



**INDIAN RIVER COUNTY  
CHILDREN'S SERVICES ADVISORY COMMITTEE**

**ANNUAL REPORT  
October 1, 2019 - September 30, 2020**

*Healthy Children in a Healthy Community*

Children's Services Advisory Committee of Indian River County  
Department of Human Services  
1900 27<sup>th</sup> Street  
Vero Beach, Florida 32960

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## **CHILDREN'S SERVICES ADVISORY COMMITTEE**

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## **CHILDREN'S SERVICES ADVISORY COMMITTEE 2019-20 ANNUAL REPORT**

The purpose of the Children's Services Advisory Committee (CSAC), working as an advisory committee to the Indian River County Board of Commissioners, is to give Indian River County children, age 0-17, the opportunity to grow up as "Healthy Children in a Healthy Community." The term "healthy" encompasses the socioeconomic, physical, environmental, educational, and behavioral aspects of a child's life.

It is the primary objective of the committee to recommend a unified system of planning and delivery, by means of collaboration and cooperation, within which children's needs can be identified, targeted, evaluated, and addressed by CSAC, through the Board of County Commissioners.

### **MISSION**

The mission of CSAC is to facilitate and coordinate the planning and development of an effective and collaborative health and human services delivery system to meet the needs of children of Indian River County.

CSAC strongly supports cultural diversity and encourages its funded programs to demonstrate the inclusion of all children and families in program development and implementation.

### **VISION**

The efforts of CSAC will ensure the development of a shared vision for the health and human services delivery system in Indian River County, enabling funding sources and providers to define and perform their roles in a dynamically changing environment.

### **OVER-ARCHING GOALS**

Improve the capacity of children in Indian River County by providing the skills and experiences necessary to succeed to adulthood in a safe, healthy and productive manner.

Support caregivers - a child's most important resource - to be and do what is needed to prepare and guide children to adulthood in a safe, healthy, and productive manner.

## **BACKGROUND**

By adoption of County Ordinance No. 97-17, an advisory board to the Indian River County Board of Commissioners was established and the name later amended to Children's Services Advisory Committee on January 19, 1999 (Ordinance No. 99-01.) The advisory committee is charged with: (a) inventorying current child welfare services, (b) conducting a needs assessment for required children's services, (c) recommending a plan for providing additional needed child welfare services, and (d) submitting recommendations to the Board of Commissioners on matters affecting the welfare of children in Indian River County.

## **ADVISORY COMMITTEE AND SUBCOMMITTEES**

CSAC is organized in accordance with Florida Statute 125.901 for the purpose of providing preventive, developmental, treatment, and rehabilitative services for children. The advisory committee is comprised of thirteen (13) members: seven (7) appointed by the Board of County Commissioners and six (6) ex-officio members. Ex-officio committee members include a County Commissioner (non-voting), the Superintendent of Schools, a representative of law enforcement, a County Judge, the Administrator of the Department of Health, and a representative of the Department of Children and Families. Appointed committee members serve as representatives from the community. The two standing subcommittees are the needs assessment and grant review subcommittees and are chaired by an advisory committee member. All committee and subcommittee members serve without compensation.

## **ACCOUNTABILITY**

CSAC is accountable to and functions under the direction of the Indian River County Board of Commissions, through the Department of Human Services, with the intent of maximizing local revenues, developing resources, and ensuring fiscal and programmatic accountability of programs. The advisory committee is authorized to seek grants from state and federal agencies and accept donations from public and private sources, further allowing the best use of taxpayer dollars while serving the greatest number of children simultaneously.

## **COLLABORATION**

The role of the advisory committee is to advocate for children of Indian River County by increasing quality resources within the community without duplication of services. This is accomplished by a variety of strategies which involve collaborating with other agencies and children service providers. It is the policy of the Indian River County Board of Commissioners to work in a cooperative venture with (but not limited to) such entities as the United Way, for profit and not-for-profit organizations, municipalities within Indian River County, the Indian River County School District and all public agencies. In this way, CSAC serves Indian River County by providing, or continuing to provide, both effective and improved children services.

## **GRANT PROCESS**

The Needs Assessment Subcommittee begins the grant cycle by identifying and assessing areas of need within Indian River County. Based on the needs assessment data, the Grant Review Subcommittee submits a request for proposal (RFP). Upon receipt of the applications, the Grant Review Subcommittee screens the applications, interviews the applicants, and recommends program funding to the advisory committee. The advisory committee then makes a recommendation to the Indian River County Board of Commissioners who have final approval of tax dollars expended for children's services. Grant applications are considered one time a year only.

## **NEEDS ASSESSMENT**

During this reporting period, the Children's Services Needs Assessment Subcommittee, using the 2015 countywide Needs Assessment of the current social, health and public safety services in Indian River County, established the Focus of Needs for 2019-20 which are as follows:

- Early Childhood Development
- Build Parent Capacity
- After School and Summer Recreational Activities and Academic Enrichment
- Middle and High School Programs that Address Risky Behavior

Beyond the scope of the focus areas is the larger picture to consider – the increasing cycle of poverty. A program's geographical location, early intervention and primary prevention efforts, as well as community collaborations and overall health of an agency requesting grant funding, are areas of precedence over actual focus of needs.

## **CHILDREN SERVICES FUNDING**

Funding for children service programs is provided through a payment up to 0.125 mills of county ad valorem property taxes. For the fiscal year October 1, 2019 through September 30, 2020, the Indian River County Board of Commissioners authorized funding for Children's Services in the amount of \$2,012,611.

Upon recommendation of the Children Services Advisory Committee, the Indian River County Board of Commissioners approved funding allocations for twenty-four agencies in support of thirty-five programs for Children's Services in 2019-20. Allocations, according to the focus of needs, consisted of early childhood development – 46%; building parent capacity – 13%; after school and summer enrichment programs – 24%; and programs that address risky behavior among middle and high school students – 17%.

Below is a list of agencies, each program and the award amount for 2019-20. Eighty-two percent (82%) of awarded funding was expended for Children’s Services. Unexpended funds in the amount of \$381,967 were returned to the County General Fund.

AGENCY	PROGRAM	AWARD	EXPENDED
BIG BROTHERS BIG SISTERS	Community Based Mentoring	15,000	12,669
	Passport to Early Literacy	85,000	76,703
BOYS & GIRLS CLUB	Academic Lifeskills & Prevention	30,000	25,000
CATHOLIC CHARITIES	Samaritan Center	31,820	31,820
CHILDRENS HOME SOCIETY	Teen Life Choices	60,000	50,176
CHILDCARE RESOURCES	Subsidized, High-Quality Childcare	225,000	225,000
	Professional Development	100,000	84,279
	Psychological Services	6,600	4,480
CROSSOVER MISSION	Building the Future of Crossover	70,000	70,000
DASIE BRIDGEWATER HOPE CENTER	Tutorial and Mentoring Program	44,963	39,029
EARLY LEARNING COALITION	Facilitating Language Development	60,366	24,674
EDUCATION FOUNDATION	STEP into Kindergarten**	166,196	0
FEEDS THE LAMBS	After School and Summer Enrichment	7,500	7,500
GIFFORD YOUTH ACHIEVEMENT CENTER	After School Education Program	60,680	60,680
GIFFORD YOUTH ORCHESTRA	Staging for Success	20,000	20,000
HEALTHY START COALITION	Healthy Families	30,000	29,579
	Babies & Beyond	50,000	50,000
	Doula Services	30,000	30,000
	Nurse Family Partnership	10,000	10,000
	Parents as Teachers	30,000	30,000
HOPE FOR FAMILIES CENTER	Families Center	44,930	39,940
KINDERGARTEN READINESS COLLABORATIVE	Readiness Collaborative	55,000	55,000
OCEAN RESEARCH CONSERVATION ASSOCIATION	Lagoon Guardians	20,000	20,000
PELICAN ISLAND AUDUBON SOCIETY	Audubon Advocates	25,000	24,728
REDLANDS CHRISTIAN MIGRANT ASSOCIATION	Child Care Executive Partnership	75,000	43,518
	Infant & Toddler Childcare	75,500	75,500
SUBSTANCE AWARENESS CENTER	Lifeskills Training	100,000	82,239
	ReDirect	110,000	80,147
SUNSHINE PHYSICAL THERAPY	Early Therapy Intervention	20,000	16,050
THE LEARNING ALLIANCE	Moonshot Academy	150,000	150,000
	Moonshot Reading Rocket	40,000	40,000
TYKES & TEENS	Alternative to Out of School Suspension	29,246	29,246
	Little Tykes	84,810	62,083
WILLIS SPORTS ASSOCIATION	RBI Fun at Bat	25,000	9,770
YOUTH GUIDANCE	STEAM Mentoring Academy	25,000	20,833
		<b>\$2,012,611</b>	<b>\$1,630,643</b>

\*\*STEP into Kindergarten is a 6-week summer program for children 4-5 years of age transitioning to Kindergarten. The program was canceled amid the COVID-19 pandemic.

## **PROGRAM YEAR END REPORTS**

Agencies are required to submit four quarterly reports during the grant year. The fourth quarter report is a final year-end summary of the program activities defined in the grant application and their outcomes. Each program has two descriptions found on the report - the taxonomy description and a general program description. The taxonomy description is from the Taxonomy of Human Services, a standardized national classification system that indexes community resources based on the services they provide and the target populations they serve. The taxonomy description eliminates duplication of service issues. For the purposes of brevity, the secondary Taxonomy description has been shortened. The general description adds information specific to each program.

CSAC funds a wide variety of programs addressing children's needs in Indian River County. Therefore, it should be understood that the following variables affect the average cost per child reported:

- Some programs are provided for individuals, others are for groups.
- Some programs require highly trained professionals, while others can utilize volunteers.
- Some programs are residential or home visit programs; while others are day programs.
- Some of the programs are single source funding and others are shared funding.
- Some programs are for one occurrence, while others serve one child the entire school year.



**Big Brothers Big Sisters of Indian River County**  
**PASSPORT TO EARLY LITERACY**

**Grant:** \$ 85,000

**Funds Used:** \$76,703 (unable to claim salaries for two months due to receiving PPP funds)

**Total Children Served:** 108 (one-on-one school year) and 32 family members

**Total Adults Served:** 66

**Focus Area:** Early Childhood Education and Building Parent Capacity

**Taxonomy Number:** PH1800.800

**Program Description:** This community-based program provides one-on-one mentoring and tutoring focusing on emergent literacy skills and social/emotional development of VPK children whose family member(s) are living in poverty. It is also building parent capacity through monthly parent training and four experiential community trips.

**Monitoring:** This program hosted 12 of the scheduled family literacy nights and 3 of the 4 planned experiential trips. At these events, seventy-one unduplicated children attended with ninety-eight family members (66 parents/aunts/grandparents and 32 siblings/child cousins). We have enrolled 108 students in the 2019-2020 school year.

Due to COVID-19, the last scheduled family literacy nights and experiential trip were cancelled.

**GOALS/OUTCOMES REPORT**

*Outcome #1: 80% of youth who have participated in VPK Mentoring for five months or more, will meet or exceed expectations on the phonological awareness, print knowledge and oral language/vocabulary domains of the Florida VPK Assessment by June 2020.*

**Q1- Assessment Period 1:**

Based on the Assessment Period 1 data, students showed the following baselines: 86 of the 97 students were tested; 11 students were not tested at parent requests.

Print Knowledge: 62 of 86 or 72% were below expectations

Phonological Awareness: 38 of 86 or 44% were below expectations

Oral Language: 39 of 86 or 45% were below expectations

Math: 63 of 86 or 73% were below expectations

Average: 58% below expectations for the four domains

**Q2- Assessment Period 2:**

Based on the Assessment Period 2 (mid-year) data, all students have moved in at least one domain: 102 of the 108 students were tested; 6 students were either not tested at parent requests or moved to a different school.

Print Knowledge: 32 of 102 or 31% were still below expectations

Phonological Awareness: 25 of 102 or 25% were still below expectations

Oral Language: 12/102 or 12% were still below expectations

Math: 15 of 102 or 15% were still below expectations

Average: 20% below expectations for the four domains

**Q3- Assessment Period 3:**

Assessment Period 3 (end of year) data was not collected due to schools being canceled as a result of COVID-19.

**Q4- Progress:**

Due to COVID-19 and schools being closed, end of year data was not collected. Members served the community through partner agencies such as the Salvation Army, the Source and other local nonprofits.

*Outcome #2: To improve socialization skills of 85% of targeted youth, mentored 5 months or more, by June 2020.*

**Q1- Progress:**

Members will complete a Pre- and Post- Dessa Mini Student Strengths Assessment. This assessment is a strength-based, nationally standardized, valid and reliable tool for screening and progress monitoring of social-emotional competence. Members completed the baseline Dessa Minis on students after 3 months of service and baseline data shows the following:

21 students or 20% of students were below developmentally appropriate expectations

69 students or 85% of students were just at typical expectations

16 students or 15% of students were above typical expectations

**Q2- Progress:**

The Post-Dessa Mini Student Strengths Assessment will be conducted this quarter. Results will be reported on in the Q3 report.

**Q3 Progress:**

Members completed a Post-Dessa Mini Student Strengths Assessment after the program found out the students would not be returning to the schools. The data from this assessment showed the following:

9 students or 8% of students were below typical developmentally appropriate expectations

54 students or 50% of students were just at typical expectations

45 students or 42% of students were above typical expectations

**Q4 Progress:**

Due to COVID-19 and schools being closed for the remainder of the 2019-2020 program year, members were unable to serve VPK students throughout summer programming through private and public schools.

*Outcome #3: 80% of the VPK students, who have participated in five months or more in Passport to Early Literacy mentoring, will be ready for Kindergarten by June 2020.*

**Q1- Progress:** Kindergarten Readiness scores are not available at this time.

**Q2- Progress:** Kindergarten Readiness scores are not available at this time.

**Q3- Progress:** Kindergarten Readiness scores are not available at this time. Schools stated that all students are

“eligible” for Kindergarten and cannot determine their readiness level until the start of the Fall term when the STARS test can be administered. Results should be available late September/ early October.

**Q4- Progress:** 102/108 students were deemed “Ready for Kindergarten” based on their STARS test scores.

#### **Success Story: VPK Success Carried Over**

COVID-19 has thrown our world for a loop. At the end of the 2019-2020 program year, members were unable to return to schools to finish out the year. Members were unable to end their service year as they typically would by celebrating with their students about moving on to Kindergarten. They were unable to say their “Goodbyes” and their “I Wish you Wells.” Enter in the 2020-2021 program year and schools are not allowing “non-essential” employees and visitors on school campuses so members are scrambling once again. To combat not being able to be on campuses, BBBS Reads temporarily pivoted their program approach to allow for members to tutor students virtually through online platforms.

In effort to provide closure to our previous VPK kiddos, BBBS Reads Program Director reached out to the 2019-2020 VPK parents and guardians to offer our new (but temporary) virtual tutoring services. BBBS Reads had two parents respond that their child had such a wonderful experience with Mr. Pete at Bridges Early Learning Center that they would love for him to continue working with their Kindergarten student. Both parents said that Mr. Pete had formed such great relationships with their child that they would love to see that relationship continue through their Kindergarten year and were excited for the opportunity to continue with our program for at least a little while longer. We share this story because it speaks volumes about the relationships that BBBS Reads Members form with their VPK students and how the parents see the value of our one-to-one services.

**Big Brothers Big Sisters of Indian River County  
COMMUNITY BASED MENTORING**

**Grant:** \$15,000

**Funds Used:** \$12,669

**Total Children Served:** 30 unduplicated children served     **Cost per child:** \$500.00

**Focus Area:** After School and Summer Recreational Activities and Academic Enrichment

**Taxonomy Number:** PH-150.550-10

**Program Description:** Community Based Mentoring Program provides one-to-one mentoring for identified at-risk children/youth ages 5 – 18. Enrolled children/youth are from low-income, single parent homes throughout Indian River County. Children/youth meet with their mentor outside of the school day, approximately two to four hours per week year-round with a focus on increasing student academic success and enhancing social-emotional growth.

**Collaboration:** Indian River County School District, RSVP, United Way of Indian River County, Indian River Sheriff's Department, Our Savior Lutheran Church, Gifford Youth Activities Center, Youth Guidance, Community Church of Vero Beach, Wells Fargo, and Comcast.

**GOALS/OUTCOMES REPORT**

**Goal 1: 75% of the targeted population who have participated in the Community Based Mentoring Program for three months or more will increase achievement in one or more academic subjects. Baseline: Grades reflected on report cards from first grading period for the 2019-2020 school year.**

Twenty-one unduplicated students were served during the fourth quarter of this grant. We were not able to make any new matches during this fourth quarter due to the various National, State, Community, and Agency restrictions preventing in-person interviews and meetings. However, the existing matches were able to continue meeting through virtual means utilizing Zoom. After coordination of agreeable dates and times, individual match meetings were set up via Zoom by the Match Support Specialist. All Zoom meetings were supervised by the MSS as well to ensure virtual safety. As previously reported, and despite the challenges of online learning during the final nine weeks of the school year, seventeen of the twenty-one students we serve showed academic progress in at least one of the academic areas graded for the 2019-2020 school year. Baseline data for the students we will serve during 2020-2021 school year will be established in October 2020. For the last 7 months, we have been unable to make any new matches due to the restrictions imposed for Covid-19. As of October 1, 2020, we have begun in-person interviewing of new youth as well as adults and we have every confidence we will meet our goal of serving 30 youth during the new grant cycle.

**Goal 2: 75% of the targeted population who have participated in the Community Based Mentoring Program for three months or more and have been absent and/or tardy from school for any reason five or more times a semester will improve their attendance/tardy rates. Baseline: Report card attendance data from the first grading period for the 2019-2020 school year.**

Twenty-one unduplicated students were served during the fourth quarter. Baselines had been established for each student using prior report card data. Report cards were obtained after the final grading period for this school year and compared to the baseline for each student. However, it must be noted that during the 4<sup>th</sup> nine week grading period, all school buildings were closed due to the Covid virus and all teaching/learning was

delivered and received via virtual means. Attendance was tough to track as teachers had to rely on the student sign-ins to document virtual attendance. That being said, we know that seventeen of our twenty-one students made academic progress during this school year and attendance (in person or virtual) was necessary for that progress. Naturally, tardies were not tracked during the time of virtual delivery. Conversations with the six students who were struggling with school attendance prior to the school closures in March revealed that 2 of those 6 preferred the online delivery and, therefore, participated regularly. From the data gathered, 4 of the 21 students served were not able to improve their attendance rates this school year but 81% of the students reflected improved attendance rates.

Schools reopened for the 2020-2021 school year in September. Covid-19 restrictions are still in place, and 4 of the 21 students served chose to remain with virtual school as opposed to returning to the brick and mortar classroom. Their parents will re-evaluate that decision at the end of the 2<sup>nd</sup> semester. However, the Mentors have continued to meet virtually with all of the 21 students served. Now that we are able to resume in person interviewing and matching, we have begun making additional matches to ensure we reach our goal of 30 students in 2020-2021. Baseline attendance data will be gathered and established for each student for 2020-2021.

**Goal 3: 75% of the targeted population participating in the program 3 months or more will identify risky behaviors and learn the steps needed to avoid them. Baseline: Pre and post Youth Outcome Surveys (YOS), Youth Outcome Development Plans (YODP), and Career Development Plans.**

Twenty-one unduplicated students were served during the fourth quarter of this grant. The pre-YOS was administered and YODP's were developed for each of the twenty-one students to establish baseline data. A Career Development Plan was developed for the one student who is in high school and the plan was monitored on a monthly basis. The YODP is addressed at each match meeting and progress noted for each student. At the close of the school year, seventeen of the twenty-one students successfully fulfilled their individual YODP's. This was accomplished under the extraordinary circumstances of the matches having not met face-to-face, only virtually, since mid-March due to the Covid virus. Virtual celebrations were held with each student to congratulate them on succeeding under such extreme circumstances.

All students will be re-assessed during October/November 2020 and an updated development plan will be written for each student for the 2020-2021 school year. During each match outing, the goals will be discussed as to challenges and successes. All necessary resources will be provided by the Community Match Support Specialist.

**Goal 4: 75% of the high school students participating in the program 3 months or more will identify post-graduation opportunities, understand what is required to attain those opportunities, and create action steps within a personal development plan. Baseline: Pre and post Youth Outcome Surveys, Career Outcome Surveys, and Youth Development Plans.**

One unduplicated high school student was served during the fourth quarter of this grant. The pre-YOS was administered and a YODP was developed for this student to establish baseline data. A Career Development Plan was developed for this student as well. Monthly sessions for this student have included virtual trade school tours and establishing a budget for life after high school as the student wishes to have his own place to live. During this fourth quarter, the student met with his Big Brother virtually due to the Covid virus lock down. If any new high school students are matched during the first quarter of the 2020-2021 grant, their data will be reported at that time. The one existing high school student will continue to receive services during his senior year to finalize and begin to implement his plans for post-graduation.

**Boys & Girls Clubs of Indian River County**  
**ACADEMIC LIFESKILLS & PREVENTION**

**Grant:** \$30,000

**Funds Used:** \$25,000

**Total Children Served:** 753 (unduplicated)

**Focus Area:** After School and Summer Recreational Activities and Academic Enrichment

**Program Description:** This program is designed to support the creation of after-school programs that enrich a child’s learning environment, by offering a curriculum that includes homework assistance, tutoring, life skills training, and other enrichment programs.

**Collaboration:** Habitat for Humanity, Indian River State College, Hope for Families Center, Indian River County School District, SAFIR/SAC, Moonshot Community Action Network, Treasure Coast Food Bank, Mental Health Association, Vero Beach City Police, Indian River Shores Police.

**GOALS/OUTCOMES REPORT**

**Outcome #1:** (A) During the 2018/19 school year, 80% of Club members' classes taken in math, English and science will result in a GPA of 2.0 or greater. Aggregate progress will be tracked by monitoring changes in GPA for middle and high school students and incremental changes in letter grades for elementary students. We will compare Q1 grades to subsequent quarters. (B) In addition, those students identified as performing below grade level standard in Q1 will be tracked over the school year. Education room staff will assist members with their homework during Power Hour and monitor areas of concern. Grades are obtained through the school district's FOCUS program. The goal is to improve quarter 1 grades to subsequent quarters by at least 50%.

**Baseline:** During the fourth marking period of the 2018/19 school year, the average GPA for all courses was 2.77. 85.5% of classes taken in English, math or science resulted in a C or higher.

**Results: Goal met.**

It was difficult to assess Q4 grades knowing that the students were learning from home and not attending the Power Hour program. We stayed in touch with members through FB and we had activities on our website. For all students, GPA increased from 2.82 in Q1 to 3.08 in Q4. D’s and F’s decreased by 6% and ABC’s increased by 11%.

512 students	Q1	Q2	Q3	Q4
GPA	2.74	2.69	2.75	3.08
A, B, or C	84%	84%	86%	93%
D or F	16%	16%	14%	7%

In Q1, 106 members were identified as underperforming in English, math or science. These members were tracked separately through the school year to gauge improvement. By Q4, 102/106 were still attending the Club; 39% of these members improved in English; 51% improved in math; and 82% improved in science.

**NO PROGRAMS WERE RUN DURING Q3 DUE TO COVID-19.**

**Outcome #2:** In the 2019/20 funding cycle, 100% of members completing a prevention program will have an average post test score of 80% and demonstrate a 15-point increase from pre to post test. This will demonstrate an increase in knowledge on the ways to keep themselves healthy and safe and understanding the dangers of alcohol/tobacco/illicit drug use, risky behavior and the benefits of physical activity and healthy eating.

Baseline: In the third marking period of the 2017/18 year, the average pre-test score was 70% and the average post test score was 83%, a 13-point increase from pre to post test. The post test scores suggest that members are learning about the dangers of illicit substances.

**Results: Goal met.** We ended the fiscal year with an average post test score of 84% and an increase of 18 points from pre to post test. 73% of members who started a program completed the program. We strive for 75%; room for improvement.

**Outcome# 3:** In the 2019/20 funding cycle, 50% of active teens will participate in programs that teach life skills, job readiness training, and positive youth development. Pre and post surveys will be administered for each program to gauge aptitude and improvement in subject matter. Of those that complete the program (80% participation) a post survey score of 80% is desirable.

Baseline: During the third marking period of the 2017/18 school year, there were 91 active teens. Of those, 28 completed a life readiness program, or 31%. The average post test score was 73%.

**Results: Goal met.** Although we did not accept teens during our summer camp and we had a limited number of returning teens, we managed to run three programs during the fiscal year. The average post test score was 89% and the increase from pre to post was 31 points. Disappointing was that only 61% of teens completed a program. We strive for at least 75%.

	Name of Program	#starters	# completers	% completers	Of those who completed, avg. pre test score %	Of those who completed, avg. post test score %	Increase/decrease in test score
	Diplomas 2 Degrees	14	12	86%	58	67	9
	Diplomas 2 Degrees	16	5	31%	58	100	42
	Money Matters 13-18	8	6	75%	57	100	43
Totals		38	23	61%	58	89	31
	Youth for Unity 6-8	17	13	76%	49	81	32
	Street Smart 11-13	35	26	74%	81	96	15
	Passport 11-teens	43	34	79%	75	97	22
	Youth for Unity k-1	21	16	76%	51	83	32
	Smart Girls 11-13	43	30	70%	82	89	7
	Youth for Unity 4th grade	13	12	92%	63	89	26
	Street Smart 6 & 7 gr	16	12	75%	79	93	14
	Smart Kids	19	14	74%	58	87	29
	Healthy Habits K-1	26	12	46%	53	71	18
	Healthy Habits K& 1	24	18	75%	48	53	5
	Smart Kids 6-9	45	24	53%	68	72	4
	NetSmartz6-9	22	22	100%	78	94	16
	Healthy Habits 4 grade	9	8	89%	75	82	7
	Healthy Habits 9 yo	10	7	70%	51	73	22
	NetSmartz 6-12	31	26	84%	80	100	20
Totals		374	274	73%	66	84	18

**Catholic Charities of the Diocese of Palm Beach**  
**THE SAMARITAN CENTER**

**Grant:** \$30,820

**Funds Used:** \$31,820

**Total Children Served:** 38 unduplicated children served      **Cost per child:** \$734.36

**Focus Area:** Building Parent Capacity

**Taxonomy Number:** Homeless Shelter BH-180.850; Child Abuse Prevention FN-1500.1900-150

**Program Description:** This program is designed to offer a transitional housing and guidance to homeless families with children who reside in Indian River County. Samaritan Center prepares the homeless families to live independently. Adult clients attend trainings concerning the following: creating and maintaining a budget; learning and using positive parenting skills; participating in employment and life skills training; required counseling for mental health issues and well-being. Participants are required to obtain employment, save 75% of their income and to follow a four-tiered level program prior to graduating from The Center. Children receive academic tutorial support sessions on identifying positive, healthy behavior; gaining self-esteem and learning character values; the negative effects of drugs and alcohol; the effects of divorce on children; and the importance of health and hygiene. The children attend special outings within the community via Samaritan Center and other community collaboration, such as attending local summer camps as well as camps during winter and spring breaks for school aged children.

**Collaboration:** The Samaritan Center collaborates with the following community partners on a regular basis to provide referrals and/or services to homeless families and their children, depending on each individual family's needs. The Samaritan Center leadership also participates in several non-profit as well as professional business collaboratives in an effort to network together to connect, advocate, renew, educate, and strategize for the betterment of individuals and their families in our community at large.

The Homeless Children's Foundation; Mental Health Association; Mental Health Collaborative; Exchange Club of I.R.C.; Substance Awareness Council; the Boys and Girls Club; Counseling and Recovery Center; New Horizons of the Treasure Coast; Early Learning Coalition; Habitat for Humanity; United Against Poverty; Care Net Pregnancy Center; A Caring Center for Women (Formally Women's Care Center); Gifford Youth Activities Center; Healthy Start Coalition/Healthy Families; Little Birthday Angels; Exchange Club CASTLE; Center; CareerSource; Suncoast Mental Health Association; Literary Services; Treasure Coast Homeless Services Council; Vocational Rehabilitation; S.A.R.T; Indian River County Victim Advocate; Lifebuilders; Visiting Nurse Association; Safe Families for Children, the Department of Children and Families.

\*A new partnership for this quarter is the Rotary Club of Vero Beach where neighbors, friends and problem solvers share ideas, join leaders, and take action to create lasting change.

**GOALS/OUTCOMES REPORT**

**Goal 1: Resident children who are age 4 and over will increase their self-esteem by showing an average of 5-10% increase on most recent self-esteem pre & post-test given at the beginning and the end of the 8-week sessions.**

**Result:** Post-test results indicate an average of 5.0% increase in resident children's self-esteem. Resident children scored an average of 80% on pretests and 85% on posttest indicating positive decision making based



on increased self-esteem.

**Goal 2: Resident children age 4 and over will demonstrate a 5-10% increase on their social behaviors and character values measurements form that will be administered at the beginning and the end of each 8-week session.**

**Result:** Post-test results indicate an average of 14.75% increase in resident children’s social behaviors and character values. 16 behavior observations were conducted with an average pre-test score of 80% and an average post test result of 94.75%.

**Goal 3: Adult Residents will increase their knowledge and skills in the areas of positive parenting by a minimum of 5-10% as evidenced through pre & post tests given at the beginning and end of the facilitated workshops.**

**Result:** Post-test results indicated an average of 21% increase in adult resident clients increasing their life skills development. The Samaritan Center adult clients participated in workshops on the following titled “Zoom and Video Conferencing Etiquette”, “Re-orientation: Weekly Income and Expense Trackers, work schedules and job searches” and “Love and Logic: Dealing with Disrespect and Defiance.

**Goal 4: Seventy-five percent of resident children will increase their knowledge and skills in the area of academic performance as evidenced through progress reports and report cards. The children will be evaluated during the academic year.**

**Result:** The Children’s Coordinator has assisted parents with obtaining their first quarter report cards from FOCUS. The pre-test results indicate an average grade point of 2.16. It should be noted Samaritan Center routinely enlists qualified tutors to assist children to increase skills as needed. When staff notice resident parents need to strengthen parenting skills our parents are required to attend tutoring sessions to empower themselves while learning to advocate for their children. The current COVID-19 Pandemic has created challenges for parents navigating remote learning.

A message about COVID-19 operations: The Samaritan Center continues to follow all protocols including but not limited to daily COVID-19 screenings and additional cleanings for the health and safety of clients and our staff in accordance with CDC guidelines.

**Childcare Resources of Indian River  
SUBSIDIZED, HIGH QUALITY CHILDCARE**

**Grant:** \$225,000

**Funds Used:** \$ 225,000

**Total Children Served:** 152 (54 children served through contracting centers)

**Focus Area:** Early Childhood Development

**Taxonomy Number:** NL-300.150; PH-610.150; PH-610

**Program Description:** Childcare Resources provides high quality, affordable childcare and education for children, ages six weeks to five years. Childcare Resources builds parent capacity by enabling parents to focus on their careers and higher education while their children receive dependable care.

**GOALS/OUTCOMES REPORT**

**1. Young children have access to high quality learning experiences in home, community and early childhood care and education settings which prepare them to enter school ready to learn.**

The Childcare Resources School and affiliated contracting centers closed on March 16<sup>th</sup>, 2020 following a directive from Governor DeSantis regarding the COVID-19 pandemic. Governor DeSantis then canceled all remaining standardized testing for the 2019-2020 school year. The Childcare Resources School facility remained closed and programming moved to a virtual format until June 8<sup>th</sup>, 2020 when Governor DeSantis announced a Phase Two reopening. At that time the Childcare Resources School re-opened at a reduced capacity while still offering a virtual programming option for families still at home. On August 24<sup>th</sup>, 2020 the Childcare Resources School and contracting centers resumed normal operations and began the 2020-2021 school year. In light of these mandated closures and directives, spring assessments were not completed, and outcomes are not available for children enrolled in the Childcare Resources Program for the 2019-2020 school year.

**2. Young children improve positive age appropriate social and emotional skills.**

As noted under Outcome 1, assessment results are unavailable.

**3. Young children improve motor skills needed to explore their environment and support learning.**

As noted under Outcome 1, assessment results are unavailable.

**Childcare Resources of Indian River  
PSYCHOLOGICAL SERVICES**

**Grant:** \$6,600

**Funds Used:** \$4,480

**Total Children Served:** 3 children

**Total Adults Served:** 13 parents or other adult in the household

**Focus Area:** Building Parent Capacity

**Taxonomy Number:** RP-450.650; RP-150.330

**Program Description:** The program provides counseling and psychoeducational evaluations to adults and children enrolled in the Childcare Resources program.

**Collaboration:** Mental Health Association

**GOALS/OUTCOMES REPORT**

**1. Adults and children who participate in five or more counseling sessions will show improvement.**

As of 6/30/2020, 3 children and 10 adults enrolled in the Childcare Resources program were referred to the Mental Health Association for therapy.

- 2 adults were discharged from services
- 5 adults chose to discontinue services
- 2 children (parents) chose not to follow through with referral
- 2 adults did not follow through with referral
- 4 adults continue services at this time
- 1 child continues services at this time
- All other outcomes are unknown at this time

**2. Children who participate in psychoeducational evaluations will receive a clear diagnosis with insights regarding care needs and educational support.**

- No evaluations completed at this time

**Childcare Resources of Indian River  
PROFESSIONAL DEVELOPMENT FOR EARLY EDUCATORS**

**Grant:** \$100,000

**Funds Used:** \$ 84,279

**Focus Area:** Early Childhood Development

**Taxonomy Number:** HH-0500.1600-650; T-6650

**Program Description:** The professional development program will provide the education and the support early educators need in order to implement strategies which create an atmosphere most conducive to early learning. The program includes four workshops with technical assistance, on-site coaching, center director support and a credentialing program for early educators.

**GOALS/OUTCOMES REPORT**

**1. Early educators will improve the knowledge in the workshop subject area by 70 percent as demonstrated in pre-workshop and post-workshop test scores.**

- October 12th Foundations of Child Development & the Brain workshop results were a 76%: 155 early educators in attendance.
- November 16th Emergent Literacy workshop results were a 94%: 85 early educators in attendance.
- February 1st Conscious Discipline workshop results were an 88%: 176 early educators in attendance.
- March 14<sup>th</sup> Sensory Play for Every Day has been postponed due to the COVID-19 pandemic.

**2. Directors will be able to apply a foundational understanding of the Coherent Path to Quality and use strength-based articulation as the instructional leader in their program.**

- 24 directors registered for the program: 22 directors completed the program (92%).
- 86% of the directors participating in this pilot program can better articulate what program quality looks like in their center.
- 92% of the directors participating in this pilot program feel more effective as the leader at their center.

**3. Participants in the Credentialing Program for Early Educators success will be measured using program graduation rates.** \*Due to the Covid-19 pandemic, three courses were canceled by IRSC and two were completed virtually.

Fall 2019

**Director's course**

*Graduation TOTAL: 13*

**FCCPC**

*Graduation TOTAL: 12*

Spring 2020

**Director's course**

*Graduation TOTAL: 16*

**FCCPC \***

*Graduation TOTAL: 1*

2019-2020 Academic Year Course Totals:

- *Director's Certificate Graduation TOTAL: 29*
- *FCCPC Graduation TOTAL: 13*

**COVID-19 Update:** As of August 24, 2020, the Childcare Resources School and contracting centers have resumed full operations. We are still following strict guidelines set forth by the Centers for Disease Control, Department of Children and Families, Office of Early Learning and Indian River County Health Department in order to continue to mitigate the spread of the Covid-19 virus. Below is a list of how our programming pivoted as a result of COVID-19:

#### **School/Wellness Programming:**

- Wellness staff called all families (at least) once weekly to check in. Assisting families in numerous ways: connecting with other programs; set up mental health sessions; helped to navigate health issues (non-COVID-19 related); helped navigate how to re-employment paperwork; grocery gift card; set up virtual budgeting sessions, etc.
- Therapy sessions temporarily moved to a tele-therapy platform. Children receiving Physical Therapy received 'gross motor boxes' filled with activities for parents to work with their children. These therapies have now returned to in person sessions.
- Wellness staff hosted teacher cafe, parent café, and child cafe meetings to encourage and maintain connections and assist with trauma related concerns.
- All CCR School classrooms hosted daily videoconference classes. Currently all classrooms have re-opened.
- Fresh vegetables and pantry staples were available for pickup/delivery to our families once per week thanks to our collaboration with Shining Light Garden and Indian River Food Pantry. This service continues at our facility.
- Program parents received a minimum of two emails a week with activities for their children and helpful topics during the closure. Parents are now receiving monthly updates, curriculum calendars, classroom newsletters, program newsletters and text reminders regarding important community events.
- Our teaching staff participated in 120+ hours of online training – most sessions focused around trauma.
- The build out of the addition to our school is completed, licensed by the Department of Children & Families and operational with children and staff.

#### **Early Childhood Educator Programs:**

- Now that the 2020-2021 academic year has commenced, the coaching team now sends a monthly newsletter offering up to date strategies and best practices. Coaching has now moved virtual and coaches are working with teachers via zoom and video observation.
- Emergent Literacy workshop technical assistance wrapped up as a third and final kit was distributed to centers around the county. All professional development workshops and technical assistance has been completed with the exception of the Sensory Play for Everyday workshop. The workshop has been rescheduled for November 14, 2020.
- Childcare Directors Leadership pilot wrapped up with a final webinar and individual teleconferences with each of the participants.
- Credentialing Program Fall semester is underway. The program facilitator is currently supporting 20 Early Childhood Educators in a myriad of courses.

**Children’s Home Society of Florida  
TEEN LIFE CHOICES**

**Grant:** \$60,000

**Funds Used:** \$50,176

**Total Children Served:** 1,447

**Focus Area:** Middle and High School Program that Address Risky Behavior

**Taxonomy Number:** 59-0192430

**Program Description:** Teen Life Choices (TLC) is an educational based program that addresses risky behaviors and abstinence-based teen pregnancy prevention. TLC offers presentations for 10 to 18 year olds in group settings at middle schools, high schools and community organizations. Presentations may include group activities, role-play, open discussion, worksheets, take home assignments, and video segments.

**Comment/2019-20 Monitoring:** During the 4th quarter of 2019-2020, TLC was unable to return into the school in person to complete Baby Think It Over presentations with HOPE teachers at Vero Beach High Freshmen Learning Center at the start of the school year. However, TLC is able to perform virtual life skills presentations and is scheduled to complete Baby Think It Over in the spring. TLC is also working closely with Indian River Charter High School addressing the safety and protocols of conducting in person presentations. At this time presentations have been put on hold until the second semester. (Over 400 students will be participating in the virtual presentations this school year.)

**A new virtual presentation has been developed to meet the needs of the district. The program is currently being used and continually being updated based on the feedback of students, teachers and staff members currently utilizing the new curriculum.**

**GOALS/OUTCOMES REPORT**

**Outcome #1:** 65% of teens and preteens that participate in at least 3 modules of Posting Sexual Involvement increase knowledge of skills to postpone sexual involvement.

**Goal Met – Postponing Sexual Involvement virtual update was presented to a small focus group during the 4<sup>th</sup> quarter of the fiscal year.**

1st Quarter		2nd Quarter		3rd Quarter		4th Quarter	
# Served	%Achieved	# Served	%Achieved	# Served	%Achieved	# Served	%Achieved
0	N/A	0	N/A	0	N/A	6	100

**Outcome #2:** Teens and pre-teens that participate in Posting Sexual Involvement increase communication on the subject of sex with their parent/guardian; 60% of worksheets will be returned to program and signed indicating parent and youth discussion.

**Goal Not Met – Postponing Sexual Involvement virtual presentations was piloted with a small focus group with PACE center for girls during the 4th quarter. The homework assignment was not given to the focus group. Since this time, TLC has returned into the schools and begun to implement the new virtual and in person curriculum at Sebastian Charter Junior High; the data will reflect on the next report.**

A new virtual presentation has been developed to meet the needs of the district and is currently being implemented into the schools.

1st Quarter		2nd Quarter		3rd Quarter		4th Quarter	
# Served	%Achieved	# Served	%Achieved	# Served	%Achieved	# Served	%Achieved
0	N/A	0	N/A	0	N/A	6	N/A

**Outcome #3:** 75% of teens and preteens who participate in the Baby Think It Over program increase their knowledge of the emotional, physical, psychological, social and financial consequences of teen parenthood.

**Goal Not Met** – During the 4<sup>th</sup> quarter of this fiscal year, Baby Think It Over presentations were unable to start due to the district mentoring the safety protocols due to covid-19. TLC has been given permission to return into the schools, and presentations have been scheduled to start after this quarter.

A new virtual presentation has been developed to meet the needs of the district. Currently being utilized with students, staff and teachers, ongoing updates are being made to determine engagement, interest and quality of the updated curriculum.

1st Quarter		2nd Quarter		3rd Quarter		4th Quarter	
# Served	%Achieved	# Served	%Achieved	# Served	%Achieved	# Served	%Achieved
233	87	657	82%	90	N/A	0	N/A

**Outcome #4:** 75% of teens and pre-teen ages 10-18 that participate in Life Skills presentations increase critical thinking and decision-making skills and will be able to distinguish between healthy and unhealthy decisions relative to the topic being covered.

**Goal Met** – During the 4<sup>th</sup> quarter of this fiscal year a limited number of students participated in life skill presentations. Curriculums for critical thinking and decision-making skills to distinguish between healthy and unhealthy decisions relative to the topic have been updated to adjust to present circumstances that require social distancing due to covid-19. TLC started a partnership with Feed the Lambs and Vero Fitness Club summer programs and Dasie Hope. In person presentations are still being restricted at this time, and virtual presentations are being conducted based on the availability of the organizations.

New virtual presentations have been developed to meet the needs of the community. Currently being utilized at Dasie Hope with youth and peers to gage interest and determine best platform to keep youth engaged in a virtual setting.

1st Quarter		2nd Quarter		3rd Quarter		4th Quarter	
# Served	%Achieved	# Served	%Achieved	# Served	%Achieved	# Served	%Achieved
115	69	362	73%	0	N/A	36	92%

\*Reported outcomes include duplicated numbers; per the April 4, 2016 CSAC meeting TLC will report all participating clients in outcomes but will only report non-duplicated clients in statistics.

**Crossover Mission**  
**BUILDING THE FUTURE OF CROSSOVER MISSION**

**Grant:** \$70,000

**Funds Used:** \$70,000

**Total Children Served:** 65 unduplicated children     **Cost per child:** \$1,076.92

**Focus Area:** Middle and High School Programs that Address Risky Behavior; After School and Summer Recreational Activities and Academic Enrichment Programs

**Taxonomy Number:** PH-1400.5000-100 Adult/Child Mentoring Programs

**Program Description:** Crossover helps the kids who need us most, primarily boys, ages 8-18, through a program of year-round basketball and one-to-one academic mentoring. Included in the Crossover program is a subset of high-risk students who continue to display disruptive behaviors and experience ongoing academic failure. In this population, each student is assigned a team and evaluated weekly. Interventions may include; up to 4 additional mentoring days per week, ongoing communication with the school staff, advocacy in testing/development of Individualized Education Plan (when indicated), additional support with transportation/medical/legal issues, and in cases of imminent school drop-out, an online homeschool program administered full-time at the Crossover Center.

**The startup of our Academic School Year 2020-21:** Our academic year commenced on August 31, 2020. We currently have 53 active students fully enrolled in the program and 25 plus middle and high school youth that are pending enrollment, awaiting the start of competitive elite basketball training. We have achieved 100% remote connectedness with our student athletes across age groups (elementary, middle and high school). Attendance at individual virtual Academic Mentoring sessions each week are underway as well as live basketball training which is held at Leisure Square in Vero Beach. Currently, we have 51 active volunteer mentors and are in the process of onboarding more.

**Collaboration:** Under normal operations Crossover collaborates with The Source, the Gifford Youth Achievement Center and the School District of Indian River County. Due to COVID these collaborations are not active. Crossover has formalized an additional collaboration with A Fulfilled Life International LLC, for counseling and mental health support. Crossover partners with this agency to provide guidance and to teach coping skills that help teens navigate through these formidable years to address and redirect risky behaviors. This agency also provides our students with individual and family sessions on an as-needed basis.

**GOALS/OUTCOMES REPORT**

**Goal 1: 90% of enrolled Crossover students will fully participate (less than 3 unexcused absences per quarter) in school year Crossover activities.**

Result: Since the beginning of the COVID-19 crisis, Crossover has worked hard to continue the mission of supporting our student athletes in academics and athletics. Crossover management had to pivot from live to virtual programming in March 2020 and that process was challenging due to connectivity issues with students/parents and youth at home unsupervised while parents had to work. Crossover staff and volunteer academic mentors worked double time to keep our student athletes connected and focused on academics. The tendency was for kids to sleep all day, avoid online school and play video games all night. We chased parents and student athletes to keep them aware of the seriousness of the academic situation and to stay engaged. The result was positive with 89% of our students performing at their highest level yet during the most difficult period



in our history.

Summer programming was limited to small groups, live and virtual. Now into the 2020-21 school year, Crossover is now operating on a mixed schedule of virtual and live programming in accordance with the School District of IRC and depending on student/parent choice. We are filling a wide gap for virtual school students (30% of our Crossover population) who are heavily struggling with school in Q1. We opened a second location to allow additional live, one-on-one tutoring in a safe, distanced atmosphere. Starting September 2020, Crossover student athletes returned to physical basketball training in small groups at Leisure Square and soon at the Gifford Middle School gym which is opening up to Crossover. We hope to open our new center at 4425 US-1 with live academic and athletic programming within the next quarter. Occupancy at our new center is subject to county permitting and completion of Phase 1 renovation.

Our character development program, Crossover Xpress, continued live throughout the summer and now into the school year each Friday night. The Crossover Xpress program is the main platform for mindset training and aims to empower our student athletes to believe in their capacity for success while teaching coping strategies as they navigate through the dual crises of the COVID pandemic and heightened unrest around racial inequity and police brutality.

**Goal 2: 85% of all Crossover middle and high school students will be eligible to try out for their school basketball teams. Academic eligibility includes greater than 2.0 GPA and no behavior referrals or school suspensions.**

Result: For the 2019-20 academic year of the 44 Crossover middle and high school students, all but 2 (95%) were eligible to try out; 9 students did not try out because of other sports involvement, lack of interest or need to increase skill level. Of the 33 students who tried out, 30 students (91%) were accepted onto their school teams.

**Goal 3: 95% of Crossover students will remain free of the juvenile justice system, known gang involvement, and enrolled in school.**

Result: 98% of Crossover students (64 of 65) enrolled from August 1, 2019 – June 30, 2020 have remained free of the juvenile justice system, known gang involvement and are enrolled in school during Semester 2 and Q4 of the 2019-20 school year. For the academic year 2020-21, 100% of Crossover students have remained free of the juvenile justice system, known gang involvement and are enrolled in school either in a traditional or virtual school option.

**Dasie Bridgewater Hope Center  
TUTORIAL AND MENTORING ACTIVITIES**

**Grant:** \$44,963

**Funds Used:** \$39,029

**Total Children Served:** 63      **Cost per child:** \$713.70

**Focus Area:** After School and Summer Recreational Activities and Academic Enrichment

**Taxonomy Number:** JR-820.650-45-Child Mentoring Programs

**Program Description:** This program is designed to help educate and ensure the safety of youth who normally would have to stay unsupervised in their homes afterschool or throughout the day because their parent(s) are working.

**Collaboration:** In efforts to ensure the safety, well-being and continue to provide services for our families/students during the COVID-19 pandemic, we are partnering with the Early Learning Coalition, Publix, Substance Abuse Council, Community Church, Lowe's, IRC Sheriff's Department, Up With Poverty Food Truck, Treasure Coast Community Health (COVID-19 testing) and IRC Health Department.

**GOALS/OUTCOMES REPORT**

**Goal 1: Increase academic performance measured by grades on report cards and assessments; 70% of students attending the tutorial program that receive services will perform on grade level or above in Math and English. *GOAL MET.***

**Result:** 85% (38 of 50) students improved grades/on grade level for the 4th academic quarter. 80% of youth grades were attained from IRC School District's NFocus database to document our students' remaining grades.

**Goal 2: Students will be mentored, provided supportive relationships and parents will be involved in the academic process; 80% of students will show improvement in confidence, learning ability, and decision making measured by pre/post surveys. Baseline: Students 2019-2020 Pre/Post surveys. *GOAL MET.***

**Result:** As students are enrolled into our program, youth are given a pre-survey. They are also given a post-survey at end of program (May) to determine progress and/or extended mentoring. Mandatory bi-monthly parent meetings are held to inform parents of their progress and address any concerns they may have.

**Goal 3: High school students will receive academic support to graduate and gain 21st Century Workforce Skills (creativity, innovation, teamwork and leadership); 70% of high school students will graduate or gain career skills. \*\*This outcome is specifically for high school students\*\* Baseline: Students 2019-2020 report/discipline reports. *GOAL MET.***

**Result:** All high school youth (9th–12th grade) are engaged and taking college preparation courses (college selection/preparation/financial applications) for college entrance, test preparation (SAT/ACT) and academic readiness (grades) for graduation. Currently, we have one student entering college (Florida A & M University, Tallahassee, FL) majoring in Pharmacy.

**Current Status:** As you can imagine, the effects of COVID-19 are putting the health, safety and well-being of our students at risk. Many have lost their “safe space.” DHC is a parallel family; a mental and physical lifeline and our students need us now more than ever.

- We are staying in contact with Board Members (monthly meetings & weekly updates) through ZOOM.
- We have sent out “Miss You” cards along with MacDonald’s cards (free meals) to all our students.
- We are in contact with parents and students through “What’s App” to assist with any homework and resources for families. Surveys are provided for updates, opinions and to address issues and concerns.
- Staff received \$50 Publix gifts from the United Way for assistance. (Thanks to Michael Kint)
- We have had the entire facility sanitized for safe use.
- Kids participated in Summer Life Skills classes conducted by The Substance Abuse Council of Indian River County.
- Summer activity packs were sent out in June and July. Packs include educational and entertainment projects and activities. Staff is available to provide assistance with packets.
- Students received Nature Kits from through our partnership with Environmental Learning Center (ELC).
- Families received food boxes from Community Church and we have provided food assistance on an as-needed basis.
- We are collecting school supplies for the upcoming school year.
- IRC Health Department conducted COVID-19 on-site at DHC for staff and community residents.
- All students were promoted for the 2019-2020 academic year.
- Currently, DHC offers morning virtual classes for students who didn’t return to brick & mortar classes. Students arrive at 7:15am and engage with teachers in virtual classes 5 days a week.
- Safety precautions were put in place with the assistance of IRC Health Department staff.
- Youth engagement with IRC Health Department medical interns will resume in November 2020. Our STEM program will be involved.

**Early Learning Coalition**  
**FACILITATING LANGUAGE DEVELOPMENT**

**Grant:** \$60, 366

**Funds Used:** \$24,674

**Total Children Served:** 187

**Focus Area:** Early Childhood Development

**Program Description:** This professional development program focuses on language development in young children by providing coaching, modeling, consultation, and technical assistance to teachers in classrooms with three to five-year old children. The program is designed to target those areas that brain research finds most beneficial for children’s brain development, including back-and-forth conversational exchanges.

The Classroom Assistance Scoring System (CLASS) tool was administered as a pre-assessment for baseline data on each classroom, and this data informed the coaching activities conducted with each teacher. The intent was to conduct pre/post assessments in each classroom to measure growth and improvement in the Instructional Support domain. This domain includes three key dimensions: Concept Development, Quality of Feedback, and Language Modeling, all of which are critical for developing language skills in young children.

Selection of participating Providers and classrooms within Indian River County were based on several factors, including overall CLASS scores, as well as the dimension scores within the Instructional Support domain. The Provider’s Florida Kindergarten Readiness Screener (FLKRS) score was also a consideration in the selection process.

Please note that with the onset of COVID-19 in March, the program pivoted to support participating Providers virtually, when site visits were no longer advisable. The Literacy Coach maintained relationships with directors and teachers and provided language and literacy resources for directors, classroom teachers and families. A virtual classroom was developed with lesson plans and activities for teachers and families with three- to five-year old children.

**Program Activities:** Pre-assessments were conducted in participating classrooms using the CLASS tool, and the Knowledge test was administered as a pre-assessment for participating teachers. Classroom designations were made with assignments as “freshman” or “sophomore” cohorts, depending on whether the teacher/classroom participated in this program the previous year. The site visit dosage was set up as weekly for the freshman cohort and monthly for the sophomore cohort. Literacy coaching site visits were conducted until March 11, 2020.

**Site Visits:** There were **81 total site visits** for the period through March 11, 2020.

Dec. 2019 – 17 visits

Jan. 2020 – 24 visits

Feb. 2020 – 32 visits

Mar. 2020 – 8 visits

**March 2020 through 9/30/20:** In March, the day to day activities of our literacy programming were tailored to adapt to the COVID-19 pandemic response from the Governor’s office mandating social distancing through the “Safer at Home” Executive Order. The program pivoted to provide coaching support to participating Providers virtually, including language and literacy resources for directors, classroom teachers and families as well as one-on-one customized literacy coaching sessions and conferences.

Additionally, support was provided through the development of a virtual classroom that is featured on our website at [www.elcirmo.org](http://www.elcirmo.org). The virtual classroom platform features story books with developmentally appropriate learning activities for this age group, including language and literacy components. The site provides the activities in a PDF version, as well. Activities are appropriate for teachers and families with three- to five-year old children.

Please note that there were no reported activities after May, as the agency's Literacy Coach resigned on 5/29/20.

**Program Outcomes:** Pre-assessments (CLASS) and pre-tests (Teacher Knowledge Test) were administered at the beginning of the program. However, the suspension of CLASS assessments and discontinuation of onsite visits due to the COVID-19 pandemic in March resulted in no post-assessment data. Because proposed grant outcomes were based on gains between data sets, results cannot be determined.

### **Pre-Kindergarten Virtual Classroom Provided to the Community**

by the Early Learning Coalition of Indian River, Martin and Okeechobee Counties

The Covid-19 pandemic changed our world, particularly the lives of the families and childcare providers whom we serve in each of our communities. Many of our contracted Providers reached out to us as they were closing due to the pandemic, concerned for the families that would now be home with their young children. Parents were at a loss as to how to continue providing educational content to their children as they were sequestered at home and working remotely. They had little time to research developmentally appropriate practices for their 4- and 5-year old children.

From this need, the ELCIRMO virtual classroom platform was born. Several weeks of content have been provided through this platform, with multiple developmental domains included in each lesson plan. Included is a read-aloud of a featured book and extension activities for Language, Music, STEAM, Social/Emotional and Outdoor Play.

The response has been overwhelmingly positive. One of our valued community partners is the Kindergarten Readiness Collaborative. Dr. Nivea Torres, Executive Director, shared the following:

*The ELCIRMO Virtual Classroom has proven to be a valuable resource to our families who are implementing at home learning. With colorful and engaging content, each lesson delivers a read aloud that supports early literacy and vocabulary development. At KRC, we are posting the lessons on our social media page and creating awareness in the community about how this online resource can enrich children's learning. We are extremely grateful to the ELC team for leading the way in creating virtual content for families in our county during these challenging times.*

Please feel free to visit our website and see the Virtual Classroom lesson plans firsthand: [www.elcirmo.org](http://www.elcirmo.org).

**Gifford Youth Achievement Center  
AFTER SCHOOL EDUCATION PROGRAM**

**Grant:** \$60,680

**Funds Used:** \$60,680

**Total Children Served:** 238

**Cost per child:** \$2,825.29

**Focus Area:** After School and Summer Recreational Activities and Academic Enrichment

**Taxonomy Number:** PS-9800.9900 Youth Enrichment Program

**Program Description:** The After School Education Program (ASEP) is an after school program for children in grades K-12. This program offers educational assistance through tutoring, homework assistance, personal growth and development, cultural, social and recreational activities.

**Collaboration:** School District of Indian River County, Indian River State College, and the Indian River County Library System

**GOALS/OUTCOMES REPORT\*\***

**1. 92% of middle/high school students will improve their emotional/social skills.**

**Results:** 91% of students improved their emotional/social skills. *Destination Knowledge – Ripple Effects* is a research-based tool to help children build resilience and handle non-academic issues that get in the way of school success. Students are using this program to improve their social/emotional skills in decision-making, assertiveness, impulse control, empathy, and community connection.

**2. 93% of students in grades K – 5 will complete their homework assignments by the end of the day.**

**Results:** 95% of students completed their homework assignments by the end of the day. The primary focus of the after-school program is the completion of homework and any academic assignments. Students are expected to complete their homework, with the assistance of their teacher and/or volunteers, before leaving for the day.

**3. 92% of students that receive a grade of “C” or lower in Reading, English and/or Math, during the 1<sup>st</sup> nine-weeks grading period will improve that grade by the 3<sup>rd</sup> nine-weeks grading period.**

**Results:** 94% of students improved the grade of “C” or lower in Reading, English and/or Math by the 4<sup>th</sup> nine-weeks. Fifty-four percent of students made the A/B Honor Roll during the 4<sup>th</sup> nine-weeks, a period in which students received their academic instruction virtually.

\*\* The school year ended 3/13/2020 due to COVID-19 and the Governor’s stay-at-home order. The reported results are based on data compiled as of this date.

**COVID-19 Update:** Due to COVID-19 and Gov. Desantis’ Stay-at-Home Executive Order, the in-person, after-school program ended on 3/13/2020 and the school year ended on 5/28/2020. During this period, GYAC staff implemented tools “virtually” that would ensure our students continued their academic learning while at home. GYAC’s website provided homework assistance hotlines, video storytime readings, notes from teachers, teacher videos, and educational resources for students and parents.

Our Computer Lab Instructor provided support for students with computer issues, assisted with PowerPoint presentations, and offered support on various educational assignments.

Fifty-four percent (54%) of students made the A/B Honor Roll during the 4<sup>th</sup> nine-weeks of the 2019-2020 school year.

**2020-2021 School Year Update:** Due to COVID-19, enrollment in the 2020-21 after school program is limited to allow for social distancing in the classrooms. Ninety (90) students are currently enrolled; 100-110 is the maximum allowed based on the grade and classroom size. Approximately 40% of African-American parents have selected learning options two and three (virtual/transitional) for their children (per information received from the SDIRC). This decision, and the impact of COVID-19 in minority communities, is having an impact on enrollment.

Volunteer tutors are providing one-on-one tutoring via ZOOM. Students are completing their homework assignments and receiving guidance and counseling support.

**Gifford Youth Orchestra**  
**STAGING FOR SUCCESS**

**Grant:** \$20,000

**Funds Used:** \$20,000

**Total Children Served:** 57

**Cost per child:** \$76.32

**Focus Area:** After School and Summer Recreational Activities and Academic Enrichment

**Taxonomy Number:** PS-9800.9900 Youth Enrichment Program

**Program Description:** The Gifford Youth Orchestra's Music Education Program is an after-school program designed to keep children off the street and on the stage by providing music education throughout the year with spring, summer, and fall recitals and an annual concert as our report cards of their progress.

Although focused on music, the program offers a range of lessons to build skills and provide experiences for young people to learn and develop skills in music education; tutoring other children and senior citizens; build performance skills; earn money by tutoring and performing and budgeting those funds; build confidence and self-esteem through performances and tutoring; cultural and social awareness and leadership skills through community service, workshops, and student meetings.

The classes and training are primarily for at-risk youth in kindergarten through 12th grade. Enrolled children are from low-income, primarily single parent homes throughout Indian River County.

**Collaboration:** Gifford Youth Achievement Center, The Indian River State University Trio Upward Bound in Indian River County, The Universal Unitarian Fellowship of Vero Beach, The Gifford Aquatic Center, and the 1st Presbyterian Church.

**GOALS/OUTCOMES REPORT**

***All outcomes have been reached 100%.***

**Outcome # 1: Student learns open strings, pluck and bow quarter notes and eighth notes. Students will learn to play "Fresh Hot Grits."** All beginning student enrolled in the GYO either performed "Fresh Hot Grits," or its equivalent in the Concert rehearsal in September 2020. Each child in the strings program individually played all of their music for their teacher. Piano students played their beginning music for their piano teacher. All beginning students will be moving on to the next level after our virtual presentation of the November 2020 Annual Concert.

**Outcome #2: 75% of 2nd year students enrolled will increase their ability by 100% and be able to read and play music at the Advanced Beginner's Level.** Goal in process – 100% of 2<sup>nd</sup> year students enrolled in the Gifford Youth Orchestra improved their ability to hold the bow correctly and used the correct posture for playing. They are learning and playing with basic dynamic markings such as: f, mf, mp, p. They played all of their 2020 music for their teacher in September in preparation for the November Annual Concert. They are scheduled to record their solos on October 24, 2020 which will be used for the virtual presentation of the concert.

**Outcome #3: 60% of 3rd year students enrolled will increase their ability by 100% to read and play music at the Intermediate and Advanced Level.** Goal in process – 100% of students enrolled as Intermediate Students learned all the music for 3<sup>rd</sup> year students. 100% played their solo for their teacher in September 2020, in



preparation for the Annual Concert in November. They are all scheduled to record their music on October 24<sup>th</sup> which will be used for the zoom presentation of the concert.

In addition, all classes have been converted from group lessons to individual lessons.

- Virtual lessons / TEACHERS and STUDENTS
- Strings - 35 of 37 students actively participating; 87% participation
- Matt Oodtsky/Advanced and Intermediate violin students (7 active; 1 inactive)
- Emily McClain's class has been handed to Courtney Diaz/Intermediate and Beginner violin students (11 active)
- Abby Lorimier/Intermediate and Beginner violin and cello students (12 active; 1 inactive)
- Tatiana Wallace/Beginner violin students (2 active; 3 inactive)
- Joan Haar/New Zoom classes, instrument repair and assignment
- Samuel Burmett has been added to the violin teaching staff. He has 3 active students and will pick up any student who needs to be transferred to a different time schedule.
- Piano - 20 of 22 students actively participating; 91% participation
- Sue Lorimier/Suzuki Book I, II and III Students (22 active)

OVERALL PARTICIPATION RATE 95%

**Healthy Start Coalition Indian River County  
BABIES AND BEYOND**

**Grant:** \$50,000

**Funds Used:** \$50,000

**Total pregnant women served:** 984 (includes participants delivering out of county)

**Cost per client:** \$50.81

**Focus Area:** Building Parent Capacity

**Taxonomy Number:** PN-8100.6500 Parent/Family Support Groups; PH-6100.1800-900 Teen Expectant/New Parent Assistance

**Program Description:** The focus of the Babies and Beyond program is on touching every mom, baby, and family in Indian River County. The Babies and Beyond program will provide childbirth education, lactation support within the hospital, nurse home visitation to postpartum moms, and developmentally appropriate peer-to-peer play groups. This program is designed to increase health literacy, strengthen parenting skills, and ensure that each baby in Indian River County gets the healthy start they deserve.

**Collaboration:** Cleveland Clinic Indian River Hospital, Partners in Women's Health, Florida Woman Care of IRC, County Health Department, WIC office, Women's Care Center, Treasure Coast Community Health, Parents as Teachers, Indian River County Healthy Start Coalition, IRC Mental Health Collaborative, and Kindergarten Readiness Collaborative Program.

**GOALS/OUTCOMES REPORT**

Outcome # 1: Indian River County Healthy Start Babies and Beyond participants increase their awareness and knowledge of healthy prenatal and postpartum behaviors that can decrease the risk of infant mortality.

**Goal Results: 100% Overall**

- 100% / 103 out of 103 prenatal program participants perceived the importance of breastfeeding by indicating their intention to breast feed their infant at birth and beyond. Data pulled from prenatal classes. Due to COVID-19, all prenatal classes have been converted to virtual classes.
- 100% / 277 out of 277 (2 fetal demise, 279 deliveries) new mother and family participants received education of infant safe sleep practices at actual bedside (postpartum). Data pulled from bedside education. Due to COVID-19, bedside access was temporarily suspended for lactation support.
- 100% / 227/227 (52 clients did not answer the phone or declined services) postpartum program participants have self-efficacy to perform proper infant feeding habits to help newborn infants to thrive. Includes those clients receiving referrals for additional education and/or feeding support by an International Board-Certified Lactation Consultant (IBCLC) or Healthy Start. Data pulled from Nurse Home Visitation. Due to COVID-19, all nurse home visitation visits have been converted to virtual visits or have been conducted through phone calls. This is taken from how many successful calls were made.

Outcome # 2: IRC Healthy Start Babies and Beyond program participants have improved access to prenatal and postpartum preventative care services to improve infant development and health.

**Goal Results: 86% Overall**

- 100% / 103 out of 103 prenatal women and family participants increased their knowledge and awareness of labor and delivery techniques that enhanced a positive birth outcome/experience. Data pulled from prenatal classes. Due to COVID-19, all prenatal classes have been converted to virtual classes. 18 classes were scheduled with 103 participants in the classes, although only 39 clients. Some clients attended several classes.
- 81% / 227 out of 279 postpartum program participants received a preventative care home visit by a registered nurse who counsels and identifies possible adverse conditions of the mother and developing infant. Due to COVID-19, all nurse home visitation visits have been converted to virtual visits or have been conducted through phone calls.

**Outcome # 3:** Women initiate and maintain breastfeeding with their infant to decrease associated risk factors of obesity in children.

**Goal Results: 87% Overall**

- 86% / 239 out of 277 (2 fetal demise, 279 deliveries) all mother's giving birth at Cleveland Clinic Indian River Hospital will initiate breastfeeding at the bedside.
- 88% / 245 out of 279 program participants received support by a home visit, follow-up phone calls at 3-days, and 6-weeks, as well as, referrals to IBCLC professional when necessary. 34 clients declined or did not answer the phone. Please note that not all clients agree to receive nurse home visits, follow-up calls, or answer phone calls.

**COVID-19 Impact:** The Babies & Beyond program is currently working on innovative ways to bring prenatal education classes, lactation support, and nurse home visitation (NHV) to our community. The first virtual prenatal class was held on April 11, 2020. The Babies & Beyond program in collaboration with Women's Care Center is offering both Spanish and English classes.

Nurse home visitation and lactation support continues to be virtual. Elaine Sanchez, NHV-RN, CLC has been following up with new mothers and families via telehealth to provide ongoing support and education to clients. The Nurse Home visitation program is waiting to receive clearance from Cleveland Clinic Indian River Hospital to be able to go back into the home. Once home visitation resumes, Ms. Sanchez will be offering both in-person and virtual nurse home visitation, which will increase the number of clients seen and the need for additional nurses to help meet the growing demand. If a second nurse is added to the Indian River County Healthy Start Coalition and Cleveland Clinic Indian River team, this will result in an expansion of home visits, as well as having this nurse complete CPR training/instruction within the home, while completing beneficial assessments such as weight check (on baby), physical assessments and vital signs (on mother and baby).

Lactation services have returned to Cleveland Clinic Indian River Hospital and continue to be successful in supporting both mother and baby regarding their breastfeeding journey. Due to COVID-19, this service will continue to be monitored by the hospital and will reflect any policy changes.

Social media platforms forms have also been utilized to disseminate information to help keep our community informed, empowered, and connected. Program staff and the Coalition will continue to develop creative ways to meet the needs of our clients and community during this time.

**Healthy Start Coalition Indian River County  
COMMUNITY DOULA**

**Grant:** \$30,000

**Funds Used:** \$30,000

**Total Families Served:** 82

**Cost per child:** \$365.85

**Focus Area:** Building Parent Capacity

**Taxonomy Number:** PH-6100.3300 Home Based Parenting Education

**Program Description:** The Healthy Start Community Doula program will support, educate, and empower pregnant women to take control of their health. The program will achieve this by providing educational support prenatally and by providing continuous labor support to the laboring woman at the hospital. The services will continue postnatally. Specialized services are provided by a trained Doula. The program aims to improve birth outcomes and health literacy for residents of Indian River County.

**Collaborations:** Cleveland Clinic Indian River Hospital, Partners in Women's Health, Florida Woman Care, Indian River County Health Department, Indian River County Healthy Start Coalition, Healthy Families Indian River County, Parents as Teachers, Women's Care Center, and Moonshot Moment – Kindergarten Readiness Collaborative.

**GOALS/OUTCOMES REPORT**

**Outcome # 1:** The rate of cesarean delivery will decrease to 22% among prenatal clients receiving Doula services.

**Goal Results: 16.5% Overall**

- 75% / 9 out of 12 of program participants increased knowledge about pain management during labor, coping techniques during labor, comfort measures, procedures and terminology during labor, and pain medication used during labor. One (1) client called-in during at time of birth. \*Doula program participation decreased due to visitor restrictions and Doulas not being permitted at the bedside for labor support due to COVID-19.
- 92% /11 out of 12 program participants had a vaginal birth. Though there were a total of 12 clients served within this quarter, (3) were induced, (1) were primary cesarean following failed induction of labor.

**Outcome # 2:** Doula program participants will have a higher breastfeeding initiation rate as compared to the state averages for the same period.

**Goal Results: 87% Overall**

- 89% / 10 out of 12 program participants initiated breastfeeding at birth. Please note that (1) client only received prenatal care and declined additional services therefore, we could not include them in our postpartum data. Changing the denominator from 12 to 11.
- 91% / 10 out of 11 program participants continued breastfeeding postpartum. Please note that (1) client only received prenatal care and declined additional services therefore, we could not include them in our postpartum data. Changing the denominator from 12 to 11.

Outcome # 3: Doula program participants will have healthy birth weight infants of greater than 2500 grams.

**Goal Results: 96% Overall**

- 100% / 12 out of 12 program participants completed all prenatal appointments.
- 1% / 1 out of 12 program participants had low birth weight infants (2500gm). Goal for this indicator is low birth weight infants will be 7% or lower for program participants.

Outcome # 4: Doula program participants will increase their health literacy.

**Goal Results: 75% Overall**

- 75% / 9 out of 12 program participants increased knowledge of healthy preconception, prenatal and postpartum health. OB staff called a doula for 3 clients during or immediately after delivery. \*Doula program participation decreased due to visitor restrictions and Doulas not being permitted at the bedside for labor support due to COVID-19.
- 75% / 9 out of 12 of program participants demonstrated increased knowledge of birth practices, medical terminology, and medical interventions. OB staff called a doula for 3 clients during or immediately after delivery. \*Doula program participation decreased due to visitor restrictions and Doulas not being permitted at the bedside for labor support due to COVID-19.

**COVID-19 Impact:** Due to COVID-19, Doula program participation decreased due to visitor restrictions and Doulas not being permitted at the bedside for labor support due to Cleveland Clinic Indian River Hospital's (1) visitor only policy. This has impacted our community Doula program significantly, however, our Doulas have implemented a variety of methods (video conferencing, phone calls, Zoom, Facebook, etc.) to help support our mothers and families during this time. The Coalition is currently researching best practices on how to reach our clients effectively and will continue to improve these services as more information is made available. As COVID-19 continues to impact our County, State and Nation, our mothers need this support more than ever. The Indian River County Healthy Start Coalition and Community Doula Program will continue to work with each client to get them the information and support they need.

\*Please note that in September 21, 2020, the Cleveland Clinic Indian River Hospital's visitor policy changed to allow Doulas back at the bedside.

**Healthy Start Coalition Indian River County**  
**HEALTHY FAMILIES**

**Grant:** \$30,000

**Funds Used:** \$30,000

**Total Families Served:** 287 adults, 235 children      **Cost per child:** \$129.38

**Focus Area:** Early Childhood Development and Building Parent Capacity

**Taxonomy Number:** PH-6100.3300 Home Based Parenting Education

**Program Description:** Healthy Families is a voluntary home visitation program that targets families with past or current emotional trauma or domestic violence. The program is proven to prevent child abuse and neglect by promoting positive parent-child relationships. The staff are highly trained to provide intensive, comprehensive, long-term, and culturally appropriate services to reduce children's exposure to toxic stress.

**Collaboration:** Tykes & Teens

**GOALS/OUTCOMES REPORT**

Outcome # 1: Young children improve literacy, communication and critical thinking abilities.

**Goal Results: 100% Overall**

- 100% of all children will demonstrate increased scores in the average zone range for administered ASQ's at age appropriate intervals (12-48 months ASQ). \*Please note that 12 out of 12 children were screened utilizing the 12-48 month ASQ.

Outcome # 2: Children and families have improved access on high quality preventative care.

**Goal Results: 100% Overall**

- 100% of children will have an improved and on time childhood immunization adherence for the purpose of decreasing the risk of preventable childhood illnesses. 2 out of 2 children received on time childhood immunization.

Outcome # 3: Parents will engage with children in ways that promote learning from birth.

**Goal Results: 100% Overall**

- 100% of all children will demonstrate increased scores in the average zone range for administered ASQ's at age appropriate intervals (4 months ASQ). \*Please note that 1 child was eligible to be screened with the 4-month ASQ.
- 100% / 4 out of 4 young children demonstrate developmentally appropriate cognitive skills for their age (8 month ASQ). \*Please note that 4 out of 4 children were screened with the 8 month ASQ.

**COVID-19 Impact:** On 3/30/2020, Healthy Families transitioned to virtual home visits due to concerns related to COVID-19. Family Support Workers have been in contact with clients and continue to provide quality services and address needs as they arise. Healthy Families is working with community partners such as the mobile clinic to provide residents with information regarding this program and develop a plan for creative outreach efforts during this time. Family Support Workers continue to provide items of need to assist families such as curriculum, diapers, and maternal care necessities. One of the most significant barriers is the use of teleconferencing and technology.

**Healthy Start Coalition Indian River County  
NURSE-FAMILY PARTNERSHIP**

**Grant:** \$10,000

**Funds Used:** \$10,000

**Total Families Served:** 29

**Cost per child:** \$344.83

**Focus Area:** Early Childhood Development and Building Parent Capacity

**Taxonomy Number:** PN-8100.6500 Parent/Family Support Groups, PH-6100.1800-900 Teen Expectant/New Parent Assistance.

**Program Description:** Nurse Family Partnership (NFP) is a community health program that helps vulnerable mothers in specific targeted communities achieve a healthy pregnancy. This is attained by helping mothers engage on preventative health practices through early prenatal care, improving their diets, reducing their use of cigarettes, alcohol, and illegal drugs. NFP helps improve child health and development by assisting parents with responsible and competent care and by assisting parents to build a positive future for their children. Mothers enrolled in the program receive free in home visits from a registered nurse from the prenatal period through the baby's second birthday.

**Collaboration:** Cleveland Clinic Indian River Hospital, Partners in Women's Health, Kindergarten Readiness Collaborative, Moonshot Moment.

**GOALS/OUTCOMES REPORT**

**Outcome # 1:** Children and families have improved access to high quality preventative care, measured by the individuals who have increased knowledge of the medical and social service systems.

**Goal Results: 100% Overall**

- 100% / 2 out of 2 families will improve their knowledge of medical services available in their community.\*Please note that since 2018 to the end of this quarter, 44 out of 47 (total enrolled clients) families achieved this indicator.
- 100% / 2 out of 2 families will improve their knowledge of social services available in their community.\*Please note that since 2018 to the end of this quarter, 40 out of 47 (total enrolled clients) families achieved this indicator.
- 100% / 2 out of 2 families will demonstrate increased access of services available in their community.\*Please note that since 2018 to the end of this quarter, 40 out of 47 (total enrolled clients) families achieved this indicator.

**Outcome # 2:** Families have improved access to high quality services that promote healthy prenatal and postpartum healthy behaviors.

**Goal Results: 100% Overall**

- 100% / 2 out of 2 referrals in the targeted community that are eligible for NFP will enroll in services (throughout July 2020 – September 2020). Please note (47 total enrolled clients from 10/1/2018 to 9/30/20)



out of (86 total number of referrals from 9/1/2018 to 9/30/2020; 54.65 % conversion rate of referrals to enrollment, 47 total families have been served in program from 10/1/18 to 9/30/20).

Outcome # 3: Infants will have healthy feeding habits and access to high quality medical care services.

**Goal Results: 100% Overall**

- 100% / 4 out of 4 women enrolled in NFP had a successful breastfeeding initiation rate at the birth of their child. Twenty-eight (28) out of 29 clients in NFP have had successful breastfeeding initiation.
- 100% / 4 out of 4 infants enrolled in NFP received their well-baby checks. Twenty-eight (28) out of 29 infants enrolled have received their well-baby checks.

\*Please note that the Nurse Family Partnership (NFP) program had no births in Quarter 1 (October 2018 – December 2018). In Quarter 2, (January 2019 – March 2019) NFP had 1 birth. Quarter 3 (April 2019 – June 2019), NFP had 5 births. In Quarter 4 (July 2019 – September 2019), NFP had 7 births.

In Quarter 1 (October 2019 – December 2019), NFP had 4 births.

In Quarter 2 (January 2020 – March 2020), NFP had a total of 5 births.

In Quarter 3 (April 2020-June 2020), NFP had 3 births.

In Quarter 4 (July 2020 – September 2020), NFP had 4 births for a new total of 30 babies (to include 1 set of twins).

Outcome # 4: Nurse Family Partnership participants will have a decrease in reported pregnancies at 6, 12, 18, 24 months postpartum.

**Goal Results: 100% Overall** – Currently, the program has (6) participants with an infant less than 6 months of age, (9) program participants with infants at the 6-month period, (6) participants with an infant at the 12-month period and (2) participants with an infant at the 18-month period.

- Only one (1) out of 29 clients reported a subsequent pregnancy with (16-months interval between pregnancies). In the last 6 months there has been no subsequent pregnancies reported. The program will continue to monitor program participants to the 12, 18, and 24 months postpartum.
- This outcome is measured by the number of program participants that do not report a subsequent pregnancy within the evidence-based recommended 18-month interval.
- 100 % / 2 out of 2 program participants will increase knowledge of the importance of not getting pregnant until at least 18 months after the birth of their child.
- 100 % / 2 out of 2 program participants will increase their knowledge of interconception health and Long Acting Reversible Contraceptives (LARC).
- 100 % / 2 out of 2 program participants will increase their knowledge of the life course model and utilize this model to plan their future pregnancies.

**COVID-19 Impact:** The COVID-19 Pandemic has affected The Nurse-Family Partnership Program by restricting in-person visits that have been helpful in maintaining contact with clients that are more difficult to reach at times and need in-person visits, for example those that have mental health complexities or limited support systems. There are some clients that the NHV has conducted unscheduled home visits to reconnect when there has been no response to the NHVs attempt to contact. In some cases, this has resulted in successful reconnection with many clients.

In addition, there are some assessments that are best conducted in-person, such as observing the caregiver-child interaction experience during an activity to note areas of strength and growth development. The ideal alternative to in-person visits would be videoconferencing to facilitate the observation of non-verbal cues and caregiving-child activities, but NFP has noted difficulties with this format due to poor video connections attributable to the restricted permissible platform allowed by the NHVs agency, i.e. Skype. This platform has not been effective in facilitating successful communication between the NHV and client. Other platforms have been explored however; program staff still faces restrictions.

The NHV continues to bring incentives, supplies or necessary resources to clients by supply drop offs (diapers, formula, and baby food) requested by clients. Clients have expressed their gratitude to the nurses for this support during these unprecedented times. These drop offs are in addition to the telehealth visits, which can be quite lengthy when completed via phone. The Nurse-Family Partnership program will continue to adapt to support and meet our client's needs during the COVID-19 Pandemic. Clients are yearning for their nurses to return to in-home visits but understand NFPs relentless commitment to safety for nurses and as well as our families.

The NSO NFP Phones for Families Program has been an initiative developed to provide clients with limited ways to connect with their nurse, a way to maintain contact. Clients were provided with a free Apple iPhone 7 and paid voice/data plan through September 30, 2020. Due to the circumstances of a relentless pandemic, this free service has been extended through January 31, 2021. We are thankful that it has been recognized that there continues to be critical need for telehealth services to support our families during these uncertain times.

**Healthy Start Coalition Indian River County  
PARENTS AS TEACHERS**

**Grant:** \$30,000

**Funds Used:** \$30,000

**Total Families Served:** 184 adults, 188 children

**Cost per child:** \$160.19

**Focus Area:** Early Childhood Education and Building Parent Capacity

**Taxonomy Number:** PH-6100.3300 Home Based Parenting Program

**Program Description:** Parents as Teachers is home based parenting education. The goal of the evidenced –based Parents as Teachers (PAT) Program is to provide low-income parents with skills to maximize their child’s cognitive, social, and emotional development during the most critical period of brain growth birth to three years. Staff will screen children regularly for developmental delays and health issues. The program’s long-term goal is to increase children’s readiness for kindergarten.

**Collaboration:** Cleveland Clinic Indian River Hospital, Partners in Women’s Health, Kindergarten Readiness Collaborative, Moonshot Moment.

**GOALS/OUTCOMES REPORT**

Outcome # 1: Parents will increase their knowledge of their child’s positive growth and development through age appropriate parenting.

**Goal Results: 87% Overall**

- 100% / 40 out of 40 parents/caregivers increased their knowledge of their children’s age appropriate development.
- 79% / 27 out of 34 parents/caregivers responded appropriately to developmental milestones. Of the 48 parents enrolled, 34 were eligible for the screening, 14 were not yet due for a screening during this reporting period.
- 82% / 28 out of 34 parents/caregivers recognize and respond appropriately to the emotional needs of their child. Of the 42 parents enrolled, 34 were eligible for the screening, 14 were not yet due for a screening during this reporting period.

Outcome # 2: Parents will improve parenting capacity, parenting practices, and parent-child relationships.

**Goal Results: 85.5% Overall**

- Of 48 parents/caregivers, and 52 children served; 34 parents were eligible for screening (PICOLLO) and 40 children were eligible for developmental screenings in this area (ASQ-3). fourteen clients were not eligible for a PICCOLO screening and 8 clients were not eligible for an ASQ-3 screening during this reporting period.
- 76% / 26 out of 34 parents/caregivers increased parent child interaction and age appropriate play activities. (PICOLLO).
- 95% / 39 out of the 41 children administered the age appropriate developmental screening tool increased their language development and communicate needs on an age appropriate level (ASQ-3). For the two children that did not meet this indicator, they both have been referred to Early Steps for services.

Outcome # 3: Parents will develop self-advocacy skills and obtain support that will lead their family's success and self-sufficiency (self-report).

**Goal Results: 80% Overall**

- 80% / 33 out of 41 parents will be linked to at least one community resource as needed.

**COVID-19 Impact:** Parents as Teachers continues to provide virtual home visits due to concerns related to COVID-19. Parent Educators have been in contact with clients and are continuing to provide quality services and addressing needs as they arise. There have been some difficulties related to completing screenings, including ASQ 3 and PICOLLO due to Parent Educators not being able to fully observe parents/caregivers and children via virtual visits. Parent Educators are making every effort to continue services fully, but are also being respectful of client's wishes related to comfort level for virtual visits and thinking out of the box to offer services via phone to those that do not have the capability for virtual visits. Parents As Teachers staff is also providing diapers/resources for clients in need. All resources are dropped off at the doorstep.

**Hope for Families Center  
HFC SHELTER PROGRAM**

**Grant:** \$44,930

**Funds Used:** \$39,940

**Total Children Served:** 221                      **Cost per child:** \$180.72

**Focus Area:** Early Childhood Development; Building Parent Capacity; After School and Summer Recreational Activities and Academic Enrichment

**Taxonomy Number:** BH-1800.8500 Homeless Shelter; PH-2400.1500 Child Care Provider Referrals; PH-1000 Case/Case Management

**Program Description:** The Shelter Program is the first step for homeless families with children under 18 years of age to stabilize their lives by providing safe shelter, nutritious meals, clothing, and other basic necessities through case management, referrals and enrollment assistance to services available within the community. The goal for each family is to achieve financial stability, employment and permanent housing. Adults are referred to service providers within the community for employment training/placement, parenting skills workshops and mental/physical health care. Children are immediately assessed and enrolled in appropriate schooling, day care and after school, summer, winter and spring break activities/camps. This enables parents to become employed and maintain employment.

**Collaboration:** The Hope for Families collaborates with numerous agencies that provide services to our clients. To cite a few: The Source provides dinner to our clients delivered to our campus five nights a week for cost. Health needs are met through Treasure Coast Community Health and Whole Family Health. Case management works with schools, after-school programs and day care facilities. They work directly with DCF to monitor the welfare of children while in the shelter, especially if there is an open case on the family. Clients with mental health issues will be referred to Sequel Mental Health. We work directly with Treasure Coast Homeless Services Council with Coordinated Entry and Rapid Rehousing efforts.

**COVID 19 – HFC’s Response & Plan of Action:** HFC remains open and committed to serve families living in the shelter during this pandemic. We are guided by the Department of Health and Centers for Disease Control on best practices. We have received support from the Hospital District and other agencies to help keep our staff and residents safe and well during this period. As such, our general policies for ensuring wellness includes a quarantined living area and taking temperatures now daily. All staff and residents are required to wear masks inside the shelter. Staff are required to always wear gloves and are trained on maintaining hygiene and prevention of cross contamination. There is regular cleaning after every meal and shift in kitchen and dining area as well as all other common areas. Regular cleaning of doors and all touch areas. Once daily cleaning of bathrooms. Case managers who regularly meet with clients are provided KN-95 masks.

We continue to keep our doors open to new families. New families must receive COVID 19 testing. While waiting for results, the family is quarantined away from the general population. If the results are negative, they are moved into the wing with all other families. To date, we have had no cases of Covid-19 among staff or residents.

With regards to children’s activities and school programs, the children’s case manager provides oversight on children’s school activities on a daily basis.

Children at Hope for Families Center were all placed in a summer camp. We are having to monitor students who have to be quarantined because they were exposed to someone with Covid-19 at school. This requires us

to provide space and assistance for them to be able to complete their school work for the two weeks through the quarantine period.

## GOALS/OUTCOMES REPORT

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### Increase the number of children placed in after school and summer, winter, spring camps

% school-aged children placed in school and after school programs	100%
% parents who completed applications for camps	100%
% children transported to school and programs	100%

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### Increase the number of families able to navigate healthcare and social services systems

% of families with individuals needing health/mental/behavioral health services	48%
# residents requesting health/mental/behavioral health services	24%

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### Maintain the number of non-school aged children placed in day care

% of children placed in day care	100%
% of children transported to and from daycare facilities	100%

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# Kindergarten Readiness Collaborative (KRC)

## Early Literacy Impact Report

Oct 1, 2019 - Sept 30, 2020



### Indian River County, Florida

**442**

Children (Ages 0-5)  
Served\*

**180**

Older siblings  
(Ages 6-18) Served\*

**356**

Total Families/  
Adults Served\*

**978**

Total People  
Served\*

**58**

Children (Ages 0-5)  
Screened with ASQ-3  
&/or ASQ SE



**3,195**

Books added to  
home libraries

**13%**

Children (Ages 0-5)  
Screened with ASQ-3  
&/or ASQ-SE  
(58 out of 433)



**7,255**

Early Literacy Activities  
Customized Educational  
Activities for Home Learning  
(multiple counts per child)

**19%**

Screenings resulting in  
early intervention  
referrals (11 out of 58)

**761**

Learning Kits  
distributed



**6%**

Children (Ages 0-5)  
KRC serves in  
Indian River County  
(442 out of 7,200)

**7,478**

Touchpoints  
Home Visits (874), Calls  
(2,949), Family Connection  
Centers (458), Text/PB (3,175)

\* Indicates unduplicated figures



Figures include data from KRC's entire Family Engagement Initiative, including Family Connection Centers and Learn to Play sessions

# Kindergarten Readiness Collaborative (KRC)



## Early Literacy Impact Report

Oct 1, 2019 - Sept 30, 2020



### Gifford, Indian River County, Florida

**178**

Children (Ages 0-5)  
Served\*

**78**

Older Siblings  
(Ages 6-18) Served\*

**127**

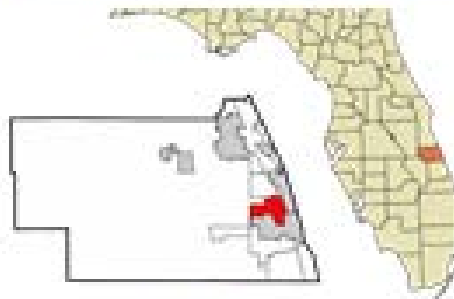
Total Families/  
Adults Served\*

**383**

Total People  
Served\*

**2,243**

Touchpoints  
Home Visits (462), Calls (504),  
Family Connection Center (48),  
Text/FB (227)



\* Indicates unduplicated figures

**31**

Children (Ages 0-5)  
Screened with ASQ-3  
&/or ASQ SE

**19%**

Children (ages 0-5)  
Screened with ASQ-3  
&/or ASQ-SE (31 out of 163)

**19%**

Screenings resulting in  
early intervention referrals  
(6 out of 31)

**1,407**

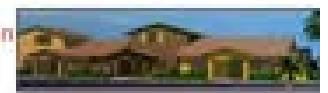
Books added to  
home libraries

**3,384**

Early Literacy Activities  
Customized Activities  
for Home Learning  
(multiple counts per child)



Tremaine Foundation



Figures include data from KRC's Family Engagement Initiative in Gifford, including Family Connection Centers and Learn to Play sessions Page 2



# Kindergarten Readiness Collaborative (KRC)



## Early Literacy Impact Report

Oct 1, 2019 - Sept 30, 2020



### Fellsmere, Indian River County, Florida

**264**

Children (Ages 0-5)  
Served\*

**102**

Older Siblings  
(Ages 6-18) Served\*

**229**

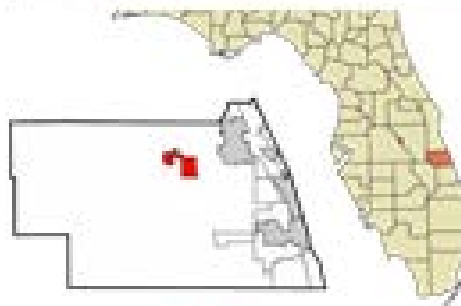
Total Families/  
Adults Served\*

**595**

Total People  
Served\*

**5,235**

Touchpoints  
Home Visits (434), Calls (2,045),  
Family Connection Center (410),  
Text/IVR (2,346)



\* Indicates unduplicated figures

**27**

Children (Ages 0-5)  
Screened with ASQ-3  
&/or ASQ SE

**10%**

Children (ages 0-5)  
Screened with ASQ-3  
&/or ASQ-SE (27 out of 270)

**19%**

Screenings resulting in  
early intervention referrals  
(5 out of 27)

**1,788**

Books added to  
home libraries

**3,871**

Early Literacy Activities  
Customized Activities  
for Home Learning  
(multiple counts per child)



Tremaine Foundation



Figures include data from KRC's Family Engagement Initiative in Fellsmere, including Family Connection Centers and Learn to Play sessions

Page 3

# Kindergarten Readiness Collaborative (KRC)



## Early Literacy Impact Report Oct 1, 2019 - Sept 30, 2020



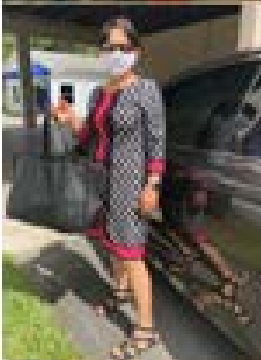
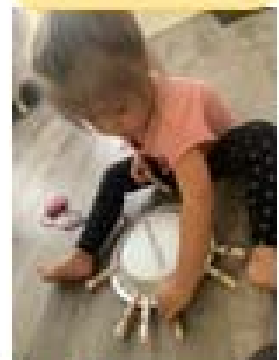
### Learning Kits

KRC's Early Literacy Specialists recognized the need to provide families with more hands-on activities to play and learn at home together. As a result of the pandemic, KRC has adjusted its service delivery model to include Learning Kits for any family in Indian River County who has a child ages birth to five. Since March 2020, we have delivered 761 Learning Kits to a wide range of families from all over the county.

**761**  
Learning Kits  
distributed

Learning Kit activities include:

- Books
- Chalk
- White boards
- Coloring sheets
- Homemade play dough
- Gardening materials & flower seeds
- Alphabet plates
- Beach ball matching game
- Picture cards
- Number matching cards
- Bubbles
- Healthy snacks



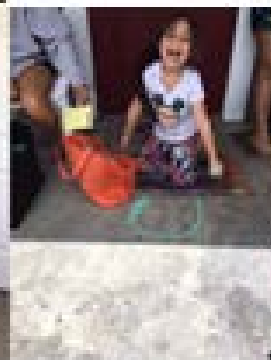
**KRC's Family Creation: Planting Flowers**

**Supplies Needed:**

- Flower seeds
- Dirt
- Flower pot
- Spoon/spade
- Put dirt into flower pot
- Sprinkle in seeds
- Cover lightly with dirt
- Water regularly
- Place near the sun
- Boys & watch them grow

**Ball Building using plates:**  
The Family Engagement activity helps build your child's skills in:

- Literacy & Language - vocabulary & following directions
- Math - measurement & sequencing
- Physical - fine motor skills
- Cognitive - problem-solving
- Science - learning about plants & how they grow



# Kindergarten Readiness Collaborative (KRC)



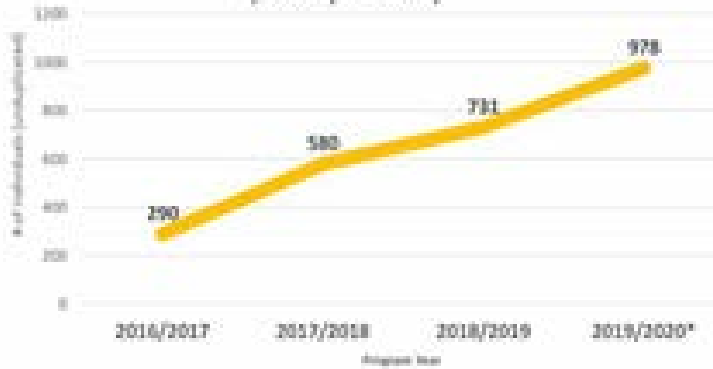
## Early Literacy Impact Report

Oct 1, 2019 - Sept 30, 2020

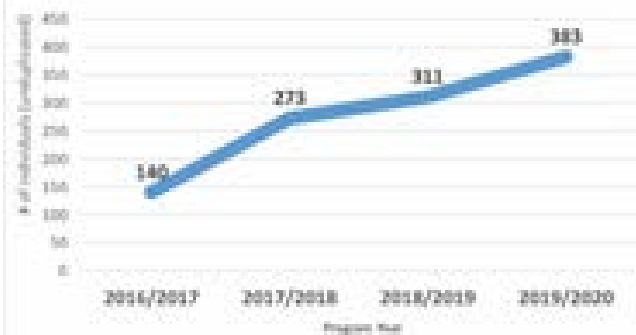


### Longitudinal Data

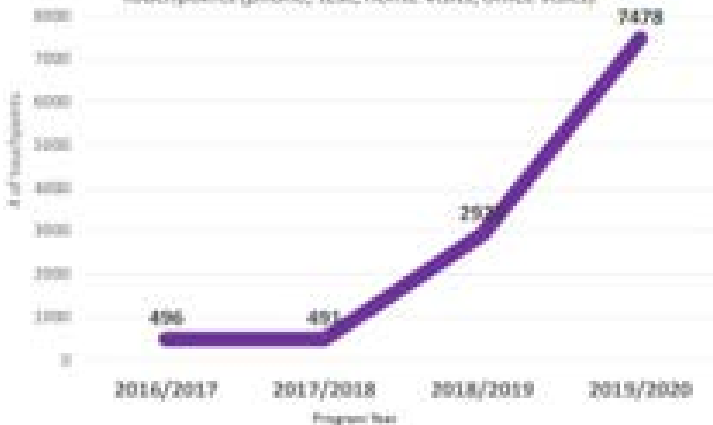
**KRC's Family Connection Centers  
Number of Individuals Served  
(Unduplicated)**



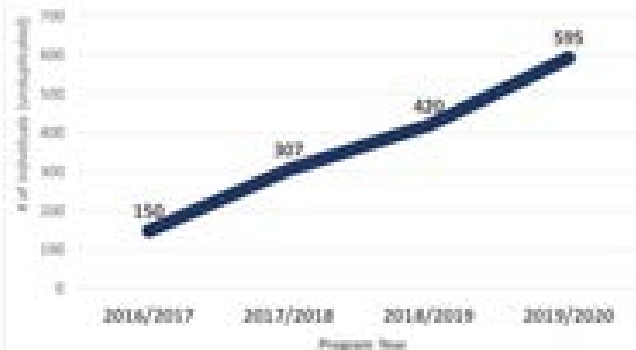
**KRC's Family Connection Centers  
People Served in Gifford  
(Unduplicated)**



**KRC's Family Connection Centers  
Touchpoints (phone, text, home visits, office visits)**



**KRC's Family Connection Centers  
People Served in Fellsmere  
(Unduplicated)**



Our team is grateful for the support of our families and our funding partners! As indicated by the 4 year data charts above, KRC has experienced an increased demand in the services we offer. Families need help getting their children ready for kindergarten and we are here to help them throughout Indian River County. Thank you for your support!



**Ocean Research and Conservation Association  
LAGOON GUARDIANS**

**Grant:** \$20,000

**Funds Used:** \$20,000

**Total Children Served:** 70 unduplicated children served     **Cost per child:** \$285.71

**Focus Area:** After School and Summer Recreational Activities and Academic Enrichment

**Taxonomy Number:** Alternative Education HD-0500, Adopt An Environmental Cause JD- 2000.0300, Community/Nature Area Cleanup/Enhancement Projects JD-2000.1500, Estuary Protection JD1500.9550-900, Biological and Life Sciences Research TR-1000

**Program Description:** The Lagoon Guardians program aims to empower the next generation of environmental stewards by engaging middle school-aged students (11-15 years) in scientific research, citizen science, and scientific literacy. The program allows Indian River County (IRC) students the opportunity to participate in innovative, impactful, and applied research experiences surrounding the Indian River Lagoon and its watershed on topics including water quality monitoring, habitat restoration, living shorelines, ORCA's one health initiative, and eco-toxicity. The objective of the Lagoon Guardians program is to develop a community of educated and informed IRC middle school-aged citizen scientists who are dedicated to the conservation and preservation of Florida's fragile coastal ecosystems. By offering students the ability to participate in this free, academic enrichment opportunity that utilizes monthly after school science research lessons, monthly field-based scientific sampling, as well as, a summer program we are inviting students to immerse themselves in assisting ORCA in finding solutions to real environmental problems plaguing our lagoon.

**Collaboration:** For the 2019-2020 school year, we collaborated with four Indian River County middle schools including Gifford Middle School, Sebastian River Middle School, Sebastian River Junior Charter School, and Storm Grove Middle School. Our School District of Indian River County partner schools hosted the monthly after school program at their schools while our Saturday laboratory portion of the program was held at ORCA's Center for Citizen Science located on City of Vero Beach property. Open ROV graciously provided a remotely operated vehicle for students to utilize while in the field to collect data about the Indian River Lagoon.

**GOALS/OUTCOMES REPORT**

**Goal 1: To enhance depth and breadth of understanding of the Indian River Lagoon of participating students as measured by pre- and post- evaluations. Baseline: Pre-program and post evaluation results administered by trained scientists familiar with the Indian River Lagoon.**

*Result: Lagoon Guardian students independently completed a pre-program evaluation to establish their baseline and background knowledge about the Indian River Lagoon and their attitudes toward environmental responsibility and ethics on the first day of class. A general summary of the pre-test results indicated that students have a fairly good base knowledge of the lagoon. However, ORCA continued to emphasize environmental responsibility and stewardship throughout the Lagoon Guardians program.*

*As a result of COVID-19 and School District of Indian River County closures, we were sadly unable to conduct one in-class and two field-based Lagoon Guardian lessons for our Sebastian River Middle School and Storm Grove Middle School partners and one in class and one field-based Lagoon Guardian lessons for our Gifford Middle School and Sebastian Junior Charter School partners. Consequently, we were unable to complete the entire science research program, as well as unable to distribute the hard copy post-test evaluations to student participants. Therefore, ORCA converted our paper copy post-evaluations into an electronic format and*

requested our teacher partners to distribute it to students. Additionally, we sent the form to parents for whom we have email addresses, in an effort to acquire as much data and information about our new Lagoon Guardians program. ORCA received 25 out of 48 (52%) completed post surveys.

During the pre-assessment, only 60% of students were able to appropriately identify two specific positive and negative characteristics of the IRL. In comparison, the post assessment results showed 100% of students were able to identify at least two specific characteristics. When asked to define 'biodiversity' on the post assessment, 96% were able to do so correctly for a 43% increase from the pre-evaluation. Interestingly, a hundred percent of all students were able to list at least one thing that they can do to help the lagoon and 80% of students felt it was their responsibility to restore and protect our local environments. These results indicate that not only did student knowledge surrounding the lagoon increase, but intrinsic environmental stewardship and personal accountability did as well.

In addition to our school year program, ORCA successfully completed two weeks of summer camp in July 2020. Concerns over COVID-19 required us to make several changes to the Lagoon Guardians summer camp. The total number of students accepted to camp each week was reduced from 25 to 15 to reduce exposure. Students were provided face buffs in lieu of t-shirts and required to social distance when necessary. Both weeks of camp began with 15 registrants, but 4 students were unable to attend because of illness or concerns related to COVID-19. A total of twenty-six (22 unduplicated) middle school students completed the weeklong field based camp focused on ORCA's citizen science projects highlighted above. During the week, students collected and processed fish samples, learned about the natural history of the Indian River Lagoon, conducted biodiversity surveys and learned about the importance of native plants to the lagoon. In addition to the hands-on science lessons, students were able to explore the lagoon through recreational activities including, fishing, spoil island exploration and kayaking.

**Goal 2: Enhance student knowledge and interest in STEM (science, technology, engineering, math) topics, which provide the basis for their personal academic success in related courses as measured by post program questionnaire. Baseline: Pre and post course questionnaire**

*Result: Students were issued a short questionnaire at the start and end of the Lagoon Guardians Program that assessed their general knowledge and interest in STEM and STEM- related fields. Surprisingly, 80% of students clearly indicated a desire to pursue a STEM-related field in their pre-course survey. Specific careers that were listed include: cardiologist, marine biologist, veterinarian, chemists, and engineer. This was an unexpectedly high percentage of students interested in pursuing a profession in a STEM-related field and ORCA aimed to maintain student interest throughout the program. Once again, due to COVID-19 and School District of Indian River County closures, we were sadly unable to conduct our last in-class and field-based Lagoon Guardian lessons and consequently was unable to distribute the hard copy questionnaire to student participants. Despite, the limitation of not being able to present the post evaluation to each student in the classroom, which did greatly decrease the number of responses (25 out of 48), 80% of students did indicate an intention to pursue a STEM-related career.*

School Partner	Students wishing to pursue a STEM-related field (%)
Sebastian Charter Junior High	88
Gifford Middle School	93
Storm Grove Middle School	75
Sebastian Middle School	57
<b>Total</b>	<b>80</b>

Table 1. Pre-test evaluation results for careers in STEM related fields

School Partner	Students wishing to pursue a STEM-related field (%)
Sebastian Charter Junior High	75
Gifford Middle School	90
Storm Grove Middle School	74
<b>Total</b>	<b>80</b>

Table 2. Post test evaluation results for careers in STEM related fields

**Goal 3: To maintain the number of enrolled student participants in academic enrichment programs within 20% throughout the school year as reported by attendance records. Baseline: Attendance on first class.**

*Attendance records from all four partner schools indicate that both the after school and Saturday portion of Lagoon Guardians was consistently well attended through the first semester. Overall, 90% of students routinely attended the Lagoon Guardians program.*

*Unfortunately, attendance did decline at Storm Grove Middle School during the spring semester, because of student involvement in other afterschool programs and athletics. Overall, attendance in the second semester declined from 90% to 84% that was still above our desired outcome. Final attendance in March and April is missing, because of school closures during the months of March and April.*

School Partner	Consistent Attendance (%)
Sebastian Charter Junior High	97%
Gifford Middle School	98%
Storm Grove Middle School	78%
Sebastian River Middle School	87%
<b>Average Program Attendance</b>	<b>90%</b>

Table 1. Attendance from September 2019 – January 2020

School Partner	Consistent Attendance (%)
Sebastian Charter Junior High	97%
Gifford Middle School	98%
Storm Grove Middle School	55%
Sebastian River Middle School	87%
<b>Average Program Attendance</b>	<b>84%</b>

Table 2. Attendance from January 2020 – March 2020

**Pelican Island Audubon Society**  
**AUDUBON ADVOCATES**

**Grant:** \$25,000

**Funds Used:** \$24,728

**Total Children Served:** 116

**Cost per child:** \$213.17

**Focus Area:** After School and Summer Recreational Activities and Academic Enrichment

**Taxonomy Number:** B04.03 Afterschool Enrichment; CO2 Environmental Education

**Program Description:** Our after-school program for 5<sup>th</sup> graders is conducted at Audubon House and Oslo Riverfront Conservation Area (ORCA). The Nature Club program for 6-8<sup>th</sup> graders is conducted from Audubon House during one Saturday a month. The 6-8<sup>th</sup> graders are interested in learning about different science-based adventures, leadership skills, advocacy, and were first selected from our Audubon Advocate graduates and underserved students of IRC. All participants focus on conservation clean-up at county parks and/or on a spoil island, as well as visits to local, county and state sites, and continue to learn about the diverse habitats of Indian River County. Several parents of these adventure/nature club students have asked to join the field trips and have brought along other siblings.

**Audubon Advocate Program is designed to:** increase knowledge and interest in science, measured by pre and post questionnaires with the focus on the required science vocabulary that coincided with the school curriculum. We look to measurable gains in math and science scores for the four student groups and a key in this is their understanding of science vocabulary.

Several students and their families came on weekends for further outdoor enjoyment and experiences, and all Audubon Advocate families receive a one-year free membership to Pelican Island Audubon Society. They receive the monthly newsletter with listings of free environmentally themed community wide topics, monthly membership meetings, 50 field trips, movies, and other special events. The students' observation skills are increased as the weeks continue, by being able to write in their journals differences in their surroundings following their scheduled lessons, this continues to be an ongoing struggle to make adequate time for this component. Some of the teachers are better prepared to assist with this skill.

**Collaboration:** IR Lagoon Council, IR County School District, Indian River County Public Works, Indian River County Stormwater Division, Florida Medical Entomology Laboratory-University of Florida, Hope for Families, PIAS Board Members.

### **GOALS/OUTCOMES REPORT**

**Outcome #1:** Continue our after-school science program for 5<sup>th</sup> graders: Maintain 5<sup>th</sup> grade student participation in our free accessible after-school science exploration program (target: 52 fifth grade students, 4 schools, 14 weeks).

**Result:** *Audubon Advocates had a successful Fall 2019 semester with 48 of the 52 (92%) students from four different south county elementary schools completing the program. Spring 2020 semester had 50 of the 52 students actively participating in the program when it ended abruptly.*

*Latest scores for the August-December 2019, semester showed an increase in student pre and post course test scores, from 70.5%- 95.75% for the four schools combined. Below is the breakdown per school.*

Fall 2019:

Vero Beach Elementary: 70%-93%

Citrus Elementary: 67%-97%

Glendale Elementary: 75%-96%

Indian River Academy: 71%-97%

*This is up from the previous Spring 2019 semester which showed an increase from 66.75% to 90.75% for the four schools.*

Spring 2019:

Vero Beach Elementary: 75%-96%

Citrus Elementary: 71%-96%

Glendale Elementary: 67%-87%

Indian River Academy: 54%-84%

*We were not able to collect post survey scores for the Spring 2020 semester due to the sudden canceling of schools.*

**Outcome #2:** Junior Guide/Leadership and Adventure Camp training: 6th-12th grade: Provide holiday and weekend outdoor learning opportunities to middle and high school students, provide training and conservation stewardship, encourage teens to make healthy lifestyle choices, to appreciate the natural environment through outdoor adventure and exploration.

**Result:** *We were not able to provide Spring Break Camp (which would have been in March 2020) or Summer Camps (June-July 2020) which target 6-12<sup>th</sup> graders due to COVID-19. We did continue with our Nature Club which targets 6-8<sup>th</sup> graders including one student in 9<sup>th</sup> grade and two in 5<sup>th</sup> grade. Nature Club occurs one Saturday a month throughout the school year. Nature Club ran from September 2019 through March 2020 and had 12 students participate. Nature Club was cut short for the semester because of COVID-19 and ended in March 2020 instead of the May 2020.*

Breakdown of Nature Club Participants:

9<sup>th</sup> graders- 1 student

8<sup>th</sup> graders- 3 students

7<sup>th</sup> graders- 6 students

6<sup>th</sup> graders- 2 students

**Outcome #3:** Boosting direct parental involvement: Invite parents/guardians/family members to Free Audubon Family Events with the goal of helping them feel comfortable outdoors and encouraging them to play outside and explore together as a family. Educating parents on Nature Deficit Disorder and providing them information on places and activities to take their families in the outdoors.

**Result:** *Around 146 parents/guardians, with a total of over 200 participants not including the Audubon Advocates attended the December 2019 graduation events. Due to the circumstances, we were not able to provide graduation ceremonies for the students and families of Spring 2020. However, we put together a graduation packet for each student that was distributed by the teachers at the four schools. The packet included a good-bye letter, graduation certificate, water bottle, and two nature photographs that the student took with*



*the cameras provided by PIAS during their time in Audubon Advocates.*

*Nature Club families:*

*Around 15 non repeat family members participated in Nature Club from September 2019-March 2020, not including the 12 Nature Club members. Nine of the 15 participants were parents/guardians of the Nature Club members.*

Going forward, we will continue to reach out to families virtually during these trying times. In response, we have created an education section to our website where we have created and will continue to create videos and education resources. In addition, we will post our educational materials to our PIAS Facebook and to our Audubon Advocate Facebook Group pages.

For our Fall 2020 Audubon Advocate semester, we have moved the Audubon Advocates program to the schools. Our environmental educator and guest scientists are livestreaming the lessons directly into the elementary school classrooms. Following the virtual instruction, classroom teachers lead students in a series of activities designed by PIAS to get them outside, interacting with, and exploring their schoolyard habitats. Due to the delayed start date of Indian River County schools, the Audubon Advocate program has been shortened to 8 weeks this semester verses our typical 14 week program. We have a total of 42 students enrolled in our Fall 2020 semester and are working on recruiting more to reach our goal of 52 students. Attendance at brick and mortar schools is less this year and has made recruiting more challenging since there are fewer students that can potentially participate. The 42 students were not included in the overall total since the program did not begin till October this semester.

We greatly appreciate the support of the Children's Services Advisory Committee of Indian River County. There continues to be a wonderful working relationship with our collaborators, and we have been able to increase our reach to provide a superior outdoor experience for our population.

**Redland Christian Migrant Association  
INFANT & TODDLER CHILDCARE**

**Grant:** \$75,500

**Funds Used:** \$75,500

**Total Children Served:** 16

**Focus Area:** Early Childhood Development

**Program Description:** This program is designed to positively impact the lives of farmworker and rural poor families by providing high quality child care, kindergarten readiness activities and family support services that empower parents to become leaders in their children's education.

**GOALS/OUTCOMES REPORT**

1. **Outcome #1: 100% of children in RCMA early childhood education programs will receive health screenings and developmental assessments within 45 days of enrollment.**
  - 16 infant/toddler children were enrolled during this quarter
    - Due to COVID-19 crisis, most all pediatricians were closed during this time and were postponing routine services until a later date.
    - Parents were encouraged to remain up-to-date on physicals and immunizations while following the direction of their child's pediatrician.
    - Since childcare facilities were closed, no new hearing and vision screenings were conducted, as such no concerns were noted for any child's vision or hearing that resulted in an immediate referral.
    - COR Assessments completed through Period 1
      - Children have shown overall gains
      - Virtual learning continued while facilities were closed through "Home Connect". Teachers worked with parents and child on activities that focused on the previously identified areas of improvement:
        - Mathematics
        - Language, Literacy, and Communication
2. **Outcome #2: 100% of classrooms will be staffed with correct teacher-to-child ratios to ensure an increase in the number of children served at RCMA early childhood education programs in Indian River County.**
  - Sixteen (16) infants and toddlers remained enrolled during this period.
  - Although no new children were enrolled due to COVID-19, we will continue to make enrollment of infants and toddlers a priority as qualifying families apply for the program upon reopening.
  - Four teachers are staffed to maintain proper teacher-child ratio in both classrooms and continue to work with the children and parent remotely.
3. **Outcome #3: 85% of children enrolled in RCMA early childhood education programs will make progress over time increasing their language, literacy and communication skills to a developmentally appropriate level.**
  - COR Assessments are conducted 3 times a year but was cancelled for this quarter.
  - Teachers will continue to individualize classroom activities to enhance skill development in the focus areas of improvement though the home connect virtual services.

**Notes:** *In light of COVID-19 and the safety precautions necessary to keep children, families and staff healthy, Indian River County childcare facilities suspended services in March and remain as such. RCMA is currently using a “Home Connect” model to provide services virtual services to the children. The Home Connect model is a more robust model of the remote services we began to provide at the start of the COVID pandemic in March. RCMA staff support parents as first teachers, building up their skills related to understanding, recognizing and responding to their child’s development.*

**Redlands Christian Migrant Association  
CHILD CARE EXECUTIVE PARTNERSHIP**

**Grant:** \$75,000

**Funds Used:** \$43,518

**Total Children Served:** 14

**Focus Area:** Early Childhood Development

**Program Description:** This program is designed to positively impact the lives of farmworker and rural poor families of the ALICE population by providing high quality child care, kindergarten readiness activities and family support services that empower parents to become leaders in their children's education.

**GOALS/OUTCOMES REPORT**

1. **Outcome #1: Thirteen children who meet ALICE income levels will be enrolled at high quality childcare centers.**
  - Fourteen (14) children were enrolled through this quarter.
    - 8 children enrolled at RCMA centers.
    - 6 children enrolled at Childcare Resources of Indian River.
    - Both agencies will continue to recruit and enroll children as eligible families apply.
  
2. **Outcome #2: Thirteen children will be screened with the Ages and Stages Questionnaire (ASQ) to determine whether they have any developmental issues to be addressed.**
  - Virtual learning continued at all sites through home connect. No additional ASQ screenings were conducted during this quarter as the newly 2 enrolled children did not attend the program long enough to receive the screenings.
  - Specialized teaching continued for children that were referred and/or scored in "concern" area on their last ASQ.
    - Total of 6 children enrolled at RCMA sites received ASQ screenings within 45 days as well as their birth month.
      - 4 passed ASQ, 2 within "concern" area.
      - Individualized teaching has been implemented to increase those skills.
    - All 6 children enrolled at Childcare Resources site received ASQ screenings within 45 days as well as during their birth month.
      - 5 passed, 1 scored within "concern" area.
      - The child with concerns is currently receiving therapies.
      - Individualized teaching practices have been implemented.
  
3. **Outcome #3: Thirteen children will receive vision and hearing screenings within 45 days of enrollment and referred for services if needed.**
  - Although there were 2 new children enrolled in RCMA centers during this quarter, they did not stay in the program long enough to receive the required vision and hearing screenings within the 45 days.
  - All the previous 6 children received all the necessary vision and hearing screenings.
  - No concerns were noted for any child's vision or hearing that resulted in an immediate referral.
  - Before the facilities closed, all children were up-to-date on their physical and immunizations.
  - For Childcare Resources: all 6 passed the vision and Hearing Screenings as well as being up to date with their Physical and Immunization.

**Notes:** *In light of COVID-19 and the safety precautions necessary to keep children, families and staff healthy, Indian River County childcare facilities suspended all face to face services in March. The centers reopened during the last week of August, but many of the families still chose the “Home Connect” model (receiving educational and family support services virtually). During the month of September, many of the children dropped out of the program and the enrollment was reduced to 5 children at RCMA and 2 children at CCR.*

**Substance Awareness Center  
LIFESKILLS TRAINING**

**Grant:** \$100,000

**Funds Used:** \$82,239

**Total Students Served:** 5,018

**Focus Area:** Middle and High School Programs that Address Risky Behavior

**Taxonomy Number:** RX 8250 Drug Abuse Education/Prevention

**Program Description:** The Botvin LifeSkills Training (LST) program is one of the most widely studied substance use prevention programs in the country and is recognized as an evidence-based program by SAMHSA. Based on theoretical framework, researches developed the LST program to impact drug-related behaviors and promote the development of general personal self-management skills and healthy social skills. The program is designed to enhance overall competences and decrease both the motivation to use drugs and the vulnerability to “at-risk” social influences.

**GOALS/OUTCOMES REPORT**

**OUTCOME #1: All county middle school students will receive 30 lessons of LST delivered with fidelity to reduce the need for additional behavioral interventions, prevent delinquency, and reduce substance use behavior.**

*Achieved – All 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students (4,009) received the full LifeSkills Training Curriculum.*

**OUTCOME #2: 5th grade students at the 9 elementary schools will be provided 8 weeks of the elementary LST curriculum with fidelity to reduce the need for additional behavioral interventions, prevent delinquency, and reduce substance use behavior.**

*Achieved: 374 5<sup>th</sup> grade students received full or partial in person curriculum; the remaining 5<sup>th</sup> grades received the curriculum through SDIRC remote learning Canvas platform.*

**OUTCOME #3: Overall, youth surveyed will show a reduction in reported past 30 day use of substances.**

*Not yet determined –The outcome evaluation report is still being generated. I will forward a copy of the report once it is complete.*

**OUTCOME #4: Students will show an overall increase in knowledge, including anti-drug knowledge and life skills knowledge.**

*Not yet determined –The outcome evaluation report is still being generated. I will forward a copy of the report once it is complete.*

**Substance Awareness Center  
RE-DIRECT**

**Grant:** \$110,000

**Funds Used:** \$80,147

**New Clients Served:** 159

**Clients Successfully Completed:** 129

**Clients Referred to Higher Level Care:** 7

**Unsuccessful:** 2

**Focus Area:** Middle and High School Programs that Address Risky Behavior

**Taxonomy Number:** RX 8250 Drug Abuse Education/Prevention

**Program Description:** ReDirect targets adolescents ages 12-18 with risky behaviors correlated with substance use and co-occurring disorders. The ReDirect program proposes to re-direct and motivate adolescents and their parents towards a substance free, pro-social lifestyle. SAC follows science-based best practices and modalities, which are designed to help engage and engage families in positive change: utilizing a non-judgmental, motivational and proven effective approach for successful outcomes.

During this report period 11 youth were identified in our high risk track requiring more intensive monitoring, services, and intervention.

**GOALS/OUTCOMES REPORT**

**Outcome #1:** 80% of program participants with indicated ATOD use will demonstrate reduced use of ATOD as evidenced by negative drug test results during the course of the program and as a requirement for successful program completion.

- 100% of the indicated successful completers demonstrated reduced ATOD as evidenced by negative drug tests.
- 88% of the youth on post survey state they would refuse if someone asked them to drink alcohol.

**Outcome #2:** 80% of clients will demonstrate an increase in positive coping skills as evidenced by pre and post-test surveys

- 100% of the successful completers demonstrated increased positive coping skills as demonstrated by group participation and survey.
- Post-test survey demonstrates 79% of participants stated when faced with a problem or difficult decision they would take a deep breath and tell themselves they could figure it out.
- Post-test survey demonstrates 83% of participants would refuse someone who is trying to get them to do something they don't want to do.
- Post-test survey demonstrates 88% of participants would use a goal setting model to create and make progress towards achieving a goal.
- Post-test survey demonstrates 67% of participants would do a breathing exercise to reduce stress.
- Post-test survey demonstrates 75% of participants said that when they want to understand other people, they would repeat back in their own words to make sure they understood them correctly.
- Post-test survey demonstrates 91% of participants believe the skills they learned in the program will help them in their relationships with friends.
- Post-test survey demonstrates 83% of participants believe the skills they learned in the program will help

them in their relationships at school.

- Post-test survey demonstrates 74% of participants believe the skills they learned in the program will help them in their relationships at home.
- Post-test survey demonstrates 83% of participants believe the skills they learned in the program will help them in their relationships at work (now or when they get a job).

**Outcome #3:** 80% of clients will demonstrate pro-social behaviors through consistent engagement with school, work, or community service while attending the program.

- 100% of the successful completers demonstrated improved pro-social behaviors through engagement in community, school and/ or work while in the program.

One thing I learned from the program is:

*I learned to choose my decisions and friends more wisely.*

*Treat Others How You Wanna Be Treated.*

*How to cope with stress or emotions using different methods.*

*How to control my emotions.*

*The way you communicate is very important in any relationship.*

*How to deal with stress.*

*How to communicate well.*

*How to manage stress.*

*How to make better decisions.*

*I am not the only one who makes mistakes.*

*To better communicate and to properly say no when I want to do something.*



**Sunshine Physical Therapy**  
**EARLY THERAPY INTERVENTION**

**Grant:** \$20,000

**Funds Used:** \$16,050 (NOTE: The Clinic was closed from 3/20/2020 – 5/4/2020 due to COVID-19 precautions. The Clinic did not apply for funding for May 2020 or June 2020 as a Paycheck Protection Loan was received.)

**Total Children Served:** 14                      **Cost per child:** \$50

**Focus Area:** Early Childhood Education

**Taxonomy Number:** PT 2251N0400X, OT 225XP0200X, ST 235200000X

**Program Description:** The Sunshine Kids Program provides multi-disciplinary rehabilitation services in physical, occupational and speech therapies to children with disabilities due to injury, disease or birth defects. Children enrolled in this program are age birth – five with developmental issues, insufficient insurance coverage, or enrolled in a Medicaid Managed Care program leaving them with limited access to providers of rehabilitation services in Indian River County.

**Collaboration:** Our Sunshine Kids team works together collaboratively: physical, occupational, and speech therapists meet daily discussing our children’s goals, progress and carryover from the therapy setting into the outside world.

**GOALS/OUTCOMES REPORT**

**Outcome #1: Improve scoring on the Peabody Developmental Motor Scales (PDMS) by one percentile for age for 75% of the children receiving physical and occupational therapy services in the program.**

**Occupational Therapy** - A total of 3 children received 35 visits in Occupational Therapy with this funding.

*Child 1 (JB) – a 10 year 3 month old male, seen for a total of 13 visits with a diagnosis of Sensory Disorder. He has been discharged from services with all short term goals met, except for writing letters, and his parent has been provided with educational materials to assist with this skill.*

*Child 2 (SL) is a 5 year 2 month old female seen for 12 visits with a diagnosis of Neuro-developmental Disorder with Developmental Agnosia. Based on re-evaluation findings, she as compared to her peers, demonstrates average and above average scores on assessment tasks, putting her at age equivalency on average with a 5-6 year old. She shows dramatic improvement with letter identification and writing during evaluation, exceptional focus during tabletop tasks, and demonstrates ability to complete manipulation and visual motor tasks that are well above age level. She is now in the 50% for object manipulation, 63% for grasping and 99% for visual-motor integration. She has also now met all of the goals outlined in her Occupational Therapy plan of care. She was discharged from Occupational Therapy at the end of June.*

*Child 3 (RP) is a 4 year 5 month old female with a diagnosis of Autism and Attention Deficit Disorder. Patient has not been seen since March 2020, due to parent/guardian concern about COVID-19. Telehealth was offered and declined and patient has been discharged from services.*

**Physical Therapy** - A total of 6 children received 135 visits in Physical Therapy from this funding.

*Child 1 (SB) Patient is a 15 year 1 month old female with a diagnosis of Left Hip Pain. Patient has not been seen since March 2020 due to parent/guardian concerns about COVID-19. Parent/guardian did not respond to attempts to contact to resume care, and patient has been discharged.*

*Child 2 (JB) Patient is a 10 year 3 month old male with a diagnosis of Developmental Coordination Disorder with Gait Abnormalities and Muscle Weakness, seen for a total of 28 visits. He is showing much improved gait and posture, wearing AFO's consistently which is decreasing toe walking. Improved gross motor in BOT-2 objective measure, with improved running speed and agility, and balance. Still performing in 8<sup>th</sup> percentile for his age. His course of therapy is expected to be long-term and on-going.*

*Child 3 (RC) Patient is a 6 year 4 month old female with a diagnosis of Global Muscle Weakness. Patient has not been seen since March due to parent/guardian concerns about COVID-19. When contacted in mid-June, parent/guardian reported that the Physician has discharged treatment as he 'had seen the goals reached that he expected'.*

*Child 4 (HD) Pt is a 4 year 5 month old male with diagnosis of Autism with Delayed Milestones, seen for a total of 18 PT visits. He is continuing treatment as a previous recipient of funding from this source. He presents with global weakness and delayed milestones. Performing with gross motor skills in the 9<sup>th</sup>ile for his age. He is improving with ankle strategies for balance, core strength, as well as in gait with narrower Base of Support and trunk rotation. His course of therapy is expected to be long-term and on-going.*

*Child 5 (WH) Pt is a 4 year 11 month old male with diagnosis of Delayed Milestones with Hypotonia, Ataxia and Seizures, seen for a total of 59 PT visits. He is continuing treatment as a previous recipient of funding from this source. He is improving in ankle strategies for balance and also in walking endurance. He is now able to transition from compliant/no compliant surfaces with improved balance and able to walk for 5 minutes on the treadmill without stopping. His course of therapy is expected to be long-term and on-going.*

*Child 6 (KM) Patient is a 2 year 4 month old female with a diagnosis of Delayed Milestones and Low Tone, seen for a total of 27 visits. She is continuing treatment as a previous recipient of funding from this source. Some of therapy focus was her strong Symmetrical Tonic Neck Reflex which she is slowly integrating. She is now walking independently with immature gait and demonstrating protective responses. We are continuing to work on balance, eccentric muscle control and core strength. She is now able to carry a toy on her hands when she walks, as well as squat down to pick up a toy from the floor and go back to standing. Her course of therapy is expected to be long-term and on-going.*

**Outcome #2: Improve scoring on the Preschool Language Scale Fifth Edition (PLS-5) by one percentile for age for 75% of the children receiving speech-language therapy services in the program.**

**Speech Therapy** - A total of 5 children received 151 visits in Speech Therapy from this funding.

*Child 1 (AB): Patient is 1 year 6 month old male with a diagnosis of severe feeding/swallowing disorder, with 6 visits this quarter. He was last seen on 11/12/19, with discharge at that time as it was discovered that he was receiving speech services concurrently at another facility where his insurance was accepted. He remained with significant feeding issues and oral hypersensitivity, with reduced suck reflex and is expected to continue active treatment at this other facility.*

*Child 2 (NC) - is a 3 year 8 month old male with a diagnosis of severe phonological disorder, seen for a total of 21 visits. His conversational intelligibility (% utterances understood by listeners) has remained consistent with*

*previous quarters (5%), but he has mastered auditory discrimination of phonemes in isolation, and demonstrated 80% accuracy when imitating phonemes in isolation. CV syllable imitation was introduced. His last recent session was August 13, 2020, due to family's change in schedule, but family hopes to return soon. 100% of sessions were completed via teletherapy and were facilitated by his mother, who indicated that since adopting a parent-coaching model via teletherapy, she better understands "what he can do" and "how to help." His course of therapy is expected to be long-term and ongoing.*

*Child 3 (WH) Patient is a 4 year 8 month old male with a diagnosis of Mixed Expressive/Receptive Language Disorder, seen for a total of 92 visits. He is demonstrating improved use of eye contact to indicate his wants and needs, with increased vocalizations, and no verbalizations at this time. His Communication Matrix assessment showed his function at 13%, demonstrating continued significant deficits. His course of therapy is expected to be long-term and ongoing.*

*Child 4 (KM) - Patient is a 2 year 4 month old female with a diagnosis of Dysphagia, seen for a total of 23 visits. She presents with feeding aversion secondary to GERD (Gastro-esophageal reflux disease.) She is showing overall increased acceptance of food. She remains with tactile defensiveness and decreased oral-motor coordination, resulting in decreased acceptance of various food textures. Her course of therapy is expected to be long term and ongoing.*

*Child 5 (RP) - Patient is a 4 year 5 month old female with a diagnosis of Autism and Attention Deficit Disorder. Patient has not been seen since March due to parent/guardian concern about COVID-19. Telehealth was offered and declined and patient has been discharged from services.*

**Outcome #3: Improve access to therapy services by reducing the waiting list to less than thirty days across providers for children with Medicaid Managed Care plans.**

Fourteen children gained immediate access to therapy services through this funding. At this time, there remains a waiting list for speech therapy, and we are actively working to enter these children into the program as soon as possible. We are currently using all available office space for our speech therapists and speech therapist assistants. One of our current speech therapist assistants will be leaving in December to complete her required clinical practicum towards her speech therapy degree, and it is our intent to either hire her back as a speech therapist once these have been completed, or seek a new staff member at that time.

**The Learning Alliance**  
**MOONSHOT READING ROCKET**

**Grant:** \$40,000

**Funds Used:** \$40,000

**Focus Area:** Early Childhood Development

**Components completed 9/30/20:** Since our first Moonshot Reading Rocket engagement in October 2016, we have held over **1,102+** duplicated and non-duplicated literacy engagements for students, teachers, community partners, and children with families. Schools, early learning centers, communities, and MCAN partners throughout Indian River County have been impacted by the Rocket's literacy and social-emotional engagements in support of our collective reading goals and Moonshot Moment model.

**Program Description:** The Moonshot Moment Reading Rocket is a mobile literacy vehicle creating customized enriched-literacy experiences for children and families in Indian River County. The Moonshot Rocket collaborates with several different community organizations and is a visible symbol of our community's collective commitment to the Moonshot Moment goal, across our entire county. Creating literate, compassionate, and creative citizens who can improve our world is at the heart of the Moonshot Rocket's mission.

**Collaboration:** As a collectively owned symbol of community collaboration and commitment to the Moonshot Vision, the Moonshot Reading Rocket has inspired unprecedented collaboration between Indian River County service agencies. Some partnerships include:

The School District of Indian River, County Big Brothers Big Sisters (BBBS), Literacy Services of IRC, Boys and Girls Club, Independently-owned preschools, Vero Beach Museum of Art, Fellsmere Police Department, Vero Beach Police Department, Sebastian Police Department, Indian River County Sheriff's Department, Gifford Youth Achievement Center, Environmental Learning Center, Kindergarten Readiness Collaborative (KRC), Fellsmere Action Community Team, Childcare Resources of Indian River, McKee Botanical Garden, Indian River County Library System, Ocean Research & Conservation Association (ORCA), Redlands Christian Migrant Association (RCMA) in Fellsmere and Wabasso, Subsidized housing communities (Victory Park and Orangewood Park Apartments), Vero Beach Karate and Adrenaline Martial Arts, Campaign for Grade Level Reading and Pacesetter communities, Indian River County Head Starts, 21st Century Community Learning programs, SDIRC VPKs, Dasie Hope, Churches, Treasure Coast Community Health (TCCH).

**GOALS/OUTCOMES REPORT**

**Outcome # 1: Provide access to enriched literacy experiences for children and families in Indian River County**

The Moonshot Reading Rocket has delivered over **1,102+** duplicated and non-duplicated engagements to build awareness of our literacy goals and to provide enriched literacy engagements for children and families. Enriched literacy integrates foundational, applied and social emotional learning to help support the development of the whole child.

1st Quarter - The Reading Rocket created and facilitated 133+ interactive early literacy engagements. This 8-week program, ***Literacy in Action***, promotes the development of language and literacy skills, and social emotional learning, through music, visual text, and movement. The Rocket delivered ***Literacy in Action*** to classes of 4 year olds in SDIRC's VPK schools, including Glendale, Dodgertown, Pelican Island, Fellsmere, Vero Beach Elementary. We also provide this literacy program for children in three Redlands Christian Migrant

Association centers in Fellsmere and Wabasso and will be bringing the program to PreK and Kindergarten classes at Indian River Academy this spring.

2nd Quarter - The Rocket delivered ***Literacy in Action*** to classes of 4 year olds in SDIRC's VPK schools, including Glendale, Dodgertown, Pelican Island, Fellsmere, Vero Beach Elementary, and Indian River Academy. We also provide this literacy program for children in three Redlands Christian Migrant Association centers in Fellsmere and Wabasso. Over 260 children have received this engaging literacy program this academic year. Unfortunately, due to the **COVID-19 pandemic** and school closings, ***Literacy in Action*** (as have so many programs) has had to take a different course in order to continue providing young children and families educational and social-emotional support during this difficult time.

**In response to the COVID-19 pandemic**, we are producing storytime videos for children and families to access on-line. The videos support developmental milestones, social- emotional learning, and English Language Arts standards. Our videos are being distributed to families through the social media platforms of KRC, Childcare Resources, RCMA (throughout Florida), Moonshot Summer Academy, EOC Head Starts, and SDIRC VPKs. In addition to the videos, I am maintaining a "Video Description" document to share with the community partners that includes the targeted milestones, guiding question, and ELA standards for each video.

In addition to the family videos, we are producing professional development videos for teachers using the Souday and Foundations programs with children. We have also collaborated to create literature and curriculum based videos to support the Moonshot Academy summer programs and after-school programs.

SDIRC's 2020/2021 school year kick-off campaign was called, "Learning is a Connection Project: Launching a Year of CommUNITY". We collaborated with the school district to create a video for teachers and children around the text "Just Like Me" by Vanessa Brantley-Newton. This video was used to help promote community and learning across all of the elementary and middle schools.

**The Learning Alliance's Puppet Project:** In an effort to enhance engagement, promote social emotional learning, and increase literacy and language impact around the current on-line platform, the Rocket has been using the art and science of puppetry in the video engagements we've created. There has been an increased demand for "the puppets" – the two most popular being Moonshot and Bob – and so the Rocket has expanded the use of them to become "*The Learning Alliance's Puppet Project*". There are many ways to use the Puppet Project to collaborate with different agencies in reaching families in meaningful ways. For example, I have met with KRC's Nivea Torres to discuss how we can create a bi-lingual puppet character to support social-emotional, language, and literacy skills for our Hispanic families that KRC can use in their community outreach. Here is a link to a video TLA has created using the Puppet Project to support social-emotional learning and literacy: <https://www.dropbox.com/s/kaihvnmoiohdim3/LookingLikeMe%20-%20Draft1.mp4?dl=0>

**Literacy in Action: Adventures of the Moonshot Reading Rocket:** In the 4th Quarter, I submitted two proposals to present the Literacy in Action book to share the work we are doing throughout Indian River County to reach our literacy goal. One proposal was submitted to the Florida Association for the Education of Young Children (FLAEYC), and the other proposal was submitted to the Florida Alliance for Arts Education (FAAE). Both proposals were accepted.

Due to the present COVID-19 pandemic, the conferences went virtual so I submitted a video to share my presentation. Here is a link to the video I submitted: <https://youtu.be/TU5UmcaMei4>

**The Learning Alliance**  
**MOONSHOT ACADEMY**

**Grant:** \$150,000

**Funds Used:** \$150,000

**Total Children Served:** 400

**Focus Area:** After School and Summer Recreational Activities and Academic Enrichment

**Taxonomy Number:** B04.03 Afterschool Enrichment

**Program Description:** Moonshot Academy is a multi-faceted enriched literacy afterschool and summer program that provides remediation, additional time for mastery of academic content for struggling students, and enrichment that connects learning concepts.

**Collaboration:** We collaborate with District administration, school based administration, literacy coaches, and teachers to design and implement targeted instruction to remediate students' deficits and apply their learning to real world concepts. We collaborate on curriculum development, implementation, and delivery. Implementation is looked at carefully with onsite managers to ensure effective program delivery. We meet regularly to reflect on data and make adjustments as needed.

**Fall 2019 Recap:** In the Fall 2019 session, we took a targeted approach to implementing Moonshot Academy Afterschool on 4 campuses (Beachland, Citrus, Rosewood Magnet and Vero Beach Elementary). We targeted 2nd and 3rd grade struggling readers. 1st graders are served broadly in Moonshot Academy Summer programs. The Fall curriculum delivered was engaging and interactive and revolved around texts that are meaningful and tied to real world concepts: The Wild Robot (3rd Grade) and Waste Not, Want Not (2nd Grade). This customized curriculum provided students opportunities to apply their learning in authentic and meaningful ways. Interventions were done in small groups (1:4) for 30 - 45 minutes in each session, giving students the time and attention needed to grow their literacy skills.

**Goal 1: Increase reading proficiency in students that are currently in the lower 50th percentile.**

**Result:** According to Winter iReady test results, on average, Fall 3rd grade MSA students grew their scale score by 30 points, or 1 full year during the course of Moonshot Academy Fall session. In addition to iReady increases, students in both grades grew their Oral Reading Fluency and Vocabulary based on pre and post assessments.

According to post surveys given to parents, 96% of parents would send their child to Moonshot Academy again. And 89% said their child's reading has improved as a result of Moonshot Academy.

**Spring 2020 Recap:** Last Spring we continued our targeted approach to implementing Moonshot Academy Afterschool on 4 campuses (Beachland, Citrus, Rosewood Magnet and Vero Beach Elementary). We targeted 2nd and 3rd grade struggling readers. However, our traditional mode of delivery changed abruptly with the onset of COVID-19. We were able to continue to serve about 70 out of the 150 students virtually with 1:1 tutoring.

**Goal 1: Increase reading proficiency in students that are currently in the lower 50th percentile.**

**Result:** We do not have Spring iReady data due to COVID-19 (assessments weren't given). However, we will look at Winter iReady compared to Fall 2020 data when it becomes available. We believe that because we were able to provide targeted 1:1 instruction based on students' needs (a departure from our traditional small group

instruction provided in-person) that we will see minimal learning loss due to COVID as compared to those students who didn't receive this support.

**Summer MSA Recap:** For our summer Moonshot Academy program, we redesigned the curriculum to be delivered virtually. We trained 23 teachers and recruited 80 1st - 3rd grade students from four schools. Students received 1 hour of whole group instruction via Zoom (1:4 teacher student ratio) in the morning, followed by 45 minutes of 1:1 intensive tutoring. Twice a week, students had the option of attending 1 hour of enrichment provided by our community partners, Ballet Vero Beach, ORCA, and VBMA. Although we served less students the data is very strong, indicating that MSA closed reading gaps. The summer session began on June 8th and ran for 4 weeks until July 3rd. Some of the unintended consequences of moving to virtual delivery was increased parent engagement and communication, increased teacher confidence and ability to deliver online instruction, and improved TLA's ability to serve students in a virtual environment which will likely be important going forward. Moonshot Academy Virtual Summer 2020 delivered 1,367 hours of instruction in 4 weeks.

**Goal 1: Increase reading proficiency in students that are currently in the lower 50th percentile.**

**Results:**

- Phonemic Awareness skills in 1st graders served grew up to 146%
- Phonics Skills in 1st grade increased up to 385%
- Phonics Skills in 2nd grade increased up to 76%
- Vocabulary pre and post assessments for 2nd and 3rd grade grew 55% and 46% respectively
- Oral Reading Fluency for 2nd and 3rd grade improved by twice as much as expected in 4 weeks.

Parent Feedback:

- 95% of parents said they would send their child again
- 90% said their child's reading improved

*I wish I could answer YES a hundred times for each of those questions! Our family is beyond blessed for the opportunity to participate in Moonshot! I can't thank Ms.*

*Singewald, Ms. Craner, Ms. Kachele, Ms. Carter, & Ms. Rachel enough for all the amazing things they have taught my children these past few weeks. They have been so patient and kind. What an incredible memory and life long experience they will have to remember. - Parent Comment*

**Fall Moonshot Academy Update:** In collaboration with the school district of Indian River County, Moonshot Academy afterschool began on September 29th on 5 campuses plus online. In an effort to reach more students and begin to scale the program, we have integrated our Moonshot Academy program with the district's Extended Day Program (EDP). Thus far, we have recruited 31 teachers to deliver Moonshot Academy on campus and online. Much like our summer MSA format, students will receive 90 minutes a week of intensive 1:1-2 tutoring to remediate reading deficits and 90 minutes a week of enriched literacy lessons in Moonshot Storytime Workshops. We are currently planning to serve 180 students, but this number will likely increase as we literally just launched the newly designed program. We plan to add 3 campuses in the Spring of 2021.

This collaboration with the district's EDP is exciting and will enable us to ultimately serve more students with Moonshot Academy while improving the quality of the district's EDP.

**Tykes & Teens, Inc.**  
**ALTERNATIVE TO OUT OF SCHOOL SUSPENSION**

**Grant:** \$29,246

**Funds Used:** \$ 29,246

**Total Children Served:** 123 unduplicated clients (13 re suspended) (17 virtual)     **Cost per child:** \$157

**Focus Area:** After School and Summer Recreational Activities and Academic Enrichment

**Taxonomy Number:** PS-9800.9900

**Program Description:** The Alternative to Out of School Suspension provides a supervised activity for middle and high school youth who have been suspended from school. While suspended, youth will be provided with the instruction to complete missing schoolwork and the skills to learn how to prevent future suspension by addressing the root cause of the suspension. At the end of the day, there will be a service opportunity for participating youth to support our community, as the community is supporting them in this initiative.

**Collaboration:** Indian River County School District, Gifford Youth Achievement Center

**GOALS/OUTCOMES REPORT**

**Goal #1: 65% of student who participate in our program will not receive a second suspension during the remaining school year.**

*Result: For quarter four alone, data is insufficient due to the new school year beginning August 24<sup>th</sup>. For the fiscal year, 82% of students who attended the program have not received a second suspension at this time. (112 unique students served, 20 resuspended).*

**Goal #2: 90% of youth with at least one suspension prior to services will experience no subsequent suspension 3 months post- completion of programming.**

*Result: Quarter four data is insufficient for this outcome measure. For the fiscal year, 47% of students have been free of suspensions 3 months post program completion. It is important to note that of the 12 students who resuspended after completing the program, five students chose to repeat the program when re suspended. ) It is also important to note students who re suspended had high frequency suspensions prior to ALTOSS and have decreased their frequency of suspensions since attending.*

**Goal #3: 90% of student who complete program will increase knowledge related to area of suspension (anger management/honesty-accountability/drug awareness based on pre/post test of the area in which they were suspended)**

*Result: 100% of students completed the program with increased knowledge in related areas of suspension based on pre/posttests provided upon enrollment and discharge from the program. Feedback from the surveys have shown that students feel that they were treated fairly and with respect, giving them the opportunity to learn new skills to be successful upon return to their home school.*

As a result of the public health crisis/COVID-19 pandemic, ALTOSS was not able to function in its original capacity from March 13<sup>th</sup>, 2020 to the end of the school and/or fiscal year. The ALTOSS program submitted an



amendment to service delivery to the School District of Indian River county and total of 33 students were referred to the voluntary service and staff engaged virtually with 17 students to offer support in behavior, academics, and social emotional learning. Of the 17 students, 10 students completed the program in-full. ALTOSS staff had the opportunity to reinforce skills that were taught while the student attended the program and had an opportunity to build new skills.

In addition to the closures in March-May of the 2019-2020 school year, the 2020-2021 school year did not start until August 24th. No students were directly served until September. In September ALTOSS staff worked on continuing education, training, preparing for the upcoming year, and coordinating services with the district. The first students were referred in September and attended the program – 4 students were served in September.

Although the COVID-19 pandemic has proposed new challenges to the program, the program and partnership with the district has shown new and promising developments. During the summer of 2020, the School District of Indian River County adopted a new student code of conduct that includes the ALTOSS program as a true alternative to suspension. Students are now referred to the program in lieu of suspension and complete the program as a requirement from the school district. (Previously students/parents could opt to attend ALTOSS during an out of school suspension.) The school district has also hired and provided a full-time teacher who is Exceptional Student Education certified, expanded bus transportation routes, and provides breakfast and lunch for students attending the program.

**Willis Sports Association, Inc.**  
**REVIVING BASEBALL IN INNER CITIES LEAGUE & FUN AT BAT**

**Grant:** \$25,000

**Funds Used:** \$9,770

**Total Children Served:** 265 unduplicated children served   **Cost per child:** \$42.32

**Focus Area:** After School and Summer Recreational Activities and Academic Enrichment

**Taxonomy Number:** N02.02

**Program Description:** Willis Sports Association, Inc. - Reviving Baseball in Inner Cities League (RBI) strives to develop disenfranchised, underprivileged, and minority youths into productive young men and women using a healthy channel of influence that reintroduces and reenergizes the competitive sport of baseball.

**Collaboration:** Major League Baseball, USA Baseball, Franklin Sports, SHAPE America, Jackie Robinson Training Complex, Gifford Middle School, 21st Century Afterschool Program, Dasie Hope Center, Gifford Youth Little League, Pelican Island Elementary, Treasure Coast Elementary, and Sebastian River Elementary.

**GOAL/OUTCOMES REPORT**

**Outcome # 1:** 85% of children will spend at least five hours a week participating in a sport or physical activities as measured by surveys.

**Results:**

*1<sup>st</sup> Quarter - 100% of RBI participants engaged in the sport of baseball and/or physical activities for the fall season. 100% of the Fall season children and youth spent at least five hours a week participating in baseball practice, games, and team sports/physical activities.*

*2<sup>nd</sup> Quarter - 75% of RBI participants engaged in the sport of baseball and/or physical activities for the beginning of the spring season (2<sup>nd</sup> quarter) and children and youth spent at least five hours a week participating in baseball practice, and team sports/physical activities during Fun at Bat and team practice.*

*3<sup>rd</sup>-4<sup>th</sup> Quarter - Unfortunately, due to COVID-19 all MLB Youth Programs and afterschool programming was suspended.*

**Outcome # 2:** 70% of children and youth will perform on grade level and/or show positive gains in their knowledge and awareness of positive behaviors and decisions as measured survey tools.

**Results:**

*1<sup>st</sup> Quarter - 94% of RBI participants performed on grade level and/or showed positive gains in their knowledge and self-awareness of positive behaviors and decisions as measured by the 1<sup>st</sup> semester report cards and/or mid-year assessments.*

*2<sup>nd</sup> Quarter - 100% of RBI participants performed on grade level.*

*3<sup>rd</sup>-4<sup>th</sup> Quarter - Due to COVID-19, 100% of students received grade promotions at the end of school year.*

**Outcome #3:** 85% of students will have 5 or less unexcused absences from school and will not be processed by the juvenile justice system (arrested or detained) as measured by parent reporting and school reporting and/or report cards.

**Results:**

*1<sup>st</sup> Quarter - 87% of RBI participants did not exceed 5 or more unexcused absences from school. 100% of the RBI*

*participate was not processed by the juvenile justice system.*

*2<sup>nd</sup> Quarter - 85% of RBI participants did not exceed 5 or more unexcused absences from school and 100% of the RBI participants were not processed by the juvenile justice system.*

*3<sup>rd</sup>-4<sup>th</sup> Quarter - Unfortunately, due to COVID-19 traditional brick and mortar school attendance was discontinued and a virtual learning atmosphere replaced traditional learning.*

**Outcome # 4:** BASIC (Baseball Academic Instructional Course) summer participants will improve in content areas of math and reading according to the STAR system. 65% of students will show gains in math and/or reading over a 5-week course as measured by STAR assessment system.

**Result:** *No result to report due to suspension of summer programming due to COVID-19.*

*The fourth quarter reporting period mirrored mostly the 3<sup>rd</sup> quarter reporting period due to COVID-19. Face to face program services once the school year resumed was suspended due to the school district restricting non-instructional staff and/or off-site organizations to visit school locations for safety reasons. Remote and distance learning with the utilization of Summer Slugger persisted through August. We are very hopeful that the pandemic will subside in the new grant year so that face to face program services can return.*

## Youth Guidance STEAM MENTORING ACADEMY

**Grant:** \$25,000

**Funds Used:** \$20,833

**Total Children Served:** 275 children      **Cost per child:** \$75.76

**Focus Area:** After School and Summer Recreational Activities and Academic Enrichment

**Taxonomy Number:** PH-1400.5000-100 Adult/Child Mentoring Programs

**Program Description:** The Youth Guidance Mentoring Academy provides social skills and academic skills development for students from low-income households and single parent families. Our program includes three components: One-on-one mentoring, group mentoring, and activities.

**Summer Program Success:** We are pleased to report that we concluded our Summer program with 58 students enrolled. During July and August, the children continued participating in group activities and exciting field trips that centered around themes, including Water World, Messy Art Week, Travelling Around the Globe, and the Great Outdoors.

**Opening a Learning Center:** Starting in September, Youth Guidance made the decision to open an **all-day Learning Center**, the first of its kind in Indian River County. We spoke to our parents and discovered that our students who were enrolled in virtual school due to COVID-19 were falling behind quickly due to lack of internet access and adult supervision at home. Our doors are now open for students Monday through Thursday from **8:00 a.m. until 7:30 p.m.** to ensure our children receive the support they need during the day.

From 8:00 a.m. to 3:30 p.m. (the school day shift), students complete virtual school with the guidance of our part-time staff as well as tutors from Big Brothers Big Sisters. From 5:00 p.m. to 7:30 p.m. (the evening shift), the students participate in group mentoring programs, including vocational training, life skills, STEAM, and recreational activities.

Notably, **we are feeding the children who attend the Learning Center breakfast, lunch, and dinner four days a week** through our partnership with the Indian River County School District and the Source. Every effort is made to ensure that the students and staff are safe while inside our facility. We check the temperature of everyone before they enter our building, we have sanitization stations in place throughout our facility, and we practice social distancing. We also enforce a mandatory mask policy.

Furthermore, we are currently operating at 50% capacity, serving **24** students in our 8,600 square foot building at one time. We can serve a maximum of **48** students each day, which includes students attending the school day program as well as students attending the evening programs.

**An Exciting Lineup of Fall Programs:** We started offering many exciting group mentoring programs this fall. They include:

- **Pathfinders:** Our Pathfinders heard from engaging guest speakers, including an army recruiter, a pilot, and two local business owners. They have been working hard on their presentation on the prevention of child abuse and will present it to different agencies around Indian River County, such as Exchange Clubs and Rotary, later this fall.

- **STEAM** (Science, Technology, Engineering, Art, and Math): STEAM programs this quarter included launching miniature rockets and learning the science behind a rocket launch, creating art with beads, making music and learning about music theory with digital production programs, using littleBits to gain hands-on experience

related to circuitry and electronics, and playing fun math games as a group.

- **Recreational Activities:** This quarter, recreational activities included karate at Bamboo Dojo, trips to Charles Park and the beach, and calisthenics. Our staff also made sure to encourage the kids to go outside and exercise during their breaks from virtual school. The kids played hop-scotch, ball games, freeze tag and more to get moving and de-stress in between classes.

- **Vocational Training & Life Skills:** We added to our vocational and life skills program this quarter. In addition to Bike Repair, we started several new programs, including **Bike Mechanics, Boat Mechanics, Gardening and Agriculture, Sewing, Home Economics, Cooking, and Cosmetology.** These programs are made possible by collaborating with community partners and introduce our children to hands-on, practical skills that will serve them for the rest of their lives.

For example, this quarter, the children in our Boat Mechanics class learned how to attach a drive belt on an engine, change the tires on a boat trailer, take a part a fly-wheel, and grind rust off of metal. Students in our cosmetology class learned how to braid hair, do nails, and practice good hygiene. They also visited a beauty school where they learned from professionals in the field.

**Collaboration:** This quarter, we collaborated with local Exchange Clubs, Big Brothers Big Sisters, Community Church, Senior Resources Association, Keep Indian River Beautiful, the Vero Beach Sunrise Rotary, Ken Gregory Produce, Food Pantry – Indian River County, the Treasure Coast Food Bank, the Indian River County School District, The Source, Bike Walk of Indian River County, Orchid Island Bikes & Kayaks, Bamboo Dojo, Jersey Mike’s Subs, Staples, the Youth Sailing Foundation, and the Learning Alliance.

## GOALS/OUTCOMES REPORT

**Goal #1:** Increase to 90% the number of children ages 13 through 18 who possess at least three of the following Developmental Assets: 1. Positive, responsible adult role models; 2. involvement of the local community in projects; 3. service to others; 4. effective peer relationships; and 5. time spent in creative activities, for children enrolled in the Mentoring Academy, as measured by the Developmental Assets Profile (a standardized test for measuring the number of assets a child has).

Baseline: 88% of children in the Mentoring Academy are building at least 3 assets.

Outcome: **92%** of children possessed at least three of the following developmental assets: 1. Positive, responsible adult role models; 2. involvement of the local community in projects; 3. service to others; 4. effective peer relationships; and 5. time spent in creative activities, for children enrolled in the Mentoring Academy, as measured by the Developmental Assets Profile (a standardized test for measuring the number of assets a child has).

**Goal #2:** Increase the number of economically disadvantaged children in grades 9 to 12 who stay in school, get promoted or graduate High School to a rate above the 2017 state measure of 86% as measured by continued enrollment in school, and eligibility for promotion to their next grade (or graduation), during the 2019-2020 school year, for children involved in the Mentoring Academy for at least three semesters.

Outcome: **94%** of disadvantaged children in grades 9 to 12 who were involved in the Mentoring Academy for at least three semesters graduated or were promoted to the next grade level in school, according to report card data collected through the Indian River County School District. We are continuing to follow up with the students who weren’t promoted to identify the specific support systems they will need to get back on track with their peers.

**Goal #3:** Increase the minimum amount of time a child spends in the Mentoring Academy from an average of 2.0 hours per week to 2.5 hours per week over a 48-week period annually for 85% of enrolled children, as measured by time and attendance records. Baseline: 2.0 hours per week.

Outcome: During September, we opened our all-day Learning Center and continued offering our evening program. This increased the hours each week to 13.1 hours each week for 85% of enrolled children. Overall, during the year students averaged **8.5 hours each week** for 85% of enrolled children, far surpassing our goal.