skills and emotional competencies. The classroom curriculum is generally delivered over the course of 13-15 classroom sessions in 50 minute periods. Ongoing fidelity to the curriculum model is achieved through periodic instruction provided by two program staff classified as certified trainers and the utilization of the most recent editions of the Second Step curriculum. Furthermore, the Program Director routinely conducts observations at each site, for both the classroom and group components, in order to provide an additional layer of supervision.

The complimentary component of the Violence Prevention program revolves around small Skill Building groups that afford the opportunity for the provision of individualized interventions for students with more involved support needs. Enrollment for the Skill Building Groups is prioritized for students with specifically identified risk factors including, but not limited to, socioeconomic impoverishment, difficulties with social skills, academic delays, emotional impulse control challenges, exposure to substance abuse or other generalized familial stressors. Referrals for the Skill Building group are primarily received through the Student Services Team at each school location. Skill Building groups are open to students from all grade levels. The Skill Building groups are generally composed of three to six students, follow a cohort model, lasts between 30 to 50 minutes, and typically occur over six to eight sessions.

In order to view the delivery of the group component of the curriculum JWB staff completed an observation of a total of six groups, conducted over a single day, at Tarpon Springs Middle School. The observed groups were composed of between four and six students and were conducted in a dedicated office space provided by the school administration to allow for privacy. The Prevention Specialist consistently staged the commencement of each of the groups by reviewing individual participants' goals, rotating through each group member to ensure that full engagement was achieved. Moreover, the Prevention Specialist adroitly guided the students through the classical group structure of check in, warm up activities, statement of objectives, illustrative discussion of individual goals and solicitation of input as to individual progress towards overall goal attainment.

In relation to the application of the theoretical principles of the program model the Prevention Specialist was viewed as skillfully seizing opportunities to create connections between actions, experiences and emotions by prompting participants to label specific reactions to certain situations. In the context of the underlying tenets of the Second Step curriculum this was noted as a particular strength.<sup>2</sup> General group themes, connected to program curriculum, covered the competencies of conflict avoidance, the use of empathy and conflict resolution skills. The Prevention Specialist was observed working with each student and the groups as a whole to draw from real life examples and experiences and neatly brought the groups to conclusion through a gradual transition process. Overall, JWB staff were highly impressed by the clearly established level of rapport the Prevention Specialist had established with each student and the manner in which this was applied to generate engagement in the group process.

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<sup>2</sup> Hart, S. R., Dowdy, E., Eklund, K., Renshaw, T. L., Jimerson, S. R., Jones, C., & Earhart, J. (2009). A controlled study assessing the effects of the impulse control and problem solving unit of the Second Step curriculum. *The California School Psychologist*, 14(1), 105-110.

- Over the course of this fiscal year, as a result of a grant, the program launched a parent engagement initiative in order to further promote awareness of the program. Program staff hosted two separate inaugural events at Tyrone Middle school and intends to expand this initiative into FY21.
- It is widely recognized that staffing stability and length of tenure are directly linked to quality programming. Moreover, familiarity and duration of experience present among staff delivering the Second Step curriculum has been found to increase fidelity to the program model.<sup>3</sup> As such, a particular strength that should be highlighted for the Violence Prevention program is the level of staffing stability that has been consistently maintained over the last two fiscal years with only marginal degrees of turnover.

During this fiscal year two separate staff interviews were conducted on 3/8/19 and 4/12/19 For each staff person, the length of time with the program was noted as 2 and 12 years, respectively. In general, both staff persons interviewed invariably echoed generally positive themes in the areas of ongoing training opportunities, supervisory support, and administrative support within each school setting. Both staff expressed a clear understanding and familiarity with the *Second Step* curriculum, agency policies and procedures. Both staff shared the recurring topic of challenges associated with gaining parental involvement and each staff offered several tangible examples of their efforts to bridge this gap.

- JWB staff conducted an annual review of eight personnel files for program staff. The file sample was composed of a combination of direct care, supervisory and managerial staff. The file reviews are customarily framed around the use of a standardized checklist to identify the presence of key Human Resource documentation including but not limited to, job descriptions, relevant work experience and verification of the completion of Level II background screenings. Each file viewed was found to be orderly with all essential documentation present. Furthermore, best practice forms of documentation were found as evidenced by detailed new hire orientation logs, staff signatures to confirm receipt of agency policies and procedures and the completion of annual performance evaluations. Particular strengths were found pertaining to the regular completion of cultural competency trainings which is germane given the highly diverse population served by the program. In addition, each file contained documentation of training specific to the Second Step curriculum and specialized trainings that are conducted annually pertaining to Substance Abuse prevention.

## **Analysis of Performance:**

### *Skill Building Group*

The program served 1,515 children in Skill Building Groups exceeding their target at 122% to their goal. The Skill Building Group component of services is measured on participants' improvement in interpersonal skills and disciplinary behavior in school. In order to measure interpersonal skill improvement during Skill Building Group the program utilizes the Interpersonal Competence Questionnaire-Revised (ICQ-R). In FY19, the results of this survey demonstrated that 79% of participants in the Skill Building Group service showed improvement in their score on the ICQ-R from pretest to posttest. These results were just shy of the program's goal of 80%. However, the results over the last three fiscal years demonstrate a consistent trend suggesting the target is set appropriately for the population being served. In regards to disciplinary outcomes, 84% of Skill Building Group participants received no new referrals during group participation.

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<sup>3</sup> Espelage, D. L., Low, S., Polanin, J. R., & Brown, E. C. (2015). Clinical trial of Second Step© middle-school program: Impact on aggression & victimization. *Journal of Applied Developmental Psychology*, 37, 52-63.

The program has consistently exceeded their target of 50% on this measure. Accordingly, the target will be increased in FY20 to align with performance and continuous quality improvement.

### *Second Step Curriculum*

The program delivered Second Step Curriculum to 2,573 students in the 2019 fiscal year. Though the program was shy of meeting their established FY19 target of 2,700, the number served is impacted by the census of designated school sites since the program serves all sixth graders in each school. School censuses vary year to year. However, the three year trend shows consistent actuals that suggesting that the target should be reassessed to reflect more current census trends. In FY18, the program began using the new Second Step Curriculum, a modernized web-based platform. The implementation of the newer curriculum shed light on the need for a new complementary assessment to capture outcomes. During FY19, program staff, an evaluation consultant, and JWB worked collaboratively to develop a survey that assesses knowledge gain. The assessment questions were drawn directly from the Second Step Curriculum assessments that are at the end of each unit of the curriculum. This survey was piloted in a recreation center who received the curriculum during the 2019 summer and will be fully implemented in FY20. Along with the Skill Building Group, the Second Step Curriculum is also evaluated on participants' disciplinary behavior in school. Eight-five percent of participants in the Second Step Curriculum component received no new in-or out-of-school suspensions. These results exceeded the program's target of 60% and has been a consistent trend. Therefore, the target will be reassessed by program staff and JWB in the upcoming year to ensure it is set appropriately.

*Paul Webb*

*8/26/20*

**Date:**

**Paul Webb**  
**Senior Program Consultant**

*Megan Seales*

*8/26/20*

**Date:**

**Megan Seales**  
**Senior Program Evaluator**

*Karen Woods*

**Date:** *8/27/2020*

**Karen Woods**  
**Program Administration Manager**

*Karen Boggess*

**Date:** *8/27/2020*

**Karen Boggess**  
**Program Evaluation Manager**

*Judith Warren*

**Date:** *8/31/2020*

**Judith Warren**  
**Chief Operating Officer**

*Beth A. Houghton*

**Beth A. Houghton**  
**Chief Executive Officer**

**Date:** *8/30/2020*



## **Executive Summary of Program Monitoring Report**

**Agency:** Safety Harbor Neighborhood Family Center, Inc.

**Program:** d/b/a Mattie Williams Neighborhood Family

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

**Program Description:** Youth development services are typically provided to participants in grades K-8 that attend the following schools: Eisenhower Elementary, Safety Harbor Elementary, McMullen- Booth Elementary and Safety Harbor Middle. The youth development program components are Bright Ideas Youth Development and Summer Camp program which includes structured academic and enrichment activities.

Activities include homework assistance, science, technology, engineering, and math (STEM), and literacy skills enhancement and development. Summer enrichment promotes learning through literacy, arts and crafts, the University of Florida's (Pinellas County Extension) *Cooking Matters* course, junior golf, educational games, book clubs, and small group activities. Additional enrichments opportunities for youth address anti-bullying and career pathway exploration.

Family support services consist of adult education, career development, computer technology, and life skills classes. Community outreach services include the volunteer income tax assistance (VITA) program, food pantry, utility assistance, back to school drive, and the holiday assistance program.

### **Agency/Program Accomplishments:**

- In FY19, MWNFC acquired a 30 passenger bus through an approved Juvenile Welfare Board of Pinellas County (JWB) capital award.
- Throughout FY19, MWNFC successfully served over 80 reported families through their food pantry.
- In FY19, MWNFC Executive Director Janet Hooper was elected to serve as President Elect for the Kiwanis Club of Safety Harbor.

### **Technical Assistance:**

- Various collaborative meetings occurred to provide technical assistance in the obtainment of licensure. MWNFC had a contractual requirement to complete their licensure by September 30, 2019. Due to various challenges, this contractual obligation was initially extended to March 31, 2020. Subsequently, an additional extension was granted, and at the time of the writing of this report, MWNFC was able to successfully obtain licensure effective July 31, 2020.
- Technical assistance was also provided to clarify how staff should update the JWB Grant Evaluation and Management System (GEMS) if a client withdraws their consent for information to be shared.

**FISCAL SNAPSHOT:**

|                                                                      | <b>FY17</b>                | <b>FY18</b>                | <b>FY19</b>                | <b>Comments</b>                                                 |
|----------------------------------------------------------------------|----------------------------|----------------------------|----------------------------|-----------------------------------------------------------------|
| <b>Total Program Budget</b>                                          | \$470,952                  | \$567,265                  | \$629,541                  |                                                                 |
| <b>JWB Allocation</b>                                                | \$329,661                  | \$419,515                  | \$456,333                  | The FY19 allocation does include the Capital Award of \$73,685. |
| <b>Percent of Total Program Budget represented by JWB Allocation</b> | 70%                        | 74%                        | 72%                        |                                                                 |
| <b>Lapse</b>                                                         | \$480                      | \$314                      | \$598                      |                                                                 |
| <b>Cost per Participant*</b>                                         | \$1,047<br>(\$470,952/450) | \$1,328<br>(\$567,265/427) | \$1,481<br>(\$629,541/425) |                                                                 |

\*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 20,207 adult attendees and 9,101 youth attendees.

**CAPITAL AWARD:** A capital award of \$73,685 was awarded to fund the MWNFC transportation project.

**PARTICIPANT DEMOGRAPHICS:**

- Among youth participants, 51% are female; among adult participants 76% are female
- 30% of participants are Hispanic
- 76% are White, 15% are Black/African American, 7% Other, 2% Asian
- Of the 324 participants that specified their household income, 82% have an annual household income of less than \$30,000
- 31% of participants are in a single parent female headed household
- 79% of participants live in the ZIP Codes of 33695, 34677, or 33759

**PROGRAM OUTCOMES:**

| <b>Performance Measure Description</b>                                                             | <b>FY17</b> |                  | <b>FY18</b> |        | <b>FY19</b> |                   |
|----------------------------------------------------------------------------------------------------|-------------|------------------|-------------|--------|-------------|-------------------|
|                                                                                                    | Target      | Actual           | Target      | Actual | Target      | Actual            |
| Number of annual public events                                                                     | N/A         | N/A              | N/A         | N/A    | 8           | 8                 |
| Number of recurring group services                                                                 | N/A         | N/A              | N/A         | N/A    | 5           | 6                 |
| Percent of youth participants who continue in the program for more than one year                   | 60%         | 60%              | 60%         | 60%    | 60%         | 65%               |
| Percent of eligible participants who will be given the OST survey during the administration window | N/A         | N/A              | Baseline    | 74%    | 70%         | No data collected |
| Percent of youth who attend 70% of the program days                                                | 70%         | 75%              | 70          | 76%    | 70%         | 82%               |
| Percent of goals achieved for adults who receive Family Support services.                          | 100%        | No data reported | 100         | 100%   | 100%        | 79%               |
| Number of Customer Satisfaction Surveys administered                                               | 90          | 126              | 80          | 99     | 80          | 93                |

**PROGRAM MONITORING ACTIVITIES:**

**Program Observation Date(s):** 4/25/2019, 8/15/2019

**Collaborative Meeting/Consultation Date(s):** 7/29/2019

**Staff Interview:** 4/25/2020

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

**Personnel File Monitoring Date(s):** 7/31/2019

**PROGRAM MONITORING ACTIVITIES:**

An observation of the MWNFC school based component located at Oldsmar Elementary School occurred. This year the administration at Oldsmar Elementary school selected students who were struggling and needed additional supports. JWB staff observed a structured program which consisted of MWNFC staff's provision of snacks to youth participants, verification of attendance, and recreational time prior to any educational activities. Youth participants were provided individual attention as needed and assistance in reading, math, and art were provided. Two youth development workers from MWNFC and one certified teacher provided clear directions in all of the enrichment and academic activities. The relationship between the youth and program staff appeared to be one of respect, kindness, and trust. A high-level of connectivity, communication, and oversight was consistently seen throughout the visitation.

In July of FY19 a personnel file review was completed on 17 staff and 15 volunteer 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, therefore 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 included consistent documentation of completed Affidavit of Good Moral Character forms and level 2 background screenings. Seven out of the 15 volunteers provided assistance for 10 hours or less a month.

**DATA QUALITY:**

**File Review Date(s):** 7/31/2019

A total of eight randomly selected participant files were reviewed to assess accuracy and consistency between the organization's files and the GEMS data system. Overall, the program's participant data accuracy score was 86% and files were well organized. Data entry errors were uncommon and typically were related to minor typographical errors or outdated information in GEMS compared to the most recent client registration packet. Program staff were also reminded that any corrections they make to client paperwork, either because of incorrect or missing information, needs to be documented with their initials and the date. Technical assistance was also provided to clarify how staff should update GEMS if a client withdraws their consent for information to be shared.

**ANALYSIS OF PERFORMANCE:**

MWNFC has three prongs 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 MWNFC included the Trick or Treat on Main Street book distribution, holiday meal and gift distributions at Thanksgiving and Christmas, and a back to school celebration that provided backpacks filled with school supplies and the opportunity to connect with many community partners.

Community members also have access to recurring services such as the MWNFC food pantry, computer lab, Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) signups, and Volunteer Income Tax Assistance (VITA).

In FY19 MWNFC had an increase in both the retention of youth participant's year over year and the regular attendance rate for youth participants. Regular attendance is defined as a youth participant attending 70% or more of program days available to them. Ongoing regular attendance of a program has been demonstrated in research to have a positive effect on youth development and their academics<sup>1</sup>. In the next fiscal year, gains in math and reading performance will be analyzed for youth program participants.

Youth participants at MWNFC also typically participate in the annual Out-of-School-Time (OST) Survey which is administered to youth participants in the month of May to assess programming strengths and better understand participants' experiences, outcomes, and goals. MWNFC missed the survey administration window in May of FY19 and therefore the outcome results for this performance measure could not be reported out on in FY19. The program staff decided to provide a survey to their summer program participants in order to allow their youth participants an opportunity to provide feedback on summer programming. A total of 38 participants were surveyed and the responses given indicate that most or all participants agreed that they have fun in the program, that program staff really cared about them, and that the program has helped them learn to avoid unsafe behavior.

In FY19, adult services included basic needs assistance and coaching with a Family Support Specialist. Adults who receive family support services define goals to improve their quality of life and 79% of these goals are reported to be achieved by those that complete their family support plan.

The decline in goal achievement from the previous year was confirmed after a review of all family support goal achievement surveys. JWB staff will monitor if this year was an anomaly and work with program staff to understand if there is something else contributing to the decline. In addition, adults are asked to rate their satisfaction with the services they received. The 90 surveys collected in FY19 demonstrate a high level of satisfaction with program services, with 96% of respondents rating services as good or excellent.

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<sup>1</sup> Afterschool Alliance. (2015). Building Literacy in Afterschool, Issue Brief No. 67. Retrieved from [http://afterschoolalliance.org/documents/issue\\_briefs/issue\\_building\\_literacy\\_67.pdf](http://afterschoolalliance.org/documents/issue_briefs/issue_building_literacy_67.pdf)

*Felicia Pizana* Date: 8/27/2020  
**Felicia Pizana**  
**Senior Program Consultant**

*Karen Boggess* Date: 8/31/2020  
**Saba Arzola**  
**Senior Program Evaluator**

*Karen Woods* Date: 8/31/2020  
**Karen Woods**  
**Program Administration Manager**

*Karen Boggess* Date: \_\_\_\_\_  
**Karen Boggess**  
**Program Evaluation Manager**

*Judith Warren*  
**Judith Warren**  
**Chief Operating Officer**

Date: 9/1/2020

*Beth A Houghton*  
**Beth Houghton**  
**Chief Executive Officer**

Date: 9/2/2020



## EXECUTIVE SUMMARY OF PROGRAM MONITORING REPORT

**Agency:** Operation PAR, Inc.

**Program:** I Can Problem Solve

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

**PROGRAM DESCRIPTION:** I Can Problem Solve delivers an evidence-based social/emotional learning program for preschool children. The program provides a new way to change behavior by teaching children interpersonal cognitive problem solving skills. Staff work with Early Learning Centers for a full school year to provide direct instruction to three and four year olds and coaching to staff in the curriculum's language and dialoguing.

**TECHNICAL ASSISTANCE:** Technical assistance was offered as needed throughout this reporting period for various items including establishing providers within the eligibility ZIP codes, filling out the targeted service level form to capture all participants including adults, building the original budget, and correctly entering budget amendments to spend down lapse at the end of the year.

### FISCAL SNAPSHOT:

|                                                                      | FY17 | FY18                   | FY19                       | Comments                                                     |
|----------------------------------------------------------------------|------|------------------------|----------------------------|--------------------------------------------------------------|
| <b>Total Program Budget</b>                                          | N/A  | \$44,595               | \$201,879                  | FY18 funding period is a partial year, 7/1/2018 to 9/30/2018 |
| <b>JWB Allocation</b>                                                | N/A  | \$44,595               | \$157,200                  |                                                              |
| <b>Percent of Total Program Budget represented by JWB Allocation</b> | N/A  | 100%                   | 78%                        |                                                              |
| <b>Lapse</b>                                                         | N/A  | \$18,691               | \$56,675                   |                                                              |
| <b>Cost per Participant*</b>                                         | N/A  | \$841<br>(\$44,595/53) | \$1,452<br>(\$201,879/139) |                                                              |

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

### PARTICIPANT DEMOGRAPHICS:

July 2018 marked the initial implementation of programming and this report encompasses the partial year of FY18 and the full year of implementation in FY19.

In FY19 the program struggled with staff turnover and unsuccessful recruitment of the parent participants and therefore did not meet the target service levels. Of the 124 children served, 54% were female and 46% male.

Two thirds (65%) of the children were four-year-olds, while 16% three-year-olds and 19% five-year-olds. Fifty-nine percent (59%) of the children were Black/African American, 23% White and 9% Hispanic.

#### **PROGRAM OUTCOMES:**

| <b>Performance Measure Description</b>                                                                                                                                                     | <b>FY17</b> |        | <b>FY18</b> |        | <b>FY19</b> |        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------|-------------|--------|-------------|--------|
|                                                                                                                                                                                            | Target      | Actual | Target      | Actual | Target      | Actual |
| Percent of children who participated in I Can Problem Solve (ICPS) program will demonstrate improved social emotional behavior from pre to post as indicated by ICPS Student Questionnaire | NA          | NA     | NA          | NA     | 70%         | 75%    |
| Percent of teachers who participated in I Can Problem Solve (ICPS) program will demonstrate improved instructional behavior from pre to post as indicated by ICPS Teacher Questionnaire    | NA          | NA     | NA          | NA     | 70%         | 100%   |

#### **PROGRAM MONITORING ACTIVITIES:**

After review of JWB's School Readiness Portfolio, the I Can Problem Solve (ICPS) Program was awarded funding as a new program to offer a social/emotional curriculum which in the long run would act as bullying prevention services for preschool children. Funding began on July 1, 2018 when the Prevention Partnership Grant ended. The program was limited to serving children in the Lealman Corridor. July through September 2018 was considered a start-up period for JWB and therefore is wrapped into the FY19 report.

Before funding from JWB began, Operation PAR hosted meetings and a training to educate JWB staff on the curriculum. Staff met to discuss detailed plans for the program, the budget, and targeted service levels. In addition, staff from both agencies worked collaboratively to create appropriate performance measures, services, and data collection procedures. Ultimately, it was decided that the program would collect de-identified data for analysis because the services were delivered to a group of preschoolers rather than one-to-one.

The program struggled with staffing. The Prevention Specialist positions were vacant from August 2018 to March 2019 due to difficulty finding staff with the educational credentials required for the position. Additionally, finance staff retired which resulted in substantial technical assistance and training from JWB staff on JWB processes and data system. The program also struggled to find eligible preschools even though outreach in the Lealman Corridor began immediately in July 2018. One of the issues was there are limited preschools in Lealman. Another issue was that preschool Center Directors were reportedly not willing to have other agency staff in their building for the length of time needed to implement the program. Programming began in January 2019 and April 2019. During the outreach phase, Operation PAR staff created a Memorandum of Understanding to clearly notate the partnership responsibilities between the center, parents, and ICPS staff.

It was reported by the ICPS staff that parents did not want to participate in the classes that were specifically set up to train them on the ICPS techniques. Staff used creative strategies to engage parents including offering the classes at various times of the day and at various locations in the community. However, the program was not able to enlist any parents. Therefore, the program changed the curriculum from Nurturing Parenting to Raising a

Thinking Child. The change in curriculum was thought to be a better fit, written by the same author of ICPS curriculum, and was thought to better engage parents. Staff would need to be trained on the new curriculum before implementing it during the next school year.

Four personnel files were reviewed in quarter two. The files had documentation of timely Level 2 background screenings and signed Affidavits of Good Moral Character. There was documentation of many human resource best practices. It was found that the files were well organized and information was easily accessible for review.

Two observations were made during quarter four. Staff were friendly and involved with the children at each preschool. Staff worked with children in small groups in their classrooms. They used games and real-life situations to teach children the curriculum language. ICPS staff implemented the curriculum with fidelity to the methodology and training course. In addition, staff were patient, nurturing, and calm with the children. It was evident that they had built a trusting relationship with the preschool teachers and children in order to implement the curriculum.

Interviews were completed with the Center Directors of the partnering preschools. Center Directors were appreciative of the extra support for the staff and children. One Center Director said, "The children were growing in their problem solving skills and will benefit from the techniques in years to come." The ICPS staff participated in the center's back to school events, wrote ideas for the center's monthly newsletters, and were available to parents if they had questions. Both Center Directors shared that the classes for parents may be difficult to hold due to time constraints after they have worked all day.

Two staff were interviewed. They had a comprehensive orientation to the agency and the program curriculum. They reported that the supervisor communicated effectively with the team and was there to assist them with any challenges. Staff stated that they enjoy working with the children and preschool teachers and it was nice to see the preschool teachers implement the ICPS methods and see a growth in the children's social emotional development. Challenges were described as finding opportune times for coaching the preschool teachers because they are not allowed to take them out of the classroom due to licensing rules and regulations. Therefore, staff depend on the role modeling they do for the teachers during their sessions with the children. Another challenge was turnover at the preschools themselves because the new teachers had no prior knowledge of the ICPS curriculum.

## **ANALYSIS OF PERFORMANCE:**

Dr. Myrna B. Shure, the author of the ICPS curriculum, developed two questionnaires for the program to track student and teacher outcomes. The student questionnaire examined children's behavior change after program participation. It was found that seventy-five percent (75%) of the children demonstrated increased positive behaviors or declined negative behaviors after completing the ICPS curriculum. The Teacher Questionnaire evaluated teachers' classroom instructional behaviors in relation to children's social emotional development. It was found that one hundred percent (100%) of teachers who was shadowed by ICPS specialists demonstrated improved instructional behaviors including perspective taking, alternative solution thinking and consequential thinking.

This program experienced a number of challenges that prevented it from being fully operational and having its intended impact on children and families. In mutual agreement with the provider, JWB opted to terminate the contract before the end of FY20.



Date: 8/12/2020



Date: 8/12/2020



Date: 8/14/2020



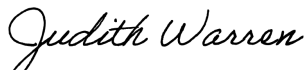
Date: 8/18/2020

Name

Program Administration Manager

Name

Program Evaluation Manager



Date: 8/31/2020

Judith Warren

Chief Operating Officer



Date: 8/31/2020

Beth A. Houghton

Chief Executive Officer



## EXECUTIVE SUMMARY OF PROGRAM MONITORING REPORT

**Agency:** R'Club Child Care Inc.

**Program:** Promise Time

**Program Monitoring Reporting Period:** October 1<sup>st</sup>, 2018 through September 30<sup>th</sup>, 2019

### PROGRAM DESCRIPTION:

The R'Club Promise Time program is a school based program designed to support academically struggling students. The program is implemented at 22 Title I schools in Pinellas County and includes iReady, small group tutoring (Level I and II students) and Out of School Time (OST) enrichment opportunities. OST enrichments consist of disguised learning using academic based projects, special events and social emotional activities. Promise Time is available to youth before or after school, promotes healthy youth development, academic success and positive social emotional growth.

### TECHNICAL ASSISTANCE:

Promise Time 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                         |
|----------------------------------------------------------------------|----------------------------|----------------------------|------------------------------|
| <b>Total Program Budget</b>                                          | \$917,020                  | \$874,305                  | \$2,370,514                  |
| <b>JWB Allocation</b>                                                | \$531, 534                 | \$600,029                  | \$709,055                    |
| <b>Percent of Total Program Budget represented by JWB Allocation</b> | 58%                        | 69%                        | 30%                          |
| <b>Lapse</b>                                                         | \$49,613                   | \$11,941                   | \$20,672                     |
| <b>Cost per Participant*</b>                                         | \$691<br>(\$917,020/1,327) | \$614<br>(\$874,305/1,424) | \$884<br>(\$2,370,514/2,683) |

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

**CAPITAL AWARD:** For FY19 R'Club received non-operational funding of \$38,556 for an Ethernet adapter, redundant power cord, server hard drives, and computers. The technology was needed to support an organization-wide server refresh project.

**PARTICIPANT DEMOGRAPHICS:**

In FY19, the R'Club provided services to 2694 youth at a 22 of Title I elementary school sites around Pinellas County. Of those, 46% were white, 36% were African American, 51% were male, and 85% were between the ages of five and nine. Forty-six percent of households had an income of less than \$30,000, and 49% had a household arrangement of a Single Parent, Female Head of Household. The majority of participants resided in St. Petersburg (32%) followed by Clearwater (28%).

**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.                                                        | N/A    | N/A    | N/A    | N/A    | 70%      | 94%    |
| Percent of students who miss less than 10% of unexcused school days                                                 | N/A    | N/A    | N/A    | N/A    | Baseline | 94%    |
| 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 | 78%    |
| Percent of students with an improved score on the Florida Standardized Assessment (FSA) Mathematics                 | N/A    | N/A    | N/A    | N/A    | Baseline | 80%    |

\*Individual program level analysis was not conducted in FY17 and 18. A statistical analysis on all four Promise Time programs was conducted and aggregated into one report. This analysis can be requested.

**PROGRAM MONITORING ACTIVITIES:**

**Program Observation Date(s):** 11/6/19, 3/25/19, 4/3/19

**Collaborative Meeting/Consultation Date(s):** 10/17/18, 10/28/18, 2/8/19, 3/19/19, 9/9/19

**Administrative Review Date(s):** 4/16/19, 7/18/19, 8/21/19, 9/23/19

**Volunteer File Review Date(s):** 8/12/19

The Promise Time collaborative was established in 2014 with the goal of increasing academic performance for students attending Title I public schools in Pinellas County. In general, the partnership consists of the Juvenile Welfare Board of Pinellas County (JWB), Pinellas County Schools, and Out of School Time (OST) providers. OST providers include R' Club Child Care Inc., The Young Mens Christian Association of the Greater St. Petersburg, Inc., Young Men's Christian Association of the Suncoast, Inc., and the City of Dunedin. The collaborative is unique in that it consists of various nonprofit and municipal organizations all implementing an identical program model.

The Promise Time program model consists of fundamental components including individualized online curriculum (iReady), small group tutoring, incentives and overlay enrichment activities. The program is designed to support academically struggling students in a before and after school environment. Research suggests afterschool programs, whose mission includes children's socialization, peer relations, and adaptive functioning are uniquely positioned to support and promote children's healthy development. Throughout the years, the program model has evolved to incorporate activities that encourages participation, family engagement and positive youth development.

In FY19, the R'Club Promise Time program maintained full licensure with Pinellas County Licensing Board (PCLB) at all of their school based locations. PCLB inspections cover an array of items including supervision of staff, personnel and youth file reviews, review of transportation logs, and food/nutrition document review. In total, the agency received 67 inspections between the 22 locations. Overall, each site received two or more inspections and majority of the inspections conducted resulted in full compliance. However, in instances where a site was deemed non-compliant it was mainly due to attendance not being collected accurately and staff not completing the required annual child care trainings in the allotted time frames. In all cases, R'Club Promise Time staff were able to resolve the non-compliances by providing the needed documentation or submitting an action plan identifying strategies that would prevent the occurrences from happening in the future.

## **DATA QUALITY:**

### **File Review Date(s): N/A**

Prior to FY19, Promise Time program data was limited and submitted via JWB's online secure portal, SharePoint. This data collection method allowed for a number of errors, and didn't provide JWB with ample information to understand how various demographic variables affected program outcomes. To align all Promise Time providers with other JWB funded programs and strengthen the quality of data, submission of all programmatic data was moved to the GEMS data system. During the year, trainings were conducted with providers on data collection and entry procedures, reviewing data for accuracy, and running reports to evaluate the program. JWB reviewed data on an ongoing basis to ensure it was being entered cleanly, and worked with the program to ensure accuracy. Data for the Promise Time program is also regularly collected through the iReady online curriculum that is used as part of the program. This information was reviewed in conjunction with the Title I offices and Curriculum Associates (the organization that owns the iReady curriculum) to examine program implementation. As we continue to work to align Promise Time programs with other JWB funded programs file reviews to review data accuracy will be conducted in the future.

## **ANALYSIS OF PERFORMANCE:**

Until FY19, Promise Time model was evaluated as a whole, and did not examine each individual program's contribution to that model. However, in an effort to further align the Promise Time programs with other JWB funded programs, JWB initiated changes to how data is recorded and measured. This included measuring the program's individual programmatic attendance and the academic achievement of each program's individual participants, including school attendance.

Programmatic attendance is measured by the percentage of time a participant attends the program. For example, if a participant was enrolled in a program for ten days, but only attended seven of those ten days, their programmatic attendance would be 70%. JWB believes that in order for a program to affect the desired outcome, regular attendance is necessary. This is defined as attending a program three to four days per week or 70% of the time or more. As a school based program, JWB expected attendance to be high, and set the goal for 70% of participants to attend 70% of program days or more. R'Club's Promise Time program was easily able to achieve this measure with 94% of their participants attending regularly. This speaks to the high engagement of the program with participants.

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 outcomes<sup>1</sup>. With the support of the OST program 94% of participants had no

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<sup>1</sup> 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>.

more than 18 unexcused absences from school, and 40% and 52% scored satisfactory or better on 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. As the Promise Time program is offered at Title I schools, we know that R'Club 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-eight (78%) and 80% of students showed growth on the FSA ELA and Math exams, respectively.

|                                  |                        |                                 |                       |
|----------------------------------|------------------------|---------------------------------|-----------------------|
| <u>Desmon Newton</u>             | Date: <u>8/31/2020</u> | <u>JoAnn DiLernia</u>           | Date: <u>9/1/2020</u> |
| <b>Desmon Newton</b>             |                        | <b>JoAnn DiLernia</b>           |                       |
| <b>Senior Program Consultant</b> |                        | <b>Senior Program Evaluator</b> |                       |

|                                       |                       |                                   |                       |
|---------------------------------------|-----------------------|-----------------------------------|-----------------------|
| <u>Karen Woods</u>                    | Date: <u>9/1/2020</u> | <u>Karen Boggess</u>              | Date: <u>9/1/2020</u> |
| <b>Karen Woods</b>                    |                       | <b>Karen Boggess</b>              |                       |
| <b>Program Administration Manager</b> |                       | <b>Program Evaluation Manager</b> |                       |

|                                |                       |
|--------------------------------|-----------------------|
| <u>Judith Warren</u>           | Date: <u>9/1/2020</u> |
| <b>Judith Warren</b>           |                       |
| <b>Chief Operating Officer</b> |                       |

|                                |                       |
|--------------------------------|-----------------------|
| <u>Beth A. Houghton</u>        | Date: <u>9/2/2020</u> |
| <b>Beth A. Houghton</b>        |                       |
| <b>Chief Executive Officer</b> |                       |



## EXECUTIVE SUMMARY OF PROGRAM MONITORING REPORT

**Agency:** R' Club Child Care Inc.

**Program:** Middle School Academy (MSA)

**Program Monitoring Reporting Period:** October 1<sup>st</sup>, 2018 through September 30<sup>th</sup>, 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                       |
|----------------------------------------------------------------------|--------------------------|----------------------------|----------------------------|
| <b>Total Program Budget</b>                                          | \$88,534                 | \$283,765                  | \$727,384                  |
| <b>JWB Allocation</b>                                                | \$55,955                 | \$264,307                  | \$664,973                  |
| <b>Percent of Total Program Budget represented by JWB Allocation</b> | 63%                      | 93%                        | 91%                        |
| <b>Lapse</b>                                                         | \$3,533                  | \$13,454                   | \$8,667                    |
| <b>Cost per Participant*</b>                                         | \$1,553<br>(\$88,534/57) | \$1,113<br>(\$283,765/255) | \$1,724<br>(\$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 21<sup>st</sup> 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.<sup>1</sup> 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.

<sup>1</sup> Miller, B. M. (2003, May). Critical Hours: Afterschool Programs and Educational Success. Retrieved April 21, 2003, from <https://www.nmcfoundation.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 21<sup>st</sup> 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 21<sup>st</sup> Century grants. As with 21<sup>st</sup> 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 outcomes<sup>2</sup>. 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

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<sup>2</sup> 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> |
| <b>Desmon Newton</b>             |                        | <b>JoAnn DiLernia</b>           |                        |
| <b>Senior Program Consultant</b> |                        | <b>Senior Program Evaluator</b> |                        |

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

|                                |                          |
|--------------------------------|--------------------------|
| <u><i>Judith Warren</i></u>    | Date: <u>6/27/2020</u>   |
| <b>Judith Warren</b>           |                          |
| <b>Chief Operating Officer</b> |                          |
| <u><i>Beth A. Houghton</i></u> | Date: <u>Jul 7, 2020</u> |
| <b>Beth A. Houghton</b>        |                          |
| <b>Chief Executive Officer</b> |                          |



## Executive Summary of Program Monitoring Report

**Agency:** Suncoast Center, Inc.

**Program:** Family Services

**Program Monitoring Reporting Period:** October 1<sup>st</sup>, 2018 through September 30<sup>th</sup>, 2019

### Brief Program Description:

The Suncoast Center, Inc. Family Services program offers Child Advocacy Services, Sexual Assault Services, and a broad continuum of behavioral health services throughout Pinellas County. At an agency level Suncoast has special expertise in the application of trauma informed care, the provision of early childhood interventions, and family orientated services. Beyond office based care, the Family Services program has the capacity to offer flexible services in client homes, and in other community settings including schools, Head Start/Early Head Start settings, and maximizes service reach and access through the use of technologies such as Teletherapy to meet the needs of families throughout Pinellas County.

### Agency/Program Accomplishments

The agency has adopted a deliberate adjustment in its stance around promoting sustained engagement in treatment through the utilization of the Evidence Based Feedback Informed Treatment (FIT) model. There is robust and well detailed empirical evidence to support the utility of the FIT model in relation to improving treatment outcomes, engagement levels and reducing attrition rates.<sup>1</sup> FIT is an approach specifically designed for evaluating and improving the quality and effectiveness of outpatient behavioral health services. as of the date of the writing of this report the agency has now fully integrated the application of FIT across all clinical service components and moving forward there is now the ability to evaluate sustained treatment retention rates in relationship to the application of the model.

### Technical Assistance:

Over the last two fiscal years pertaining to increasing the overall integrity of data reporting as to the number of participants served. These gains have been achieved through ongoing technical assistance, adjustments to the data reporting upload logic model, development of a data entry procedural manual and the distribution of Quality Assurance reports to aid managerial staff in the identification of errors. As a result, these improvements now provide a more accurate reflection of the actual number of participants served.

### Fiscal Snapshot:

|                             | FY17        | FY18        | FY19        | Comments                                                                      |
|-----------------------------|-------------|-------------|-------------|-------------------------------------------------------------------------------|
| <b>Total Program Budget</b> | \$7,859,687 | \$8,515,691 | \$8,994,306 | JWB capital awards of \$38,500 in FY17, \$73,282 in FY18 and \$68,700 in FY19 |
| <b>JWB Allocation</b>       | \$5,087,955 | \$5,240,594 | \$5,397,812 |                                                                               |

<sup>1</sup> Schuckard, E., Miller, S. D., & Hubble, M. A. (2017). Feedback-informed treatment: Historical and empirical foundations.

|                                                                      |                           |                            |                             |  |
|----------------------------------------------------------------------|---------------------------|----------------------------|-----------------------------|--|
| <b>Percent of Total Program Budget represented by JWB Allocation</b> | 65%                       | 62%                        | 60%                         |  |
| <b>Lapse</b>                                                         | \$31,942                  | \$70,365                   | \$123,106                   |  |
| <b>Cost per Participant*</b>                                         | \$951<br>\$7,859,687/8265 | \$866<br>\$8,515,691/9,828 | \$837<br>\$8,994,306/10,685 |  |

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

### Participant Demographics:

The program served a total of 10,685 participants in FY19 exceeding the proposed target for the year. Of these participants 6,914 (64%) were children and 3,771 (35%) were adults. The adults served were mostly females (92%). More than half of adults reported having an income under \$10,000 with 39% reporting an income of zero. The children served represented a more equal distribution between males (55%) and females (45%). More than half (55%) of the children served were from a single parent household. Sixty-four percent of the children served were 10 to 18 years old and thirty-six percent were under 10 years old.

### Program Outcomes:

| <b>Performance Measure Description</b>                                                                                                                                                                                               | <b>FY17</b> |        | <b>FY18</b> |        | <b>FY19</b> |        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------|-------------|--------|-------------|--------|
|                                                                                                                                                                                                                                      | Target      | Actual | Target      | Actual | Target      | Actual |
| Percent of children who have completed counseling services and have transferred to ongoing psychiatric services (aftercare) will maintain or improve their functioning as measured by the Children's Global Assessment Scale (CGAS). | 70%         | 99%    | 70%         | 93%    | 85%         | 100%   |
| Percent of children (4 years of age and older) open at least 30 days improve their functioning as measured by the CGAS.                                                                                                              | 70%         | 72%    | 70%         | 67%    | 70%         | 80%    |
| Percent of children will have no new verified reports of abuse and/or neglect during program participation as measured by independent verification Florida Safe Families Network (FSFN).                                             | 90%         | 98%    | 90%         | 99%    | 95%         | 98%    |

| Performance Measure<br>Description                                                                                                                                                                    | FY17   |        | FY18   |        | FY19   |        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|--------|--------|--------|--------|
|                                                                                                                                                                                                       | Target | Actual | Target | Actual | Target | Actual |
| Percent of children who completed the program will have no new verified reports of abuse and/or neglect for a period of 12 months following case closure as measured by independent verification FSN. | 85%    | 96%    | 85%    | 98%    | 90%    | 97%    |
| Percent of children will not experience an out-of-home placement during services as measured by independent verification FSN.                                                                         | 90%    | 99%    | 90%    | 100%   | 95%    | 99%    |
| Percent of children who have completed the program will not experience an out-of-home placement for a period of 12 months following case closure as measured by independent verification FSN.         | 85%    | 98%    | 85%    | 99%    | 90%    | 99%    |

**Program Monitoring Activities:**

**Program Observation Dates:** 4/3/19 and 4/24/19

**Collaborative Meeting/Consultation Date(s):** 10/25/18, 1/17/19, 3/20/19, 4/4/19, 4/27/19, 5/19/19, 5/20/19, 5/31/19, 6/20/19 and 8/6/19.

- The agency utilizes a centralized intake process as the hub for referrals to services provided in homes, schools, community locations and at each of the five physical locations across the county. The North County site, located in Tarpon Springs, allows space for both direct services and the occurrence of regular meetings for staff serving families in the area. JWB staff were afforded the opportunity to observe one such meeting led by program leadership and involving both direct care clinical staff and Parent Aids who function to support families in accessing supplementary services and resources. Program staff discussed an emerging initiative to formalize a partnership with the local affiliate of the Florida National Alliance on Mental Illness (NAMI) to explore the development of support groups for parents with latency age children who are presenting with the early signs of a serious emotional disturbance (SED). The provision of such support groups are viewed as an effective forum to allow for the exploration of parental problem solving skills, the development of parental coping skills and the reduction of the sense of isolation experienced by

many parents raising a child with an SED due to the associated stigma.<sup>2</sup> Staff also discussed various strategies to increase outreach efforts based on the identified needs of the community via increasing linkages to local organizations. Overall the meeting was observed to be well structured, attentive to the needs of the local community and staff were viewed as being highly engaged in the process.

- At a national level, elevating teenage suicide rates in the ages 12-18 category in recent years has underscored the importance of early suicide prevention efforts that account for gender, developmental level and contextual and environmental factors.<sup>3</sup> At a local level, Pinellas County suicide rates in this age group have continued to occur at a higher rate when compared to statewide levels over the last decade with a peak of 11 per 100,000 of population occurring in 2018.<sup>4</sup> However, in viewing the 2019 data this rate was reduced to 3 per 100,000 of population. Although it is unknown as to the multitude of variables that may have impacted this decline, it is noteworthy to recognize the ongoing prevention efforts that have occurred at the local level over the last two fiscal years.

Over the course of the fiscal year the agency continued to partner with provider organizations to press forward the momentum of the systemic integration of the best practice elements set forth in the National Action Alliance for Suicide Prevention Zero Suicide (ZS) Model. The tenets of this model include, but are not limited, a unified and comprehensive approach to prevention and intervention across public and mental health systems.<sup>5</sup> The local collective impact initiative, referred to as the Pinellas Behavioral Health System of Care, is framed around a Memorandum of Understanding (MOU) which core partners entered into in FY18.

As part of the initiative, the agency formed an internal Zero Suicide Steering Committee that meets on a regular basis to guide the infusion of suicide prevention best practices at both an organizational and direct service delivery level. JWB staff attended one such meeting during which the group discussed the major areas of progress and accomplishments that have been achieved thus far. These successes included: the completion of a Zero Suicide Workforce Survey to inform modifications to the agency's training plan, pinpointing the collection of specific data elements to aid in risk management, the utilization of comprehensive assessments to ensure adequate safety planning and the formation of treatment plans that specifically address suicide risk factors. In addition, the group reviewed the utilization of empirically valid clinical screening instruments such as the Patient Health Questionnaire-9<sup>6</sup> and the Columbia Suicide Severity Rating Scale<sup>7</sup> to support the identification of risk factors that may not be initially visible. Furthermore, the group discussed the increased emphasis that was now placed on coordinating with external community partners to ensure the development of a unified safety plan that addresses risk across multiple domains. Overall, JWB staff were highly impressed by the depth and scope of the work that the agency has

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<sup>2</sup> Mohr, W. K., Lafuze, J. E., & Mohr, B. D. (2000). Opening caregiver minds: National Alliance for the Mentally Ill's (NAMI) Provider education program. *Archives of Psychiatric Nursing*, 14(5), 235-243.

<sup>3</sup> Miron, O., Yu, K. H., Wilf-Miron, R., & Kohane, I. S. (2019). Suicide rates among adolescents and young adults in the United States, 2000-2017. *Jama*, 321(23), 2362-2364.

<sup>4</sup> FLHealthCHARTS. (n.d.). Retrieved July 15<sup>th</sup>, 2020, retrieved from <http://www.flhealthcharts.com/>

<sup>5</sup> Brodsky, B. S., Spruch-Feiner, A., & Stanley, B. (2018). The zero suicide model: applying evidence-based suicide prevention practices to clinical care. *Frontiers in psychiatry*, 9, 33.

<sup>6</sup> Kennedy, G., Beard, J., Cerdá, M., Joshi, S., Rundle, A., Ompad, D., & Bader, C. (2015). How Well Does the Patient Health Questionnaire-9 Item "thoughts of you would be better off dead or hurting yourself" Identify Community Residents with Explicit Ideas of Suicide? *The American Journal of Geriatric Psychiatry*, 23(3), S158-S159.

<sup>7</sup> Posner, K., Brown, G. K., Stanley, B., Brent, D. A., Yershova, K. V., Oquendo, M. A., & Mann, J. J. (2011). The Columbia–Suicide Severity Rating Scale: initial validity and internal consistency findings from three multisite studies with adolescents and adults. *American Journal of Psychiatry*, 168(12), 1266-1277.

accomplished in relationship to further enhancing best practice approaches aimed towards mitigating suicide risk levels not only for the population served but for the community as a whole.

- Nationwide Mobile Mental Crisis Response teams have emerged as the vanguard model of intervention in relationship to providing effective interventions to those experiencing acute psychiatric incidents in the community.<sup>8</sup> However, often equipped with limited mental health expertise, law enforcement officers most often act as first responders to individuals experiencing a mental health crisis in a community based setting. Under these circumstances, individuals are often directly transported to crisis stabilization units or hospital emergency rooms thus negating the opportunity for more immediate assessment and treatment in the community.<sup>9</sup> Across the state of Florida and in Pinellas County in particular, similar patterns have occurred over the years with approximately 50% of Baker Acts being initiated by law enforcement.<sup>10</sup> In recognition of this continuing trend, the 2017 Florida Legislature enacted BH1121 to create a Task Force within the Department of Children to examine the functions of the existing Mobile Response Teams (MRTs) across the state and provide recommendations to reduce the elevated trends of involuntary psychiatric examinations of children aged 17 and under. Following the passage of the Marjory Douglas Stoneman Douglas High School Safety Act, (Ch. 2018-3, Laws of Florida) funding intent was provided for the creation of a statewide network of MRTs through a competitive procurement process in 2018.

In a collaborative response, Personal Enrichment through Mental Health Services (PEMHS) was awarded the contract in February 2019 to develop an MRT to serve Pinellas County in partnership with Suncoast and Baycare. The creation of this service represents a significant addition to the available array of mental health services within the county. The rapid coordination of diversion based alternative mental health services is achieved through Suncoast MRT clinicians interfacing directly with the JWB funded Family Services program. This dynamic integrated model represents a best practice and provides inherent flexibility allowing for continuity of care across agency components. Moreover, this practice aligns directly with the agency's embracement of the philosophical principles of the ZS model which, as referenced previously, emphasizes the critical importance of a coordinated approach to intervention as a means to alleviate risk levels.

### **Analysis of Performance:**

The program's performance is measured by evaluating clinical progress and the prevention of child maltreatment. In order to measure clinical progress the Children's Global Assessment Scale (CGAS) is utilized to assess the child's daily functioning over a specific period of time. At each session, the clinician rates the participant on a scale 1 to 100 which represent from severe functional impairment to superior functioning.<sup>11</sup> The program has two measures specifically related to CGAS: improved functioning during counseling services for those open 30 days or more and maintained or improved functioning for those who ongoing psychiatric services after completing counseling. The program exceeded their target for both CGAS measures. It is of particular note that 100% of those receiving ongoing psychiatric maintained or improved their global functioning score.

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<sup>8</sup> State of Massachusetts Children's Behavioral Health Initiative (CBHI) Emergency Services Program Mobile Crisis Intervention Practice Guidelines, Retrieved July 17<sup>th</sup> 2020 from [www.mass.gov/cohhs/docs/masshealth/cbhi/practiceguidelines-mci.doc](http://www.mass.gov/cohhs/docs/masshealth/cbhi/practiceguidelines-mci.doc)

<sup>9</sup> Lee, S. J., Thomas, P., Doulis, C., Bowles, D., Henderson, K., Keppich-Arnold, S., & Stafrace, S. (2015). Outcomes achieved by and police and clinician perspectives on a joint police officer and mental health clinician mobile response unit. *International journal of mental health nursing*, 24(6), 538-546.

<sup>10</sup> Christy, A., Stiles, P. G., & Shanmugam, S. (2007). The Florida mental health act (Baker Act) 2007 annual report.

<sup>11</sup> Shaffer, D., Gould, M. S., Brasic, J., Ambrosini, P., Fisher, P., Bird, H., & Aluwahlia, S. (1985). A Children's Global Assessment Scale (CGAS) (for children 4 to 16 years of age). *Psychopharmacological Bulletin*, 21(4), 747-748.

Related to the prevention of child maltreatment, the program exceeded all targets regarding children experience no verified report of maltreatment and no out-of-home placements both during services and after. These targets were all by 5% in FY19 to align with the program's continual achievement. As noted in the performance chart above, the Family Services program has maintained exceptionally high outcomes in the area of child maltreatment prevention.

*Paul Webb* Date: 8/13/20  
**Paul Webb**  
**Senior Program Consultant**

*Megan Seales* Date: 8/12/20  
**Megan Seales**  
**Senior Program Evaluator**

*Karen Woods* Date: 8/14/2020  
**Karen Woods**  
**Program Administration Manager**

*Karen Boggess* Date: 8/13/2020  
**Karen Boggess**  
**Program Evaluation Manager**

*Judith Warren* Date: 8/24/2020  
**Judith Warren**  
**Chief Operating Officer**

*Beth A. Houghton* Date: 8/24/2020  
**Beth A. Houghton**  
**Chief Executive Officer**



## EXECUTIVE SUMMARY OF PROGRAM MONITORING REPORT

**Agency:** Young Men's Christian Association of Greater St. Petersburg

**Program:** The Middle School Academy

**Program Monitoring Reporting Period:** October 1<sup>st</sup>, 2018 through September 30<sup>th</sup>, 2019

### PROGRAM DESCRIPTION:

The Middle School Academy (TMSA) program offers innovative programming to students in 6th through 8th grade at Meadowlawn and Pinellas Park. Program services are available five days a week offering various clubs and academic supports to students. TMSA strives to cultivate a safe, engaging and welcoming environment where students build positive relationships, feel a sense of belonging and empowerment as they grow in their commitment to learning.

### AGENCY/PROGRAM ACCOMPLISHMENTS:

Strengthening the foundation of the community is a fundamental cause for The Young Men's Christian Association of Greater St. Petersburg (YGSP). Over the years, the organization has been recognized by various community stakeholders and partners for the ongoing dedication to this initiative. Most recently, YGSP received the Raymond James Community Impact Award for the outstanding work done in the St. Petersburg community.

### TECHNICAL ASSISTANCE:

TMSA received ongoing technical assistance throughout the fiscal year. The technical assistance provided focused on program needs or priorities identified by JWB and TSMA staff. This included contract administration, contract management, data analysis, and budget administration.

### FISCAL SNAPSHOT:

|                                                                      | FY17 | FY18 | FY19                       | Comments |
|----------------------------------------------------------------------|------|------|----------------------------|----------|
| <b>Total Program Budget</b>                                          | N/A  | N/A  | \$400,000                  |          |
| <b>JWB Allocation</b>                                                | N/A  | N/A  | \$400,00                   |          |
| <b>Percent of Total Program Budget represented by JWB Allocation</b> | N/A  | N/A  | 100%                       |          |
| <b>Lapse</b>                                                         | N/A  | N/A  | \$92,708                   |          |
| <b>Cost per Participant*</b>                                         | N/A  | N/A  | \$2,878<br>(\$400,000/139) |          |

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

**PARTICIPANT DEMOGRAPHICS:** In FY19, TMSA provided services to 139 youth: 69 participants at Meadowlawn and 70 at Pinellas Park. Forty-nine percent of participants were White, 29% were African American, 5% were Asian, and 17% identified as another race. Fifty-one percent of participants were female, and 62% of participants were in the sixth grade. Thirty-six percent of participants reported a household income of \$0; while another 12% decline to report. The high percentage reporting \$0 may be due to a data entry issue. Of all others, 35% had a household income of less than \$30,000 a year. Forty-one percent had a household arrangement of a Single Parent, Female Head of Household, and another 35% had an arrangement of Dual Parent-Married. While JWB will be moving to using the Child Opportunity Index in future years, 58% of 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    | N/A    | N/A    | Baseline | 93%    |
| Percent of students with an improved score on the Florida Standard Assessment English Language Arts | N/A    | N/A    | N/A    | N/A    | Baseline | 73%    |
| Percent of students with an improved score on the Florida Standard Assessment Math                  | N/A    | N/A    | N/A    | N/A    | Baseline | 61%    |
| Percent of students with no more than one school suspension                                         | N/A    | N/A    | N/A    | N/A    | Baseline | 86%    |
| Percent of youth attending 60% of program days or more.                                             | N/A    | N/A    | N/A    | N/A    | 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):** 7/9/19, 9/25/19

**Interview Date(s):** 7/9/19, 9/25/19

**Collaborative Meeting/Consultation Date(s):** 9/18/19

**Administrative Review Date(s):** 12/14/18, 12/27/18, 1/9/19, 3/22/19

TMSA is a before and after school program that supports positive youth development through academic enrichment, tutoring, and various club based programming. Both TMSA sites are located in Title I schools, which are impacted by low socioeconomic factors. Research examining child developmental outcomes has found young people are increasingly affected by the characteristics of the larger community as they reach adolescence.<sup>1</sup> Moreover, characteristics such as neighborhood composition, family income, and social cohesion have a greater influence as they reach this age. The program design allows for club based activities to occur in the mornings whereas academic focused programming happens during the afternoon. TMSA supports the academic needs of program participants by providing tutoring – as needed – for students experiencing academic challenges.

<sup>1</sup> 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>

Apart from academic support, TMSA seeks to ensure students maintain healthy social/emotional development. With this in mind, the program incorporates various opportunities for students to participate in activities that encourage personal growth. For example, guest speakers are invited to program sites to speak about healthy lifestyle choices. The program strives to assist students in improving their interpersonal skills, which could have lasting impacts into early adulthood. TMSA conducts ongoing personal and family enrichment activities in an attempt to strengthen the relationship between the student, school, and the family.

On July 9, 2019 JWB staff conducted a program observation at Meadowlawn Middle School. Program participants were divided between three areas: two portables and the cafeteria. In one area, JWB staff observed youth in groups of three preparing for a presentation about the consequences of illicit drug use. The title of the presentation was the "Truth About Drugs." The facilitator discussed the negative personal and community impacts of illicit street drugs and the consequences of addiction. The facilitator educated students about commonly used street names and why avoidance is necessary. At the end of the presentation students worked in groups and discussed strategies of how to deal with peer pressure related to drug use. In the cafeteria, students were participating in a word scramble activity. Teams of four to five people had to run back and forth across the cafeteria picking up random letters in an attempt to form the largest word possible. Letters were scored similar to Scrabble, and the team with the highest points got bragging rights. The last group was working on developing a commercial using editing software and were storyboarding. All groups rotated through each activity throughout the day. During the same observation, JWB staff informally interviewed a few students after the presentation about illicit drugs. Students reported the presentation was helpful and informative. TMSA provides an array of personal enrichment opportunities including guest speakers, exposure trips, and family engagement events intended to foster program engagement.

For FY19, all TMSA school based sites were inspected by Pinellas County Licensing Board (PCLB). However, on March 27, 2019 the Pinellas Park Middle School site was found not compliant due to a staff member not completing the required forty clock hours prior to inspection. As a result, TMSA SD was tasked to complete an action plan to correct the infraction. Substantial compliance is a level of adherence which is sufficient to safeguard the health, safety, and wellbeing of all children under care. It aligns with many licensing standards but is not required by law or statute. The determination if a site should be fully licensed or substantially compliant is based off of the population that is served. Specifically, if the site only serves middle or high school students, JWB requires the site to adhere to substantial compliance guidelines. Inspections include, but are not limited to, supervision of staff and child interactions, review of child and personnel files, and assessment of the physical environment for safety, health, or sanitary concerns. Overall, TMSA sites were fully compliant in all areas of review.

#### **DATA QUALITY:**

**File Review Date(s):** 6/8/2019; Overall Score: 90%

As a new program, TMSA focused on establishing programmatic quality and data integrity. The program's first file review was conducted in June 2019. Overall, they possessed strong data quality, but had room for improvement in three areas: collection of consent forms, tracking episodes, and tracking attendance. First, a number of the consent forms releasing personal information to JWB were signed by participants instead of their parents. As the participants are younger than 18, and did not have the legal authority to sign, these files were not reviewed. JWB reminded TMSA staff that the consent documents are legal releases of information and cannot be signed by minors. JWB asked that all paperwork be reviewed to ensure a parent/guardian had signed; in the cases where an adult had not signed, JWB required new consent documents be obtained. Second, TMSA was not tracking episode closures at the time of review. JWB discussed with TMSA staff their process of tracking students entering and leaving the program. Technical assistance was provided on how to better facilitate this process, and an episode tracking tool – developed by another Out of School Time (OST) program – was supplied. Lastly,

attendance data for a few participants were missing entire weeks in GEMS. The information was available on the attendance log, but had been missed when data was being entered. JWB reviewed the process for entering attendance into GEMS with TMSA staff. Some suggestions were made on how to improve the process and better facilitate data entry. Additionally, it was suggested that the Program Director regularly review data to ensure accuracy is being maintained.

In addition to the errors noted above, TMSA had minor data inconsistencies between GEMS and the files. As discussed, many of these inconsistencies were in regards to household income. Requirements for data collection were reviewed, referencing the JWB Data Quality Manual, and suggested that the Program Director review this document thoroughly with his staff. Despite the errors noted, TMSA possessed files that were thorough and organized. As a new program, TMSA has started out on the right footing, and with some further technical assistance should be able to maintain strong data quality.

**ANALYSIS OF PERFORMANCE:** TMSA was first funded in October 2018 and is designed off of the Middle School Academy (MSA) model started by R'Club. The MSA model is based off of the 21<sup>st</sup> Century Community Learning Center programs, and emphasizes strong academic programming, family engagement, community service, and a connection to school. Since FY13, the YGSP hosted 21<sup>st</sup> Century Community Learning Center programs at a number of schools in Pinellas County. As the agency decided to no longer seek out funding from the federal government to implement a 21<sup>st</sup> Century program, JWB worked with YGSP to ensure children were still being served with an academically focused program. R'Club had been running their MSA at Seminole Middle School for one year, which was showing preliminary positive results. YGSP, R'Club, and JWB worked together to allow for the adoption of the MSA model at the Meadowlawn and Pinellas Park sites as they rolled off of the 21<sup>st</sup> Century grants.

To align with the R'Club's MSA program, TMSA was evaluated on programmatic attendance, school measures, including school attendance, Florida Standard Assessment (FSA) English Language Arts (ELA) and Math scores, and school suspensions. They were also evaluated on student participation in the OST survey. At the onset, TMSA established an attendance requirement for all participants – allowing them to only miss 5 days per month – which helped lead to 91% of participants attending the program 60% of the time or more. High attendance, specifically with middle school students, speaks to the quality of the program and the engagement of participants. Many of the participants who attended TMSA carried over from the 21<sup>st</sup> Century program, which had strict attendance requirements (i.e. number of days and hours in the program per week). It is possible that these requirements, while no longer in place, helped maintain a high attendance rate, as this is what parents were used to.

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 outcomes<sup>2</sup>. As stated, TMSA is an academically structured OST program that utilizes tutors to support students. Ideally, tutors are Certified Teachers who work at the school during the day. Tutors support students in a range of topic areas, but mainly focus on math and reading. While tutoring is available to everyone, those who have a C or below in any subject area receive more attention. In addition, report cards and progress in school is tracked closely. With this support, 90% of students has less than 18 unexcused absences, 53% scored satisfactory or better on the FSA ELA exam, 70% scored satisfactory or better on the FSA Math exam, and 92% had one or less school suspension.

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<sup>2</sup> 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>.

In addition, we also look at growth on these exams. Having high levels of growth could tell us a different story about the impact of the program. While two years of data is needed to determine growth, and TMSA is a new program, a number of the students were enrolled in 21<sup>st</sup> Century. For this reason, growth was still able to be measured. Examining raw scores on the exams for two years, 75% and 88% of students showed growth on the FSA ELA and Math exams, respectively.

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. TMSA was able to survey 38 out of a possible 38 eligible participants, a 100% 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. For this reason, the majority of participants served were not eligible to take the survey. The overwhelming response to the survey was positive with 95% of respondents agreeing that the program helped them learn to respect and work with others. Additionally, 92% of respondents stated that the program helped them with their math, while 79% agreed that the program helped them with their reading, writing, and comprehension. These are some of the highest results for an OST program on these questions. TMSA did have lower results around the area of healthy eating habits with 66% responding affirmatively. This could be an area of focus for TMSA in the future.

TMSA appears to have had a strong start to programming. Engagement with students seems to be high, as evidenced by the regular attendance, and the program supported strong academic outcomes. It is yet unknown if this will continue in future years, or if the results are a matter of happenstance. An additional site will be added in FY20, which may affect results. It'll be important to keep an eye on this program as it continues to grow.

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| <u><i>Desmon Newton</i></u>      | Date: <u>6/24/2020</u> | <u><i>JoAnn DiLernia</i></u>    | Date: <u>7/1/2020</u> |
| <b>Desmon Newton</b>             |                        | <b>JoAnn DiLernia</b>           |                       |
| <b>Senior Program Consultant</b> |                        | <b>Senior Program Evaluator</b> |                       |

|                                       |                       |                                   |                       |
|---------------------------------------|-----------------------|-----------------------------------|-----------------------|
| <u><i>Karen Woods</i></u>             | Date: <u>7/1/2020</u> | <u><i>Megan Seales</i></u>        | Date: <u>7/1/2020</u> |
| <b>Karen Woods</b>                    |                       | on behalf of Karen Boggess        |                       |
| <b>Program Administration Manager</b> |                       | <b>Karen Boggess</b>              |                       |
|                                       |                       | <b>Program Evaluation Manager</b> |                       |

|                             |                       |
|-----------------------------|-----------------------|
| <u><i>Judith Warren</i></u> | Date: <u>7/2/2020</u> |
|-----------------------------|-----------------------|

**Judith Warren**  
**Chief Operating Officer**

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| <u><i>Beth A. Houghton</i></u> | Date: <u>July 7, 2020</u> |
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**Beth A. Houghton**  
**Chief Executive Officer**



## EXECUTIVE SUMMARY OF PROGRAM MONITORING REPORT

**Agency:** The Young Men's Christen Association of Greater St. Petersburg

**Program:** Promise Time

**Program Monitoring Reporting Period:** October 1<sup>st</sup>, 2018 through September 30<sup>th</sup>, 2019

### PROGRAM DESCRIPTION:

The Promise Time program offers extended learning opportunities to students at 13 Pinellas County Title I elementary schools. In general, the program was designed to support academically struggling students before and after school. Students enrolled in full program model participate in enrichment clubs, iReady online curriculum for reading and math, and small group tutoring. The focus of the Promise Time program is acceleration of achievement and advancements in academic performance.

### TECHNICAL ASSISTANCE:

The technical assistance provided focused on program needs or priorities identified by JWB and Promise Time staff. This included contract administration, contract management, data analysis, and budget administration.

### FISCAL SNAPSHOT:

|                                                                      | FY17                     | FY18                     | FY19                     |
|----------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| <b>Total Program Budget</b>                                          | \$211,078                | \$215,794                | \$238,031                |
| <b>JWB Allocation</b>                                                | \$221,078                | \$215,794                | \$204,687                |
| <b>Percent of Total Program Budget represented by JWB Allocation</b> | 100%                     | 100%                     | 86%                      |
| <b>Lapse</b>                                                         | \$83,029                 | \$48,505                 | \$59,527                 |
| <b>Cost per Participant*</b>                                         | \$206<br>(211,078/1,027) | \$339<br>(\$215,794/637) | \$255<br>(\$238,031/933) |

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

### PARTICIPANT DEMOGRAPHICS:

In FY19, YGSP Promise Time provided services to 933 youth at a 13 of Title I elementary school sites in St. Petersburg. Of those, 47% were African American, 35% were white, and 52% were female. The majority of participants (29%) were in Kindergarten, followed by first grade with 20% of youth served. While 30% of households did not report an income, 43% had an income of less than \$30,000. Fifty-eight percent of participants came from a Single Parent, Female Head of Household, while another 23% had a Dual Parent – Married

arrangement. While YGSP Promise Time serves only schools in St. Petersburg, participants also lived in Clearwater, Largo, and Tarpon Springs.

## 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.                                                        | N/A    | N/A    | N/A    | N/A    | 70%      | 75%    |
| Percent of students who miss less than 10% of unexcused school days                                                 | N/A    | N/A    | N/A    | N/A    | Baseline | 95%    |
| 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 | 87%    |
| Percent of students with an improved score on the Florida Standardized Assessment (FSA) Mathematics                 | N/A    | N/A    | N/A    | N/A    | Baseline | 84%    |

\*Individual program level analysis was not conducted in FY17 and 18. A statistical analysis on all four Promise Time programs was conducted and aggregated into one report. This analysis can be requested.

## PROGRAM MONITORING ACTIVITIES:

**Program Observation Date(s):** 3/26/19, 3/27/19, 4/1/19, 4/11/19

**Collaborative Meeting/Consultation Date(s):** 10/18/18, 3/19/19, 4/16/19, 7/19/19, 9/18/19

**Administrative Review Date(s):** 7/31/19, 8/2/19

The Promise Time collaborative was established in 2014 with the goal of increasing academic performance for students attending Title I public schools in Pinellas County. In general, the partnership consists of the Juvenile Welfare Board of Pinellas County (JWB), Pinellas County Schools, and Out of School Time (OST) providers. OST providers include R' Club Child Care Inc., The Young Mens Christian Association of the Greater St. Petersburg, Inc., Young Men's Christian Association of the Suncoast, Inc., and the City of Dunedin.

The collaborative is unique in that it consists of various nonprofit and municipal organizations all implementing an identical program model.

The Promise Time program model consists of fundamental components including individualized online curriculum (iReady), small group tutoring, incentives and overlay enrichment activities. The program is designed to support academically struggling students in a before and after school environment. Research suggests afterschool programs, whose mission includes children's socialization, peer relations, and adaptive functioning are uniquely positioned to support and promote children's healthy development.<sup>1</sup> Throughout the years, the program model has evolved to incorporate activities that encourages participation, family engagement and positive youth development.

In FY19, JWB staff conducted program observations at four of the YGSP Promise Time school based locations. Program observations were conducted at Campbell Park, Melrose, West Gate and Woodlawn elementary schools. During the program observations JWB staff conducted informal interviews with YGSP Promise Time staff, toured

<sup>1</sup> Frazier, S., Cappelle, E., & Atkins, M. (2007). Linking Mental Health and After School Systems for Children in Urban Poverty: Preventing Problems, Promoting Possibilities. Administration and Policy in Mental Health. 34.389-99. 10.1007/s10488-007-0118-y.

the school based location and observed youth program activities. Program activities included: iReady, tutoring, and enrichment clubs.

YGSP Promise Time maintained full licensure with Pinellas County Licensing Board (PCLB) at all of their school based locations. PCLB inspections cover an array of items including supervision of staff, personnel and youth file reviews, review of transportation logs, and food/nutrition document review. In total, the agency received 44 inspections between the 13 locations. Overall, each site received one or more inspections and majority of the inspections conducted resulted in full compliance. However, in instances where a site was deemed non-compliant it was often staffing related, inadequate child to staff ratios, or staff not completing the required annual child care trainings in a timely manner. In all cases, YGSP Promise Time staff were able to resolve the non-compliance by providing the needed documentation or submitting an action plan identifying strategies that would prevent the occurrences from happening in the future.

## **DATA QUALITY:**

### **File Review Date(s): N/A**

Prior to FY19, Promise Time program data was limited and submitted via JWB's online secure portal, SharePoint. This data collection method allowed for a number of errors, and didn't provide JWB with ample information to understand how various demographic variables affected program outcomes. To align all Promise Time providers with other JWB funded programs and strengthen the quality of data, submission of all programmatic data was moved to the GEMS data system. During the year, trainings were conducted with providers on data collection and entry procedures, reviewing data for accuracy, and running reports to evaluate the program. JWB reviewed data on an ongoing basis to ensure it was being entered cleanly, and worked with the program to ensure accuracy. Data for the Promise Time program is also regularly collected through the iReady online curriculum that is used as part of the program. This information was reviewed in conjunction with the Title I offices and Curriculum Associates (the organization that owns the iReady curriculum) to examine program implementation. As we continue to work to align Promise Time programs with other JWB funded programs file reviews to review data accuracy will be conducted in the future.

## **ANALYSIS OF PERFORMANCE:**

Until FY19, Promise Time model was evaluated as a whole, and did not examine each individual program's contribution to that model. However, in an effort to further align the Promise Time programs with other JWB funded programs, JWB initiated changes to how data is recorded and measured. This included measuring the program's individual programmatic attendance and the academic achievement of each program's individual participants, including school attendance.

Programmatic attendance is measured by the percentage of time a participant attends the program. For example, if a participant was enrolled in a program for ten days, but only attended seven of those ten days, their programmatic attendance would be 70%. JWB believes that in order for a program to affect the desired outcome, regular attendance is necessary. This is defined as attending a program three to four days per week or 70% of the time or more. As a school-based program, JWB expected attendance to be high, and set the goal for 70% of participants to attend 70% of program days or more. YGSP PT was able to achieve this measure with 75% of their participants attending regularly. While meeting this measure, programmatic attendance was lower compared to all other Promise Time providers. As participants regularly attended school, it is currently unclear if the lower achievement is this is due to data quality, program structure, or other unknown factors. As this is the first time examining programmatic attendance individually, JWB will work with YGSP PT to examine programmatic attendance more closely.

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 outcomes<sup>2</sup>. With the support of the OST program 95% of participants had no more than 18 unexcused absences from school, and 45% and 55% scored satisfactory or better on 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. As the Promise Time program is offered at Title I schools, we know that YGSP 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. Eighty-two (82%) and 81% of students showed growth on the FSA ELA and Math exams, respectively. The high levels of growth speak to the work the program does in coordination with PCS to ensure academic achievement.

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|----------------------------------|-----------------------|---------------------------------|-----------------------|
| <u>Desmon Newton</u>             | Date: <u>9/1/2020</u> | <u>JoAnn DiLernia</u>           | Date: <u>9/1/2020</u> |
| <b>Desmon Newton</b>             |                       | <b>JoAnn DiLernia</b>           |                       |
| <b>Senior Program Consultant</b> |                       | <b>Senior Program Evaluator</b> |                       |

|                                       |                       |                                   |                       |
|---------------------------------------|-----------------------|-----------------------------------|-----------------------|
| <u>Karen Woods</u>                    | Date: <u>9/1/2020</u> | <u>Karen Boggess</u>              | Date: <u>9/1/2020</u> |
| <b>Karen Woods</b>                    |                       | <b>Karen Boggess</b>              |                       |
| <b>Program Administration Manager</b> |                       | <b>Program Evaluation Manager</b> |                       |

|                                |                       |
|--------------------------------|-----------------------|
| <u>Judith Warren</u>           | Date: <u>9/1/2020</u> |
| <b>Judith Warren</b>           |                       |
| <b>Chief Operating Officer</b> |                       |

|                                |                       |
|--------------------------------|-----------------------|
| <u>Beth A. Houghton</u>        | Date: <u>9/2/2020</u> |
| <b>Beth A. Houghton</b>        |                       |
| <b>Chief Executive Officer</b> |                       |

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<sup>2</sup> 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>.



## EXECUTIVE SUMMARY OF PROGRAM MONITORING REPORT

**Agency:** YMCA of the Suncoast

**Program:** YMCA of the Suncoast- Promise Time (YSun PT)

**Program Monitoring Reporting Period:** October 1<sup>st</sup>, 2018 through September 30<sup>th</sup>, 2019

### PROGRAM DESCRIPTION:

The YSun PT program was designed to support academically struggling students before and after school. The program incorporates iReady curriculum, small group tutoring, academic-based enrichments, and OST programming —strong organizational infrastructure, intentional grade-level programming, and family engagement— at Title I schools. The program targets students in grades K-5 attending Tarpon Springs, Starkey, Skycrest, Fuguitt, Belcher, and Belleair Elementary schools seeking to increase healthy behaviors, learning, development, and relationship building skills.

### TECHNICAL ASSISTANCE:

The technical assistance provided focused on program needs or priorities identified by JWB and Promise Time staff. This included contract administration, contract management, data analysis, and budget administration.

### FISCAL SNAPSHOT:

|                                                                      | FY17                         | FY18                       | FY19                         |
|----------------------------------------------------------------------|------------------------------|----------------------------|------------------------------|
| <b>Total Program Budget</b>                                          | \$1,623,073                  | \$1,296,488                | \$1,507,380                  |
| <b>JWB Allocation</b>                                                | \$390,218                    | \$390,639                  | \$402,075                    |
| <b>Percent of Total Program Budget represented by JWB Allocation</b> | 24%                          | 30%                        | 27%                          |
| <b>Lapse</b>                                                         | \$7,562                      | \$10,652                   | \$4,236                      |
| <b>Cost per Participant*</b>                                         | \$2,049<br>(\$1,623,073/792) | \$2,303<br>(1,296,488/563) | \$2,685<br>(\$1,507,380/805) |

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

### PARTICIPANT DEMOGRAPHICS:

In FY19, YSun Promise Time provided services to 805 youth at 6 Title I elementary school sites. Of those, 54% were white, and 21% were African American. Participants were evenly divided between male and female. The majority of participants (24%) were in Kindergarten, with the remaining participants evenly split between grades. While 40% of households did not report an income, 26% had an income of less than \$30,000. Fifty-three percent of participants came from a Single Parent, Female Head of Household, while another 26% had a Dual Parent – Married arrangement. Participants came from all over Pinellas County, with the majority (38%) residing in Clearwater, following by Largo (23%) and Tarpon Springs (17%).

**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.                                                        | N/A    | N/A    | N/A    | N/A    | 70%      | 89%    |
| Percent of students who miss less than 10% of unexcused school days                                                 | N/A    | N/A    | N/A    | N/A    | Baseline | 96%    |
| 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 | 88%    |
| Percent of students with an improved score on the Florida Standardized Assessment (FSA) Mathematics                 | N/A    | N/A    | N/A    | N/A    | Baseline | 87%    |

\*Individual program level analysis was not conducted in FY17 and 18. A statistical analysis on all four Promise Time programs was conducted and aggregated into one report. This analysis can be requested

**PROGRAM MONITORING ACTIVITIES:**

**Program Observation Date(s):** 4/4/19, 4/8/19

**Collaborative Meeting/Consultation Date(s):** 10/3/18, 3/19/19, 4/16/19, 8/28/19

**Administrative Review Date(s):** 12/6/18, 7/25/19

The Promise Time collaborative was established in 2014 with the goal of increasing academic performance for students attending Title I public schools in Pinellas County. In general, the partnership consists of the Juvenile Welfare Board of Pinellas County (JWB), Pinellas County Schools, and Out of School Time (OST) providers. OST providers include R' Club Child Care Inc., The Young Mens Christian Association of the Greater St. Petersburg, Inc., Young Men's Christian Association of the Suncoast, Inc., and the City of Dunedin. The collaborative is unique in that it consists of various nonprofit and municipal organizations all implementing an identical program model.

The Promise Time program model consists of fundamental components including individualized online curriculum (iReady), small group tutoring, incentives and overlay enrichment activities. The program is designed to support academically struggling students in a before and after school environment. Research suggests afterschool programs, whose mission includes children's socialization, peer relations, and adaptive functioning are uniquely positioned to support and promote children's healthy development.<sup>1</sup> Throughout the years, the program model has evolved to incorporate activities that encourages participation, family engagement and positive youth development.

In FY19, JWB staff conducted program observations at two of the YSun PT school based locations. Program observations were conducted at Skycrest and Belcher elementary schools. During the program observations JWB staff conducted informal interviews with YSun PT staff, site facilitators, toured the school based location and observed youth program activities. Program activities observed included: iReady, tutoring, and enrichment clubs.

YSun PT maintained full licensure with Pinellas County Licensing Board (PCLB) at all of their school based

<sup>1</sup> Frazier, S., Cappelle, E., & Atkins, M. (2007). Linking Mental Health and After School Systems for Children in Urban Poverty: Preventing Problems, Promoting Possibilities. Administration and Policy in Mental Health. 34.389-99. 10.1007/s10488-007-0118-y.

locations. PCLB inspections cover an array of items including supervision of staff, personnel and youth file reviews, review of transportation logs, and food/nutrition document review. In total, the agency received 21 inspections between the six locations. Overall, each site received two or more inspections and majority of the inspections conducted was concluded passing. However, in instances where a site was deemed non-compliant, it was largely due to inadequate child to staff ratios, or staff not completing the required child care trainings in the time allotted by PCLB rules and regulations. In all cases, YSun PT was able to resolve the non-compliances by providing the requested documentation or by submitting a corrective action plan identifying strategies that would prevent the occurrences from happening in the future.

## **DATA QUALITY:**

### **File Review Date(s): N/A**

Prior to FY19, Promise Time program data was limited and submitted via JWB's online secure portal, SharePoint. This data collection method allowed for a number of errors, and didn't provide JWB with ample information to understand how various demographic variables affected program outcomes. To align all Promise Time providers with other JWB funded programs and strengthen the quality of data, submission of all programmatic data was moved to the GEMS data system. During the year, trainings were conducted with providers on data collection and entry procedures, reviewing data for accuracy, and running reports to evaluate the program. JWB reviewed data on an ongoing basis to ensure it was being entered cleanly, and worked with the program to ensure accuracy. Data for the Promise Time program is also regularly collected through the iReady online curriculum that is used as part of the program. This information was reviewed in conjunction with the Title I offices and Curriculum Associates (the organization that owns the iReady curriculum) to examine program implementation. As we continue to work to align Promise Time programs with other JWB funded programs file reviews to review data accuracy will be conducted in the future.

## **ANALYSIS OF PERFORMANCE:**

Programmatic attendance is measured by the percentage of time a participant attends the program. For example, if a participant was enrolled in a program for ten days, but only attended seven of those ten days, their programmatic attendance would be 70%. JWB believes that in order for a program to affect the desired outcome, regular attendance is necessary. This is defined as attending a program three to four days per week or 70% of the time or more. As a school-based program, JWB expected attendance to be high, and set the goal for 70% of participants to attend 70% of program days or more. YSun PT program was easily able to achieve this measure with 89% of their participants attending regularly. This speaks to the high engagement of the program with participants.

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 outcomes<sup>2</sup>. With the support of the OST program 96% of participants had no more than 18 unexcused absences from school, and 45% and 55% scored satisfactory or better on 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. As the Promise Time program is offered at Title I schools, we know that YSun PT 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

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<sup>2</sup> 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>.

is done by comparing the raw score on the FSA ELA and Math exams for two years. Eighty-two (82%) and 81% of students showed growth on the FSA ELA and Math exams, respectively. The high levels of growth speak to the work the program does in coordination with PCS to ensure academic achievement.

|                                  |                       |                                 |                       |
|----------------------------------|-----------------------|---------------------------------|-----------------------|
| <u>Desmon Newton</u>             | Date: <u>9/1/2020</u> | <u>JoAnn DiLernia</u>           | Date: <u>9/1/2020</u> |
| <b>Desmon Newton</b>             |                       | <b>JoAnn DiLernia</b>           |                       |
| <b>Senior Program Consultant</b> |                       | <b>Senior Program Evaluator</b> |                       |

|                                       |                       |                                   |                       |
|---------------------------------------|-----------------------|-----------------------------------|-----------------------|
| <u>Karen Woods</u>                    | Date: <u>9/1/2020</u> | <u>Karen Boggess</u>              | Date: <u>9/1/2020</u> |
| <b>Karen Woods</b>                    |                       | <b>Karen Boggess</b>              |                       |
| <b>Program Administration Manager</b> |                       | <b>Program Evaluation Manager</b> |                       |

|                                |                       |
|--------------------------------|-----------------------|
| <u>Judith Warren</u>           | Date: <u>9/1/2020</u> |
| <b>Judith Warren</b>           |                       |
| <b>Chief Operating Officer</b> |                       |
| <u>Beth A. Houghton</u>        | Date: <u>9/3/2020</u> |
| <b>Beth A. Houghton</b>        |                       |
| <b>Chief Executive Officer</b> |                       |



## Executive Summary of Program Monitoring Report

**Agency:** Youth Development Initiatives Inc.

**Program:** Precious Pearls and Alpha Institute

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

**Program Description** Program activities are delivered through mentorship and emphasize developing relationships between the youth participant and mentee. Activities include various workshops, life skills training, and community service projects. Leadership development, enrichment, and tutoring are also integral components of the YDI program.

### Agency/Program Accomplishments:

- In FY19, Youth Development Initiatives Inc., (YDI) successfully hosted their 2019 Annual Youth Legal and Financial Forum. This event provided a platform for youth participants, community partners, and parents, to understand the dynamics of the juvenile justice system and the importance of setting financial goals.
- In FY19, YDI effectively engaged youth and families in partnership with the University of South Florida (USF), on the importance of college readiness.
- In FY19, YDI provided opportunities for youth to gain a wealth of knowledge in areas to enhance life skills and educational awareness.

**Technical Assistance:** Technical assistance and training were provided in person and by phone to facilitate data quality improvement in the areas of case closure documentation, and in the development of a method to enter and capture participant data accurately.

### FISCAL SNAPSHOT:

|                                                                      | FY17                       | FY18                       | FY19                       |
|----------------------------------------------------------------------|----------------------------|----------------------------|----------------------------|
| <b>Total Program Budget</b>                                          | \$335,062                  | \$339,140                  | \$342,491                  |
| <b>JWB Allocation</b>                                                | \$172,020                  | \$176,098                  | \$179,449                  |
| <b>Percent of Total Program Budget represented by JWB Allocation</b> | 51%                        | 52%                        | 52%                        |
| <b>Lapse</b>                                                         | \$399                      | \$471                      | \$1,056                    |
| <b>Cost per Participant*</b>                                         | \$2,965<br>(\$335,062/113) | \$2,924<br>(\$339,140/116) | \$3,325<br>(\$342,491/103) |

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

**PARTICIPANT DEMOGRAPHICS:**

- 67% of participants are female, 33% of participants are male
- The majority of participants are Black/African American (91%)
- 10% of participants are Hispanic
- Compared to most JWB programs, YDI has a particularly high rate of households that did not disclose their annual income, 69%. Of the 32 participants that had a known household income, 56% had an annual household income of less than \$30,000
- 50% of participants were in a single parent female headed household
- 54% 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 group activities reported                                                                | 10     | 10     | 10       | 10     | 10     | 8      |
| Percent of participants who continue in the program for more than one year                         | 60%    | 49%    | 60%      | 76%    | 60%    | 69%    |
| Percent of eligible participants who will be given the OST survey during the administration window | N/A    | N/A    | Baseline | 66     | 70     | 94     |
| Percent of youth who attend 70% of the program days                                                | 70%    | 17%    | 70%      | 8%     | 70%    | 12%    |
| Number of instances caring adults attend program events on behalf of youth participants            | 66     | 76     | 66       | 68     | 70     | 91     |
| Percent of participants that have recorded their future plans upon graduation                      | 100%   | 100%   | 100%     | 100%   | 100%   | 100%   |

**PROGRAM MONITORING ACTIVITIES:**

**Program Observation Date(s):** 3/30/2019, 8/24/2019

**Collaborative Meeting/Consultation Date(s):** 10/17/2018, 4/26/2019, 7/18/2019, 8/16/2019

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

**Personnel File Monitoring Date(s):** 9/27/2019

**PROGRAM MONITORING ACTIVITIES:**

During the month of March, YDI hosted their 2019 Annual Youth Legal and Financial Forum. This event provided a platform for youth participants, community partners, and parents, to understand the dynamics of the juvenile justice system and the importance of setting financial goals. A Clearwater Police Officer facilitated a gender specific male youth workshop and engaged all attendees in a dialogue on appropriate conduct, communication, and response, when in contact with law enforcement. Youth participants learned how to effectively communicate, and why it was important to understand how one's response could reinforce a negative or positive experience.

## **DATA QUALITY:**

**File Review Date(s):** 9/27/2019

A personnel file review was completed on two staff and nine volunteer files to assess the program's administrative procedures such as training, incident reporting, safety practices, and background screenings. All staff and volunteer files reviewed had documentation of completed Affidavit of Good Moral Character forms. Two out of the nine volunteer files did not have the results of the level 2 background screenings available. As a result, a discussion was held with the provider to better understand their documentation processes, and to reiterate that all program volunteers who may have access to youth must undergo and pass a level 2 background screening. It was further stated that evidence of clearances should be kept in all active volunteer or staff files. Consequently, the provider communicated that both volunteers completed level 2 background screenings but the outcomes were pending. Program staff also conveyed once the clearances were obtained, copies would be maintained in each file.

A total of seven randomly selected participant files were requested to assess accuracy of information and consistency between the organization's files and the GEMS data system. The program had an overall data accuracy score of 94%. An eighth file was requested as part of the random sample but could not be reviewed due to an invalid and incomplete consent form which had a signature from the minor participant but did not have the signature of their parent or guardian. The program is issuing newer versions of the consent form which has reduced the rate of this error from the previous year. The youth files reviewed in FY19 were well organized and had a high rate of consistency between the paper files and GEMS data system.

## **ANALYSIS OF PERFORMANCE:**

The YDI program focuses on academic support, youth development, and support of future goals. Approximately seven of every 10 youth participants continue for more than one year, and their future plans are documented upon program exit at high school graduation. Among the four program graduates in FY19, 100% reported they will be attending college. Program events hosted by the organization include academic tutoring sessions, youth enrichment field trips, family engagement events, college visits, and an annual Judicial and Leadership Forum.

One area that continues to pose a significant challenge to the program is maintaining regular attendance among program participants. Ongoing regular attendance of a program, defined as attending 70% or more of available program days, has been demonstrated in research to have a positive effect on youth development and their academics<sup>1</sup>. Over the last two years, JWB has made a significant effort to refine YDI's attendance analysis to ensure that the calculation of available program days is customized for each youth based on what services they utilize and if there was any gender specific workshops they could not attend. In addition, technical assistance has been provided to support YDI staff to accurately track when participants are active in the YDI program.

YDI staff have indicated that they encourage program attendance through an emphasis on its importance during orientation and regularly follow up with absent participants and their parents. However, utilization of the program services continues to remain low, with 12% of participants attending regularly. Further analysis of program attendance in the 2018-2019 school year shows that 25% of YDI participants attend three or fewer sessions of any service in the entire school year, and 24% attend four to seven. JWB staff will continue to monitor and work with the program on strategies to increase regular participation of youth.

Throughout the school year tutoring is made available to YDI participants two days a week in partnership with the Advance Learning Center and through the assistance of YDI volunteers. Participation is not mandatory but

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<sup>1</sup> Afterschool Alliance. (2015). Building Literacy in Afterschool, Issue Brief No. 67. Retrieved from [http://afterschoolalliance.org/documents/issue\\_briefs/issue\\_building\\_literacy\\_67.pdf](http://afterschoolalliance.org/documents/issue_briefs/issue_building_literacy_67.pdf)

students are identified as needing tutoring based on a review of academic performance. In the 2018-2019 school year a little less than half of YDI participants, 46 out of 103, received tutoring services. Most participants, 35 out of 46, utilized YDI's tutoring three or fewer times in the school year. Program staff have indicated that many students receive tutoring through their schools or other sources and in FY20 plan to reduce tutoring sessions from two to one day per week in order put program resources into new programming.

YDI also offers youth development workshops on one to two Saturdays in each month of the school years. Most participants attend at least one workshop and on average each workshop session had approximately 35 participants in attendance. The most well-attended workshops in FY19 were focused on culinary skills (51 youth), healthy relationships (47 youth), and financial literacy (39 youth).

Youth in YDI participated in the annual Out-of-School-Time (OST) Survey which is administered to youth participants to assess programming strengths and better understand participants' experiences, outcomes, and goals. YDI was able to survey 77 out of 82 eligible participants, a 94% response rate. The responses to the survey indicate that most participants strongly agree staff cared about them, they get to try new things in the program, and that the program has helped them learn to make good choices about their health.

*Felicia Pizana* Date: \_\_\_\_\_  
**Felicia Pizana**  
**Senior Program Consultant**

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**Saba Arzola**  
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*Judith Warren*  
**Judith Warren**  
**Chief Operating Officer**

Date: 8/31/2020

*Beth A Houghton*  
**Beth Houghton**  
**Chief Executive Officer**

Date: 8/31/2020