

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



ANNUAL REPORT

October 1, 2017 - September 30, 2018

"Healthy Children in a Healthy Community"

Children's Services Advisory Committee of Indian River County
Department of Human Services
1801 27th Street
Vero Beach, Florida 32960

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CHILDREN’S SERVICES ADVISORY COMMITTEE 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 13 voting members: 7 appointed by the Board of County Commissioners and 6 ex-officio members. Ex-officio committee members include a County Commissioner, 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 Commissioners 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) through the Indian River County Purchasing Department. The RFP is advertised in Indian River County newspapers for all qualified organizations to respond. Agencies known to provide services to children of Indian River County are also mailed the request for proposal.

Upon receipt of the applications, the Grant Review Subcommittee screens the applications, interviews the applicants, and recommends program funding to the CSAC. The CSAC 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 countywide needs assessment of the current social, health and public safety services in Indian River County, established the Focus of Needs for 2017-18 which are as follows:

- Early Childhood Development
- Build Parent Capacity
- Out of school recreational activities and enrichment programs
- 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.

PROGRAM FUNDING

Funding for children service programs is provided through a payment up to 0.125 mills of ad valorem property taxes. For fiscal year October 1, 2017 through September 30, 2018, the Indian River County Board of Commissioners authorized funding for children's services in the amount of \$1,607,975. Of this amount, \$1,483,511 was expended on children's services.

FUNDING ALLOCATION

Upon recommendation of CSAC, the Indian River County Board of Commissioners approved funding allocations for 22 agencies in support of 35 programs for 2017-18. In total, 21 community agencies and 32 programs received grant funding for children’s services. The award allocation for Castle was not expended and the grant contract not executed based on public interest by decision of the County Commissioners.

Agency	Program	Award	Actual
BIG BROTHER BIG SISTERS OF IRC	Children of Promise	15,000	15,000
	Passport to Early Literacy	85,000	85,000
BOYS & GIRLS CLUB OF IRC	Child Health and Education	30,000	30,000
STRIVING 4 SUCCESS	Breaking Thru Boundaries	15,000	15,000
CASTLE*	High Hopes	20,000	-
	Safe Families	80,000	-
	Strengthening Families	20,000	-
CATHOLIC CHARITIES/SAMARITAN CNT	The Children's Program	29,000	29,000
CHILDCARE RESOURCES OF IRC	Subsidized, High Quality Childcare	190,000	190,000
	Conscious Discipline Immersion	52,960	52,434
	Psychological Services	6,600	4,840
	Early Educator Development	24,300	24,300
CROSSOVER MISSION	Tutoring and Mentoring	50,000	50,000
DASIE HOPE CENTER	The Tutorial Program	40,000	40,000
WILLIS SPORTS ASSOCIATION	Fun at Bat	15,000	15,000
EDUCATION FOUNDATION	STEP into Kindergarten	156,655	156,655
ECONOMIC OPPORTUNITIES COUNCIL	EARLY BIRD - Dodgertown	10,000	10,000
	EARLY BIRD - Indian River Academy	20,000	20,000
FEED THE LAMBS	After School Tutoring and Mentoring	10,000	10,000
GIFFORD YOUTH ACHIEVEMENT CENTER	Afterschool Education	37,450	37,450
HEALTHY START	Parents as Teachers	30,000	30,000
	Healthy Families	30,000	30,000
	Babies and Beyond	30,000	30,000
	Community Doula Services	30,000	30,000
LEARNING ALLIANCE	Recreation and Academic Enrichment	100,000	100,000
	Reading Rocket	40,000	40,000
ORCA	The Living Lagoon	30,000	29,767
PELICAN ISLAND AUDUBON SOCIETY	Overcoming Nature-Deficient Disorder	20,000	20,000
REDLANDS CHRISTIAN MIGRANT ASSOC.	Infant and Toddler Childcare	39,000	39,000
	CCEP Match	40,000	40,000
SUBSTANCE AWARENESS COUNCIL	Right Choice	100,000	100,000
	LifeSkills	100,000	100,000
SUNSHINE PHYSICAL THERAPY	Early Therapy Intervention	30,000	28,400
TYKES & TEENS	Infant Mental Health	62,000	61,665
YOUTH GUIDANCE	Mentoring and Recreational Activities	20,000	20,000
TOTALS		\$1,607,965	\$1,483,511

***Grant contract not executed**

CHILDREN'S SERVICES ADVISORY COMMITTEE PROGRAMS 2017-18

Program Descriptions: Each program funded in 2017-18 has two descriptions - the Taxonomy description and a general 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 services issues. For the purposes of brevity, the secondary Taxonomy description has been shortened. The general description adds information specific to each program.

Cost Per Child: 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.

- Some programs are provided for individuals, others are for groups.
- Some programs require highly trained professionals, while other 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 403 N US HWY 1, Fort Pierce, FL 34950 | www.bbbsbig.org **Children of Prisoners to Children of Promise (COP)**

Grant: \$15,000

Funds Used: \$15,000

Total Children Served: 30

Total Adults Served: 30

Taxonomy #: PH-150.550-10

Program Description: This community-based program provides one-on-one mentoring for children whose family member(s) are incarcerated in state or federal prison.

Collaboration: Indian River County School Board, RSVP, United Way of Indian River County, Indian River Sheriff's Dept., Our Savior Lutheran Church, Gifford Youth Activities Center, and Youth Guidance, Community Church of Vero Beach.

GOALS AND OUTCOMES

Goal #1: 85% of the target population, who have participated in “Community-Based Mentoring” five months or more, will demonstrate progress in *academic performance* as reported by the 2017-2018 IRC School Board grade records. Baseline: Grades of enrolled boys and girls from third grading period of the 2017-2018 school year.

Goal Met – Twenty-five (25) children out of thirty (30) CSAC matches have been mentored for five or more months. Twenty-four (24) out of twenty-five (25) matches have demonstrated academic progress. (96%)

Goal #2: 90% of the target population, who have participated in “Community-Based Mentoring” five months or more, will maintain their status as a non-offender or not re-offend in the Juvenile Justice System, throughout their time of BBBS participation, as measured by monthly parent/DJJ. Baseline: Offender status of youth upon entering the program.

Goal Met – Twenty-five (25) children out of thirty (30) CSAC matches have been mentored for five or more months. Twenty-five (25) children out of twenty-five (25) children have not become involved in or re-offended in the juvenile justice system. (100%)

Goal #3: To improve socialization skills of 90% of targeted monitored 5 months or more in the program. Baseline: Youth Outcomes Survey pre-test (YOS) upon entering program and post-test results at one-year anniversary of the match.

Goal Met – Twenty-five (25) children out of thirty (30) CSAC matches have been mentored for five or more months. Of the twenty-five (25), twenty-two (22) have completed the Youth Outcome Survey. Three (3) were under the age of nine (9), too young to take the survey. Twenty-two (22) out of the twenty-two (22) have improved socialization skills. (100%)

During this reporting period, all children (including CSAC children), parents and mentors have been involved with or invited to attend the following activities during this reported quarter:

July 2018: St. Lucie Mets Baseball
August 2018: Professional Match Photos
September 2018: Bowl For Kids’ Sake

BIG BROTHERS BIG SISTERS OF INDIAN RIVER COUNTY

403 N US HWY 1, Fort Pierce, FL 34950 | www.bbbsbig.org

Passport to Early Literacy

Grant: \$85,000

Funds Used: \$85,000

Total Children Served: 179 (115 one-on-one in school year and 64 in summer)

Total Adults Served: 141

Taxonomy #: PH-1800.800

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 has hosted all 20 of the 20 planned family literacy nights and 4 of the 4 planned experiential trips. At these events, 57 unduplicated children have attended with 141 family members (97 parents/aunts/grandparents and 44 siblings/child cousins).

In preparation for the new 2018-2019 school year, members received two weeks of training. The "Read it Again" curriculum was updated over the summer to include more hands-on activities and games per the members' request. The curriculum was also adjusted to include the Harmony Social Emotional Program. This program includes daily connection cards for the match and weekly lessons centered around relationships, communication, empathy and problem solving.

GOALS AND OUTCOMES

Goal #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 2018.

Outcome - Based on baseline data, student results were:

- *Final results in AP3- total students tested with pre/post= 97*
- *Print Knowledge- 14 or 15% below average/ 85% meeting or exceeding*
- *Phonological Awareness- 3 or 3% below average/ 97% meeting or exceeding*
- *Oral Language- 3 or 3% below average/ 97% meeting or exceeding*
- *Math- 18 or 20% below average / 80% meeting or exceeding*

Average: 89.75% meeting or exceeding

Based on AP1 and AP3 data this program saw the following change:

- *Print Knowledge- 63% increase*
- *Phonological Awareness- 62% increase*
- *Oral Language- 43% increase*
- *Math- 52% increase*

Furthermore, of the students served, the following percentages were exceeding expectation, not simply meeting them:

- *Print Knowledge- 65%*
- *Phonological Awareness- 65%*
- *Oral Language- 63%*
- *Math- 50%*

Goal #2: To improve socialization skills of 85% of targeted youth, mentored 5 months or more, by June 2018.

Outcome - Members completed the baseline Dessa Minis on students after 3 months of service was completed and at the end of the program year

Of the students tested, 68% showed an improvement in social skills according to the Dessa Mini. Many students, 89%, were meeting or exceeding expectations on this measure. A good deal of our students scored in the meeting or exceeding range on the first test and several had perfect scores both times.

Goal #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 2018.

Outcome - Kindergarten Readiness scores are not available at this time.

BOYS & GIRLS CLUBS OF INDIAN RIVER COUNTY

Vero Beach, Sebastian, Fellsmere

Grant: \$30,000 or \$10,000 per club

Funds Used: \$30,000

Total Unduplicated Children Served: 741

Focus Areas Addressed: CHILDCARE/CHILD HEALTH & EDUCATION

Taxonomy #: PS-980.100 Boys/Girls Clubs

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; local law enforcement.

GOALS AND OUTCOMES

Goal #1: During the 2017/18 school year, a minimum of 75% of club members will maintain or improve their grades in science, math and English as evidenced by a minimum GPA of 2.0. 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 Q2 grades to subsequent quarters. 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.

Baseline: During the third marking period of the 2016/17 school year, 80% of members had a GPA of at least 2.0; 55% had a GPA of 3.0 or higher. The average GPA was 2.53. Of those identified as performing below grade level standard in the first marking period, (91 members), 59% saw improvement in English scores; 39% saw improvement in math scores; and 69% saw improvement in science scores. Grades for the first marking period of the 2018/19 school year are not available until later this month. Therefore, results from last school year are listed below.

Results: Goal met.

- 510 individual reports cards and 1,516 classes were analyzed.
- During the second marking period of the 2017/18 school year, the average GPA was 2.72 as compared to 2.74 in quarter four.
- 86% of classes taken in English, math, or science resulted in an A, B, or C.
- 14% of classes taken in English, math or science resulted in a D or F.

Results: Quarter 4

English	# classes	%
A	129	22.1%
B	210	35.9%
C	154	26.3%
D	71	12.1%
F	21	3.6%
	585	

Math	# classes	%
A	157	32.6%
B	164	34.1%
C	111	23.1%
D	34	7.1%
F	15	3.1%
	481	

Science	# classes	%
A	130	29.0%
B	142	31.7%
C	104	23.2%
D	55	12.3%
F	17	3.8%
	448	

Quarter 2 to Quarter 4 Comparison:

Q2						Q2 to Q4					
Total A's	372	24.5%	3.0+	898	59.2%	Average	2.72	Total A's	372	418	12%
Total B's	526	34.7%	2.00-2.99	411	27.1%			Total B's	526	516	-2%
Total C's	411	27.1%	<1.99	207	13.7%			Total C's	411	369	-10%
Total D's	174	11.5%		1516	100.0%			Total D's	174	160	-8%
Total F's	33	2.2%						Total F's	33	53	61%
	1516								1516	1516	
Q4											
Total A's	418	27.6%	3.0+	934	61.6%	Average	2.74				
Total B's	516	34.0%	2.00-2.99	369	24.3%						
Total C's	369	24.3%	<1.99	213	14.1%						
Total D's	160	10.6%		1516	100.0%						
Total F's	53	3.5%									
	1516										
Data is per class not per student											
Class includes Science, Math and English											
Data assumes that if you are in one class in Q1, you are in the same class in Q4											

Of the 138 members identified in Q1 as performing below grade level (D or F), 117 members remained in the school district to analyze in Q4. As a whole, the group had modest gains in English, math and science. We identified approximately 45 students who struggled throughout the school year, showing no gains.

Math	Q2	Q4	% change	Science	Q2	Q4	% change	English	Q2	Q4	% change
Total A's	7	9	2%	Total A's	13	18	5%	Total A's	5	11	6%
Total B's	22	26	4%	Total B's	30	29	-1%	Total B's	20	28	7%
Total C's	34	30	-4%	Total C's	43	38	-5%	Total C's	62	57	-5%
Total D's	35	35	0%	Total D's	22	18	-4%	Total D's	52	42	-9%
Total F's	11	9	-2%	Total F's	4	9	5%	Total F's	13	14	1%
	109	109			112	112			152	152	

Goal #2: In the 2017/18 funding cycle, 100% of members completing a prevention program will have an average post-test score of 80% and demonstrate an average 15% 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 Q4 of the 2016/17 year, the average pre-test score was 75% and the average post-test score was 83%, an 8-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. The average post-test score was 84 with a 15-point increase from pre- to post survey. There was positive movement from pre- to post score in all programs with the exception of 3rd grade, Smart Moves in Fellsmere.

Goal #3: In the 2017/18 funding cycle, 50% of active teens, ages 13-18 (attending 10 or more days during the time frame), 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 90% is desirable.

Baseline: During Q1 of 2017, there were 130 active teens (attended 10 or more days in the quarter). Of those, 37 completed a life readiness program, or 29%. The average post-test score was 85%.

Results: Goal not met. In the time frame, there were 98 active teens (attended 100 days or more) out of 198 total, or 49%. Of those that began a life-readiness program, 61% completed. The average post-test score was 84%. There was a 26% increase from pre- to post-survey. We did not accomplish our 80% participation rate. We fell short by 6 points in the desired post-survey score; however, a 26% increase from pre- to post-survey indicates that members are increasing their knowledge.

Program Results October 1, 2017 to September 30, 2018

Outcome 2

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 score %	Declined	Same	Improved
Healthy Habits	11	5	45%	56	86	30	0	0	5
Healthy Habits 2nd & 3rd	32	15	47%	60	84	24	0	1	14
Healthy Habits 6	23	14	61%	75	86	11	1	5	8
Healthy Habits 6-7	23	14	61%	75	86	11	1	5	8
Healthy Habits k-1	22	15	68%	63	81	18	0	3	12
Healthy Habits k-1	44	32	73%	55	64	9	9	4	19
NetSmartz	36	21	58%	84	94	10	1	1	19
NetSmartz 4-5	36	30	83%	86	96	10	2	13	15
NetSmartz 6-7	9	5	56%	58	93	35	0	0	5
NetSmartz teens	30	14	47%	77	87	10	0	5	9
Passport teens	8	8	100%	61	78	17	0	0	8
Passport to Manhood 12-14	12	6	50%	65	77	12	0	0	6
Passport to Manhood 2-3	21	19	90%	35	50	15	4	5	10
Smart Girls 12-14	14	7	50%	90	99	9	0	4	3
Smart Girls 2-3	18	12	67%	80	85	5	1	4	7
Smart Girls teen	8	7	88%	97	100	3	0	6	1
Smart Kids k-1	21	20	95%	50	80	30	0	0	20
Smart Moves 3	37	17	46%	82	72	-10	9	3	3
SMART Moves 3 & 4	64	38	59%	55	85	30	13	6	19
Smart Moves 6-7	20	14	70%	81	98	17	0	6	8
Smart Moves 8-9	25	11	44%	65	69	4	1	5	5
Smart Moves MS	14	12	86%	68	80	12	0	5	7
Start Smart 12	20	7	35%	65	69	4	4	1	2
Street SMART 5th grade	26	9	35%	73	79	6	3	1	5
Street SMART 7-8	41	18	44%	80	93	13	0	3	15
Youth for Unity 11-12	32	22	69%	75	92	17	0	4	17
Youth for Unity 2	26	20	77%	63	96	33	0	0	20
Youth for Unity 6-7	19	10	53%	62	86	24	1	1	8
AVERAGE	25	15	63%	69%	84%	15%	2	3	10

Program Results October 1, 2017 to September 30, 2018

Outcome 3

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 %	Declined	Same	Improved
Career Launch Teen	13	9	69%	60	97	37	0	2	7
Career Launch-Seb	20	9	45%	48	67	19	0	1	8
Career Launch-Vero	30	20	67%	50	81	31	1	1	18
Diplomas 2 Degrees 13-16	14	4	29%	68	93	25	0	0	4
Diplomas 2 Degrees 13-16	17	15	88%	55	78	23	0	0	15
Goals for Graduation	31	19	61%	66	93	27	2	4	13
Money Matters 13-16	19	12	63%	59	87	28	0	2	10
Money Matters 8th grade	14	8	57%	57	72	15	0	3	5
Money Matters MS	11	9	82%	65	83	18	0	0	9
Money Matters teens	36	17	47%	55	91	36	0	1	9
Average	21	12	61%	58%	84%	26%	0	1	10

CATHOLIC CHARITIES OF THE DIOCESE OF PALM BEACH

3650 41st Street, Vero Beach, FL 32967

The Samaritan Center Children’s Program

Grant: \$29,000

Funds Used: \$29,000

Total Children Served: 52 unduplicated children served. **Cost Per Child:** \$ 557.69

Focus Area Addressed: Building Parent Capacity through “Life Skills Development” including, parenting, budgeting, and education, with the primary goal being the promotion and development of healthy family values and family structure leading to successful re-entry into mainstream society.

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

Program Description: This program is designed to offer long-term 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 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 and taking swimming lessons at Gifford Youth Aquatic Center.

Collaborations: 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 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; Gifford Youth Activities Center; Healthy Start Coalition/Healthy Families; Little Birthday Angels; Exchange Club CASTLE; Center for Emotional Behavioral Health; Suncoast Mental Health Association; Literary Services; and Treasure Coast Homeless Services Council Vocational Rehabilitation, S. A.R.T, Indian River County Victim Advocacy – Life Builders Program, and Department of Children and Families.

Samaritan Center's successful partnerships with the Step-Up Program (United Against Poverty) and Habitat for Humanity yield results in obtaining employment and in the successful transition of our client families to home ownership. The community organizational lifts provide: shelter; counseling; parenting skills; budgeting; credit counseling; and employability skills. Due to these partnerships, we are happy to report a mother of 3 school-aged children, who has resided at the center for the past 24 months, has graduated our program at Level 4 and her family has successfully transitioned into an apartment. She has already completed 100+ of her sweat equity hours for the Habitat program and her new home expected completion date is June 2019. The family will receive Aftercare benefits which include mental health therapy, childcare referrals and assistance at holidays for up to 24 months.

GOALS AND OUTCOMES

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- and post-test given at the beginning and the end of the 8-week sessions.

Result: Post-test results indicate an average of 9% increase in resident children's self-esteem. Resident children scored an average of 88% on pre-tests and 96% on post-test 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 a 14.53% increase in resident children's social and character values. Additionally, behavior measurement observation results in 6 observations, children scored on average of 92.33% or higher in positive behavior choices.

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- and post-tests given at the beginning and end of the facilitated workshops.

Result: In the third quarter, the Samaritan Center adult resident clients participated in the following workshops titled: Parenting-School Readiness, Germ Prevention, and How to Negotiate and Advocate Financial Literacy Lesson. Post-test resulted in an overall average of 30% increase knowledge leading to healthy families.

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: In comparing academic school year performance from the 1st quarter report card of the school year to the 4th quarter, 90% of the resident children have increased their knowledge and skills. It should be noted the Samaritan Center routinely enlists qualified tutors to assist children to increase skills, as needed. When staff notice resident parents need to strengthen parenting skills, these parents are required to attend tutoring sessions to empower themselves while learning to advocate for their child's education and future well-being. 100% of our school-aged children receive academic support and or social skills mentoring provided by caring volunteers. The vast majority of our volunteers are current or retired educators and local college students completing an internship in the Human Services Field.

CHILDCARE RESOURCES OF INDIAN RIVER

2300 Fifth Avenue, Suite 149, Vero Beach, FL 32960

Subsidized, High Quality Childcare

Grant: \$190,000

Funds Used: \$190,000

Total Children Served: 150

Total Contracting Center Children Served: 69

Focus Areas Addressed: Early Childhood Development and Building Parent Capacity

Taxonomy #: NL-300.150; PH-610.150; PH-610

Program Description: Childcare Resources provides 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 AND OUTCOMES

- 1. Young children have access to high quality learning experiences in early childhood and education settings which prepare them to enter school ready to learn.**
100% Childcare Resources School
100% Contracting Centers
- 2. Young children improve literacy, communication and critical thinking abilities.**
100% Childcare Resources School
100% Contracting Centers
- 3. Young children improve motor skills needed to explore their environment and support learning.**
91% Childcare Resources School
89% Contracting Centers

CHILDCARE RESOURCES OF INDIAN RIVER 2300 Fifth Avenue, Suite 149, Vero Beach, FL 32960 Psychological Services

Grant: \$6,600

Funds Used: \$4,840

Total Children Served: 8 children and 11 parents (or other adult in the household)

Focus Areas Addressed: Building Parent Capacity

Taxonomy #: 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 AND OUTCOMES

- 1. Adults and children who participate in five or more counseling sessions will show improvement.**
As of 09/30/2018, 8 children and 11 adults enrolled in the Childcare Resources program were referred for therapy to the Mental Health Association
 - 3 children never followed through on referral
 - 2 adults were discharged for completion of treatment
 - 2 adults never followed through on referral

- 3 adults still continue with services
- 1 child discharged for completion of treatment
- 2 adults referred out for other services
- 1 child discharged (parent opted to seek other provider)
- 1 child referred for other services
- 3 adults - outcome unknown
- 1 child - outcome unknown

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.

- 2 evaluations complete

CHILDCARE RESOURCES OF INDIAN RIVER

2300 Fifth Avenue, Suite 149, Vero Beach, FL 32960

Professional Development for Early Educators

Grant: \$24,300

Funds Used: \$24,300

Focus Areas Addressed: Early Childhood Development

Taxonomy #: 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 three workshops open to all early educators within Indian River County.

GOALS AND OUTCOMES

1. Overall improvement of knowledge in subject area by 70 percent.

- Dr. Maryln Appelbaum presented “How to Handle Hard-to-Handle Children” on November 4, 2017 - 120 registrants showed a 91% increase in test scores.
- Conscious Discipline based “From Preschoolers to Presidents” and “Connect Your Way to Cooperation” was presented on February 3, 2018 - 112 registrants showed a 92% increase in test scores.
- “Write Out of the Box” fine motor skills workshop was presented by Dr. Marianne Gibbs on April 14, 2018 - 112 registrants showed an 89% increase in test scores.

2. Early educators will improve skill implementation by 50 percent.

- Dr. Appelbaum’s post workshop observations demonstrated an 89% implementation rate.
- The Conscious Discipline workshop observations demonstrated a 93% implementation rate.
- “Write Out of the Box” workshop observations demonstrated a 69% implementation rate.

CHILDCARE RESOURCES OF INDIAN RIVER 2300 Fifth Avenue, Suite 149, Vero Beach, FL 32960 **Conscious Discipline Immersion**

Grant: \$52,960

Funds Used: \$52,960

Focus Areas Addressed: Early Childhood Development

Taxonomy #: HH-0500.1600-650; T-6650

Program Description: The Conscious Discipline Immersion Program is a collaborative training effort intended to provide early educators with the tools they need to support children’s social-emotional and academic success.

GOALS AND OUTCOMES

- 1. Understand the Conscious Discipline philosophy; learn from real-life experiences. Understand and/or implement: the seven basic skills of discipline; the seven powers of self-regulation; ideas to create a school family; the Brain State Model. Seventy (70) percent of attendees who complete the immersion training will improve their knowledge in subject area.**
 - 88% of attendees are able to articulate a deeper understanding of Conscious Discipline.
 - 93% of attendees recognize the importance of awareness of Conscious Discipline for themselves and their students.
 - 84% of attendees are able to teach and practice Conscious Discipline strategies.
- 2. Implement strategies learned during the immersion sessions; demonstrate new techniques during onsite cohort meetings; receive individualized coaching. Seventy (70) percent of participants will implement learned skills.**
 - 88% of coaching participants implemented learned Conscious Discipline skills.

CROSSOVER MISSION

1965 42nd Avenue, Suite 3, Vero Beach, FL 32960

Tutoring and Mentoring Program

Grant: \$50,000

Funds Used: \$50,000

Total Children Served: 70 unduplicated children served. **Cost per child:** \$714.29

Focus Area Addressed: The primary goal of Crossover Mission, Inc. is to support Indian River County's at-risk and under-resourced youth, age 8-18, with year-round athletic training, academic tutoring and personal mentoring, so they may reach their full potential and live successful and productive adult lives.

Program Description: The Crossover program has a two-pronged approach. The first prong is the Crossover Basketball training program aimed at making the sport available to those who would otherwise be disqualified due to financial hardship, academic restrictions, or other family limitations. The second prong is the Academic Mentoring Program (AMP), an on-going tutoring program where students' academic performance is monitored weekly and who are supported by one-to-one academic mentors who meet with each student athlete 1-5 times a week.

GOALS AND OUTCOMES

Goal 1: To increase academic performance as measured by grade reporting from each correlating school to a passing grade for the year, including 100% Course Recovery completion for any failed courses. To have 90% of active Crossover student players become academically eligible to participate in school sports the next school year. Baseline: Reported grades for 2017-2018 School Year.

Result: Report cards from the 2017-18 year demonstrated that between 60% of Crossover students earned an average GPA over 2.5 (A/B Honor Roll) with only 14% falling below a 2.0. This is especially significant because of the 2.0 GPA requirement for school sports participation. A 2014 study from the International Journal of Exercise Science found that "athletes across all ethnic groups in their study were less likely to drop out of school than non-athletes and suggested that participating in sports may help minorities matriculate and become acculturated when related to future academic success."

Goal 2: To increase the Crossover attendance percentage to 75%+ for those Crossover student players who MUST attend tutoring due to a GPA less than 2.0 and to increase the attendance percentage at athletic training sessions to 75%+ with training 3x per week. Outcome measured by attendance rosters during the school year. Greater student player connection to Crossover means lessened delinquency, truancy and gang involvement. Exception to the attendance rule is made for student players participating in other school sports/educational activities. Baseline: 2016-2017 School Year Attendance Rosters.

Result: The attendance rate for the 2017-18 school year varied dramatically by season from 85% in Q1 to 38% in Q4. For those who were academically struggling, becoming eligible to

participate on their school sports team was the motivation to attend the Crossover Center. However, once on the team, they stopped attending academic tutoring and saw a dramatic drop in academic performance. Based on this information, Crossover implemented sweeping changes to the attendance requirements. As of fall 2018-19, all students, regardless of academic standing or sports participation, are required to attend the Crossover Center to work with a one-to-one mentor a minimum of 1 day per week and attend the 2 scheduled basketball training sessions. Any student who has more than 3 unexcused absences (basketball or academic support) will be removed from the program for the remainder of the quarter. Students will be eligible to reapply for the next quarter and accepted back into the program only if space allows and they agree to meet the program requirements. Based on these changes, 2018-19 Q1 attendance has been excellent. 96% of all academic sessions and basketball practices were either attended or had excused absences, with just 4% unexcused. No students have had to be removed from the program due to the new 3+ absences rule in Q1.

Goal 3: To increase collaboration and support of the School District of Indian River County by increasing the number of Academic Mentors participating with student players in the schools and the overall number of academic hours dedicated per week. Goal: 90 volunteer hours per week in schools increased from 45hrs/week in 16/17 school year. In addition, to increase number of gym hours for basketball training at school gym facilities. Goal: 10 hours per week Baseline for volunteer academic hours, 2016/17 school year; 4 hours per week Baseline for gym hours for basketball training, 2016/17 school year.

Result: The excellent relationship between Crossover and the SDIRC allowed for gym use at Storm Grove and Gifford Middles schools to continue from 2017-18 academic year, through the summer and into the 2018-19 school year. Student athletes continue to attend regular bi-weekly basketball practices scheduled by age group. Over the summer, a 6-week Intensive Training Course for middle and high school student athletes took place at Storm Grove Middle School. As in past years, Crossover continues to provide academic mentors for both in-school and after-school Course Recovery at Gifford Middle School and Storm Grove Middle School. At the Crossover Center, academic mentors provided between 65-100 hours per week during the 2017-18 school year. For 2018-19, Q1 results show that to date Crossover mentors have provided 27.5 hours of academic support for Tuesday afternoon Course Recovery (located at both middle schools), and 15 hours for in-school Course Recovery. At the Crossover Center, mentors have provided a total of 324 hours between August 20-October 10. These results are in line with previous years' results. Crossover intends to continue recruiting and training volunteer academic mentors and providing tutoring in a number of different venues for our at-risk population.

DASIE BRIDGEWATER HOPE CENTER
8445 64th Ave, Vero Beach, FL 32967 | www.dasiehope.org
Dasie Hope Center Tutorial Program

Grant: \$40,000

Funds Used: \$40,000

Total Children Served: 63 children **Cost Per Child:** \$634.99

Focus Areas Addressed: Childcare/Child Health & Education

Taxonomy #: JR-820.650-45

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 after school or throughout the day because their parent(s) are working.

Program is designed to: Empower at risk youth with academics and social skills. Our priority is to “break the cycle of poverty” by sending kids to college, improving their academics, behavioral thought patterns and surrounding them with positive role models.

Collaboration: Indian River County School District, Disney Resort, Publix Supermarkets, Indian River Sheriff’s Department, Sea Oaks and Mardy Fish Foundation

GOALS AND OUTCOMES

Outcome #1: Increase in 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. Baseline: Students academic report card for 2017-2018

*Result: **Goal Met.** 87% of students improved grades for 4th quarter.*

Outcome #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 2017-2018 Pre/Post-surveys

*Result: **Goal Met** 100% of youth have been tested. 92% of youth showed improvement.*

Outcome #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 high school or gain career skills. ** This outcome is specific to high school students Baseline: Students 2017-18 report/discipline reports.**

*Result: **Goal Met** 100% of high school youth graduated.*

Service Capacity: Tutorial Program Impact Story - Youth have shown consistence grade level improvements during this calendar year with the help of our board members, parents and volunteers. With the introduction of our “iWonder STEM Lab,” our youth have been very anxious and curious to engage into the new adventures of Science and Math. It has been an “academic motivator.”

Conclusion: We have introduced our youth to many new academic endeavors that has benefitted them academically and socially.

ECONOMIC OPPORTUNITIES COUNCIL OF INDIAN RIVER COUNTY

2455 St. Lucie Avenue, Vero Beach, FL 32960

Early Bird – Indian River Academy

Grant: \$20,000

Funds Used: \$20,000

Total Children Served: 17

Focus Area Addressed: Early Childhood Development and Parent Capacity

GOALS AND OUTCOMES

OUTCOME 1

During the 17-18 school year, 17 at-risk, low income children, ages 3 and 4, will have access to high-quality early childhood development experiences in an early childhood education setting, which will prepare them to enter school ready to learn as documented by enrollment records.

***PROGRESS:** The 17-18 school year is complete. We had 17 students in the classroom. All of the children were from the targeted ZIP Codes 32962 and 32968. 9 were Black/African American, 3 were White, 5 were Hispanic/ Latino. Seventeen at-risk families received free, high-quality early childhood education and family support through the Early Bird Program.*

OUTCOME 2

By the end of the 17-18 School year, 100% of the 17 at-risk, low-income children, ages 3 and 4, will improve their health, literacy, communication, critical thinking, motor, and social emotional skills, as measured by Teaching Strategies Gold.

***PROGRESS:** All 17 children were prescreened using the PLS5 and Brigance Prescreen tools to set a base line on their development. Results of the initial assessment indicated 7 of 17 children were meeting or exceeding developmental milestones. A mid-term assessment was conducted. As of midterm, 16 of 17 children were meeting or exceeding developmental milestones. At year*

end, 16 of 17 children continued to meet or exceed developmental milestones. One child was diagnosed with developmental delays. Although he worked with specialists during the course of the year, he still has not met developmental milestones for his age.

OUTCOME 3

By the end of the 17-18 school year, 89% or 15 parents or guardians will increase their knowledge of early childhood growth and development and will be supported in achieving family goals, as measured by home visit, parent teacher conference, and training attendance records.

PROGRESS: The parents of all 17 children participated in home visits, parent trainings, and have volunteered in the classroom. Progress was tracked by home visit records, training attendance records, and volunteer records.

ECONOMIC OPPORTUNITIES COUNCIL OF INDIAN RIVER COUNTY

2455 St. Lucie Avenue, Vero Beach, FL 32960

Early Bird – Dodgertown

Grant: \$10,000

Funds Used: \$10,000

Total Children Served: 15

Focus Area Addressed: Early Childhood Development and Parent Capacity

EOC successfully raised full funding to open and operate an Early Bird classroom on the campus of Dodgertown Elementary School. The first day of school for students was Monday, August 27, 2018.

GOALS AND OUTCOMES

OUTCOME 1

During the 18-19 school year, 17 at-risk, low income children, ages 3 and 4, will have access to high-quality early childhood development experiences in an early childhood education setting, which will prepare them to enter school ready to learn as documented by enrollment records.

PROGRESS: We currently have 15 students enrolled at Dodgertown. We have 2 openings, which we are in the process of filling. We originally had full enrollment. However, when our opening was delayed and we were not able to be open for the first day of school on August 13, the parents of 2 children decided to send them to our St. Helens Center rather than waiting for the Dodgertown classroom to open. Of the 15 children, 1 is White, 7 are Black/African American, 4 are Hispanic/Latino, 1 is Asian, and 2 are Multi-Racial.

OUTCOME 2

By the end of the 18-19 School year, 100% of the 17 at-risk, low-income children, ages 3 and 4, will improve their health, literacy, communication, critical thinking, motor, and social emotional skills, as measured by Teaching Strategies Gold.

PROGRESS: As of the date of this report, we are 30 days into the 18-19 school year for the Early Bird Dodgertown class. We are in the process of conducting initial health and developmental screenings on all of the children. We will have this baseline data to report with our first report on your fiscal year 18-19 Grant.

OUTCOME 3

By the end of the 18-19 school year, 89% or 15 parents or guardians will increase their knowledge of early childhood growth and development and will be supported in achieving family goals, as measured by home visit, parent teacher conference, and training attendance records.

PROGRESS: The parents of all 15 children participated in home visits. Over the course of the school year, they will have the opportunity to participate in parent trainings, volunteer in the classroom, and participate in leadership opportunities.

EDUCATION FOUNDATION OF INDIAN RIVER COUNTY

P.O. Box 7046, Vero Beach, FL 32961

STEP into Kindergarten

Grant: \$156,655

Funds Used: \$156,655

Total Children Served: 219

Cost Per Child: \$1,146.00*

*Based on program budget of \$257,850

Focus Area Addressed: Early Childhood Development

Taxonomy #: YB-9500.1500-650 - Children who are age three to five

Program Description: The Education Foundation, in partnership with the School District of Indian River County (SDIRC), seeks to increase Kindergarten readiness rates for 4 and 5-year-old children by extending the school year with 29 instructional days. This project seeks to replicate and expand upon the program’s success that extends the school year through the middle of July 2018 with priority given to homeless, migrant and students residing in school zones with the highest poverty percentages.

Collaboration: The Education Foundation of Indian River County collaborates with the School District of Indian River County to leverage our community’s investment in our schools with the

goal of achieving excellence for students and educators. We work together to fundraise, administer and implement programs like STEP into K to prepare 4 and 5-year-old children to arrive at Kindergarten prepared to begin their academic careers.

We have a Memorandum of Understanding (MOU) with the SDIRC that clearly defines our role and how we access funds for projects like STEP into Kindergarten, which would otherwise not be available to the SDIRC to address important community needs like increasing Kindergarten Readiness rates.

GOALS AND OUTCOMES

Goal 1: 80% of all students will score at least 80% or higher on the “Get Ready to Read” screener.

Result: Pre-test – 63% and Post-test - 86%

Goal 2: 80% of students will score at least 80% or higher on the Kindergarten Initial Sounds Probe.

Result: Pre-test – 34% and Post-test 66%

Goal 3: 80% of students will score at least 80% or higher on the Letter Naming Probes for upper and lowercase letters and Number Identification Probes.

*Result: Letter Naming Probes for Lowercase Letters: Pre-test – 46% and Post-test – 69%
Letter Naming Probes for Uppercase Letters: Pre-test – 59% and Post-test – 73%*

Goal 4: Based on the pre-and post- Social/ Emotional/ Behavioral Progress Rating, students will demonstrate a 25% growth rate.

Results:

- *Displays respect and courtesy to adults: Pre-test – 14% and Post-test – 86%*
- *Works and plays well with others: Pre-test – 15% and Post-test – 83%*
- *Follows directions the first time: Pre-test – 42% and Post-test – 65%*
- *Stays on task: Pre-test – 38% and Post-test – 71%*

A note about tracking progress: Presently, we continue to track the academic careers of the children who participate in the program using a new program called i-Ready and will continue to work with the SDRIC to identify additional ways to progress monitor children who are part of this project. Pre- and Post-assessments were utilized to monitor progress of early literacy and math skills, along with social emotional behavioral skills.

Program Implementation Progress: STEP into Kindergarten began for students on June 4, 2018 at the following SDIRC locations: Fellsmere Elementary, Dodgertown Elementary, and Vero Beach Elementary. We promoted the program with the Kindergarten Round-up and Pre-K Party on Saturday, February 24, 2018 at the Indian River Mall. This was the first day that parents could register their children for Kindergarten and sign up for STEP into Kindergarten. We registered 75 children for the program at this event.

Radio and Digital Media Campaign: We launched our radio and media campaign that began on March 19th:

WGYL 93.7 FM - Today's Best Music

WSCF 91.9 FM - Christian FM

WFLM 104.5 FM - The Flame

WPHR 94.7 FM - Fresh Country - April 2-9 Only

- We launched a social media campaign.
- YouTube Campaign: The View Rate was much higher than the average view rate of ads. The STEP into Kindergarten video had a view rate of 38.5%, while the benchmark average is only 27.7%. There were more than 13K views between March 19th and April 9th.

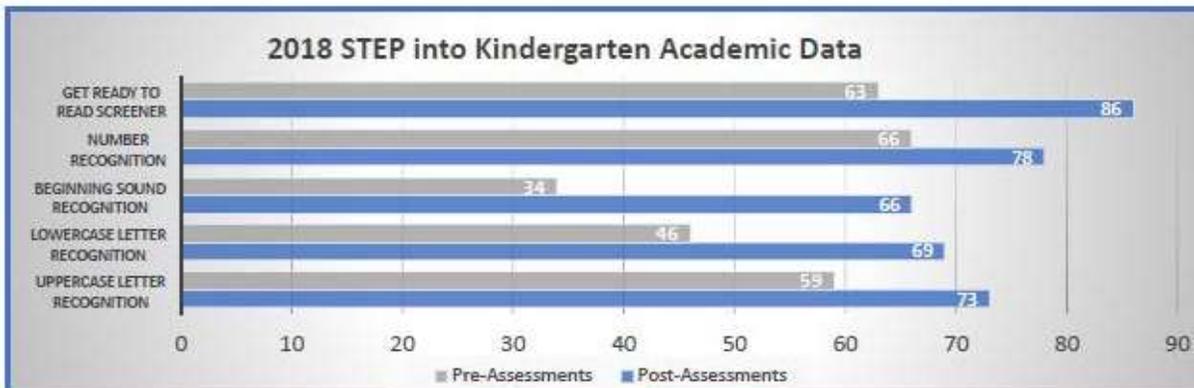
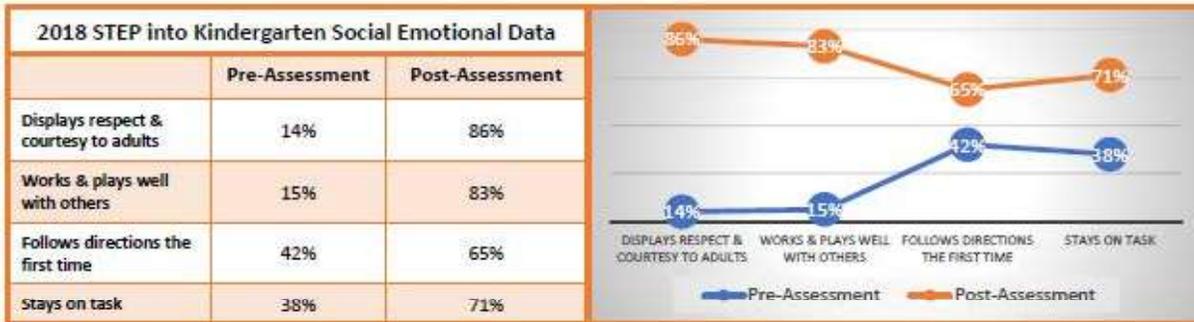
Outreach:

- Provider Meetings – Brochures and registration information distribution began in February
- Buggy Bunch – We will connect with the leadership of Buggy Bunch to promote the program and to add it to their website.
- Moonshot Moment website – the information will be on the Moonshot Moment website.
- Head Start – SDIRC staff has been in contact with Head Start staff and are working closely with caseworkers to get children enrolled.
- Camp Listings – The program will be listed on the TCPalm.com camp listing.
- School District Website –Direct link to STEP into KG information:
<https://www.indianriverschools.org>
- Met with the Homeless Children's Foundation; attended Summer Camp partnership evening where STEP into Kindergarten was included in the presentation
- Met with a representative of the local Pastor's Association
- Met with a representative from the Feed the Lambs Enrichment Program
- Presented at the Early Learning Coalition Meeting with Private VPK Providers
- Attended Moonshot Moment Action Network (MCAN); follow-up with numerous community partners regarding STEP into Kindergarten
- Met with Kindergarten Readiness Collaborative (KRC), including KRC parent liaisons; Presented at the KRC "Lunch and Learn" event that was also attend by other providers, such as Childcare Resources, the Vero Beach Museum of Art, and private Voluntary PreK providers.
- Attended the April 7, 2018 Moonshot Literacy Festival
- STEP into KG promotional video shared via SDIRC website, email, social media, SDIRC YouTube channel <https://www.youtube.com/watch?timecontinue=7&v=zclock4PnlaQ>
- School Messenger Call(s) have and will continue to occur for registered 2018/2019 Kindergarten families.
- Individual Parent contact via email and personalized phone calls
- Attended individual school Kindergarten Round-ups and Family Nights, including Parent IMPACT Academies.
- Held various meetings and/or had correspondence with SDIRC departments that have access to school families (i.e. schools, transportation, food and nutrition services and VPK)
- Program staff shares celebrations of student success with a wide variety of stakeholders, parents, educators, and community partners, via social media channels (Twitter, Facebook),

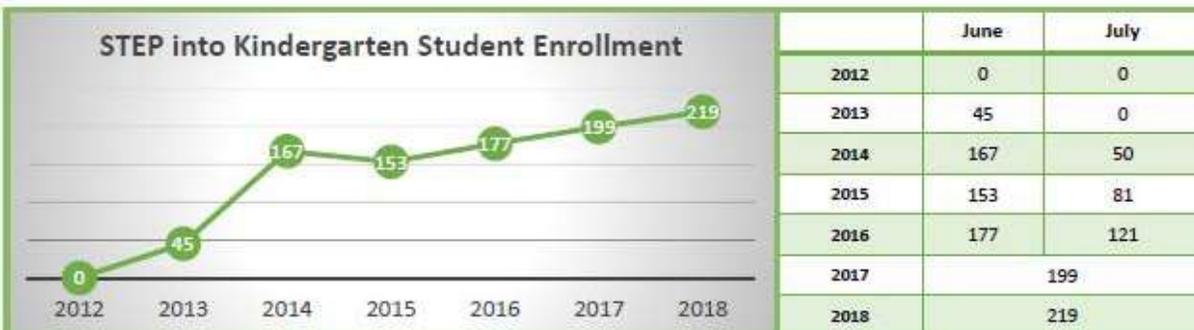
Class DoJo, and *The Connection*, the School District of Indian River County's weekly newsletter.

2018 Video Recap of Program: <https://youtu.be/-ttO5kGdDhU>

STEP into Kindergarten



	Pre-Assessment	Post-Assessment
Get Ready to Read Screener	63%	86%
Number Recognition	66%	78%
Beginning Sound Recognition	34%	66%
Lowercase Letter Recognition	46%	69%
Uppercase Letter Recognition	59%	73%



STEP into Kindergarten Program Highlights:

- FREE Summer program that promotes readiness for school success and a positive transition to kindergarten in the School District of Indian River County
 - Certified teachers and highly qualified paraprofessionals
 - Transportation, breakfast and lunch are provided



Extended Academic Learning Time:

- Research-based curriculum and intervention programs/resources
 - Houghton-Mifflin, Conscious Discipline, KinderBound by McGraw Hill, Nemours Bright Start, Foundations resources
- Developmentally appropriate lessons
 - Review the Florida Early Learning and Developmental Standards for Four-Year-Olds; Preview the Florida State Standards for Kindergarten in English Language Arts and Mathematics
- Literacy-based instruction: three whole group instructional periods (comprehension, math and shared reading) are taught using high-quality children's literature.
- Center time: hands-on activities, manipulatives, music, technology and arts & crafts
- STEAM activities, Digital Readiness and Basic Coding



"Today was B.W.'s first day of kindergarten ... The STEP program helped him in ways we weren't thinking of. When your child is getting ready for kindergarten, you don't think of (him) needing to be familiar with the car drop off line, the cafeteria line, and the big playground. You are thinking... is he going to be okay, is he going to be scared, is he going to understand? While he was in STEP over the summer, he met so many wonderful teachers and got to understand why there was a policeman's car outside every morning. He learned songs, things about nature, how to write his name neatly, and what being in a BIG school is like. I loved STEP so much and would most certainly recommend it to parents with children entering kindergarten. The icing on the cake was when B.W. went for orientation, he had the same teacher he loved so much from STEP. There were a couple of the kids from STEP in his class as well. I did not cry this morning when my husband and I dropped him off. I wondered why I wasn't bawling like a baby like I did with our daughter. It dawned on me the reason I didn't cry ... because I was confident in him being prepared for kindergarten... all because of the STEP program."

~2018 STEP into Kindergarten Parent



Relationship Building/ Social/Emotional Connections:

- Morning meeting/circle time
- Students attend classes with children from their zoned school.
- Small group instruction at least twice each day, meeting the individual needs of the students
- Students receive copies of some of the books used during the program to keep and share with their families.
- Families receive a "Take-Home Backpack" that includes a Parent Guide with easy tips and ideas to support their child's learning at home. This resource also contains interactive activities and additional fiction and non-fiction literature.
- IMPACT Parent Academies focus on creating Home and School Families that strengthen positive relationships between adults and children.

FEED THE LAMBS
1615 18th Ave. S.W., Vero Beach, FL 32962
Tutoring /Summer Enrichment Program

Grant: \$10,000

Funds Used: \$10,000

Total Children Served: 117 **Cost per child:** \$117.00

Focus Area Addressed: To help youth to have a recreational and educational summer camp.

Taxonomy #:

Program Description: Feed the Lambs provides positive, caring adult role models and mentors for at-risk youth in kindergarten through 8th grade. Enrolled children are from low-income families throughout Indian River County.

Collaboration: We are currently collaborating with Oslo Middle School, Epic Missions and local volunteers Indian River County.

GOALS AND OUTCOMES

Goal 1: We registered thirty-five students for our tutoring program at Oslo Middle school from October through May. Our goal was to help students to improve in math, reading, science homework. We reached ninety percent (90%) of our goals for our tutoring program. We will be working on more parent and teacher involvement next year.

Goal 2: We registered 82 youth for our summer camp at Oslo Middle School this summer from June-July. We served double the amount of youth this year than last year. We provided breakfast, lunch, recreation, education, speakers, and field trips to the youth in summer camp. This year we reach one hundred percent of our goals.

Goal 3: We registered 25 youth for our mentoring program and it was successful. We entered most of the youth who were in our tutoring program. We were able to teach them life skills and we invited speakers in to talk to them as well. We also had each student do a vision board so that they could have an idea on what they wanted to be and what it would take to get there. We were able to reach ninety-five percent of the class. A couple of students were not able to finish the class because of family issues.

GIFFORD YOUTH ACHIEVEMENT CENTER

4875 43rd Avenue, Vero Beach, FL 32967

After School Education Program (ASEP)

Grant: \$37,450

Funds Used: \$34,700.13

Total Children Served: 189 **Cost Per Child:** \$2,688.38 (This does not include parents served)

Focus Area Addressed: Childcare/Child Health & Education

Taxonomy #: 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, Moonshot Moment/The Learning Alliance, Indian River State College, Indian River County Extension Program, Indian River County Library System, Riverside Children's Theatre, Youth Guidance and Vero Beach Museum of Art.

GOALS AND OUTCOMES

- 1. 90% of students that received a grade of "C" or lower in Reading, English and/or Math, will improve that grade by the 3rd nine-week grading period.** Goal Met – 96% of students that received a "C" or lower improved their grade in Reading, English and/or Math as measured by progress and/or report cards. A large number of students maintained grades of "As" or "Bs" in these classes and never received a grade of "C" or lower.
- 2. 93% of students will complete their homework as measured by homework completion logs.** Goal Met – 93% of students with homework completed it prior to leaving for the day. Homework continues to be the priority when students arrive – no exceptions. As a part of the Parental Contract, parents agree to leave their child(ren) until 5:30 PM, so there's enough time provided for completion of the homework.
- 3. 83% of youth attending at three (3) nine-weeks will develop habits and skills that will help them succeed now and in the future.** Goal Not Met – This goal was measured by teachers using pre/post-test Mock Report Cards; 78% of the students achieved this goal. Those students that didn't show improvement from the pre- to post-test spans both elementary, middle and high school students. We'll continue to work with students in these areas, so more students will develop these habits and skills.

HEALTHY START COALITION OF INDIAN RIVER COUNTY

1555 Indian River Blvd. Suite B241 • Vero Beach, Florida 32960

Babies and Beyond

Grant: \$30,000

Funds Used: \$30,000

Total Pregnant Women Served: 1,101 **Cost Per: (pregnant woman):** \$27.24

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

Program Description: Babies and Beyond has incorporated Belly Beautiful and TLC Newborn to create a program with augmented services to the community. The newly designed Babies and Beyond program's focus 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: Partners in Women's Health, County Health Department, WIC office, Indian River Medical Center, Women's Health Care Center, Treasure Coast Community Health, Parents as Teachers, Indian River County Healthy Start Coalition, Mental Health Association, and Kindergarten Readiness Collaborative Program.

GOALS AND OUTCOMES

Outcome #1: Children will develop early appropriate healthy eating habits. At least 1,000 mothers will be offered Babies and Beyond services and 850 children will develop early appropriate healthy eating habits. At least 75% of postpartum mothers enrolled in the Belly Beautiful program will initiate breastfeeding while at the hospital in the program year 2017-18. Reported by demonstrations at the hospital bedside and support provided by Certified Lactation Counselors (CLC's).

Goal 4th quarter results: Overall 89%

End of year overall result for this outcome: 86.25%

100% of Babies and Beyond participants increased their awareness of healthy eating/proper nutrition by receiving evidence based education before the birth of their babies by participating in childbirth classes and or receiving bedside education while at the hospital and a home visit by a Registered Nurse (RN) after hospital discharge.

89% of the women accepting services from CLC's chose to breastfeed their babies at the hospital.

Outcome # 2: Mothers and children receive quality preventative care. 1,000 mothers and babies will be offered services. Of these, 950 will accept and receive education and support around infant and child health. 85% of participants will successfully accept and receive preventative care education/services for the year 2017-18.

Goal 4th quarter results: Overall 100%

End of year overall result for this outcome: 100%

Of the 369 clients receiving services this quarter, 80 attended prenatal education classes, 289 were offered the bedside services available from the program. A total of 127 received home visits after hospital discharge by an RN. 10 were successfully contacted by the CLC's at 6 weeks postpartum to follow up and address any concerns at that point in time. A total of 124 mothers and babies received the baby box and completed the Baby Box University. These interventions are multilevel and provide quality preventative care education to program participants.

100% of mothers were provided with appropriate evidence based preventative care information. This information helps mothers make healthy choices for them and their babies.

HEALTHY START COALITION OF INDIAN RIVER COUNTY

1555 Indian River Blvd. Suite B241 • Vero Beach, Florida 32960

Community Doula Program

Grant: \$30,000

Funds Used: \$30,000

Total Families Served: 75

Cost Per Child: \$400

Taxonomy #: 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.

Collaboration: Indian River Medical Center, Partners in Women's Health, Indian River County Health Department, Healthy Families Indian River County, Parents as Teachers, and Moonshot Moment — Kindergarten Readiness Collaborative.

GOALS AND OUTCOMES

Outcome # 1: Doula program participants will increase breastfeeding initiation rates to 85% compared to state average. A total of 37 women will be offered doula services. Of the 4 new pregnant women participating in the program during the reporting period (4) have delivered their babies during the reporting period 7/1/18 — 9/30/18.

Goal 4th quarter results: 100% overall
End of year overall result for this outcome: 97.5%

100% of pregnant mothers assisted by a Doula were educated on the importance of breastfeeding their babies.

100% initiated breastfeeding 1 hour after birth.

100% of the women that initiated breastfeeding at the hospital 1 hour after birth continued to breastfeed their babies postnatally.

Outcome # 2: The rate of low birth weight infants will decrease to 7.0 for Doula participants as compared to state data. A total of 69 women will be offered doula services. Low birth weight is identified as the birth of a baby that weighs less than 5.51bs.

Goal 4th quarter results: 100% overall
End of year overall result for this outcome: 100%

100% of pregnant women participating in the program obtained knowledge of birth practices.

100 % of pregnant women completed all prenatal care appointments.

100 % of pregnant women received labor support at the hospital.

Outcome #3: The rate of cesarean delivery will decrease to 22% among prenatal clients receiving doula services. A total of 69 women will be offered doula services.

Goal 4th quarter results: 80% overall
End of year overall result for this outcome: 85%

Of the 4 women that received doula hospital support/services during the reporting period, 50% of the births were vaginal births. There were (2) cesarean delivery during this quarter.

100% of pregnant women participating in the program obtained knowledge of birth practices.

100% of pregnant women participating in the program obtained knowledge required about labor process/pain management/coping with pain before labor onset.

Outcome # 4: Doula program participants will increase their health literacy. A total of 69 women will be offered doula services.

Goal 4th quarter results: 100% overall
End of year overall result for this outcome: 100%

100% of the women participating in the program received education about health literacy.

HEALTHY START COALITION OF INDIAN RIVER COUNTY

1555 Indian River Blvd. Suite B241 • Vero Beach, Florida 32960

Parents as Teachers Program

Grant: \$30,000

Funds Used: \$30,000

Total Families Served: 82

Cost Per Child: \$365.85

Taxonomy #: PH-6100.3300 — Home Based Parenting Program

Program Description: Parents as Teachers (PAT) is home-based parenting education. The goal of the evidenced-based 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: Indian River Medical Center, Partners in Women's Health, Kindergarten Readiness Collaborative, Moonshot Moment

GOALS AND OUTCOMES

Outcome # 1: Parents foster positive growth and development in their child through age appropriate parenting. 75 parents or caregivers will be offered services. Of the 75, a total of 68, or 90%, will accept and receive the services.

Goal 4th quarter results: Overall 73.9%

End of year overall results for this outcome: 78.35%

This reporting period 8 new families were enrolled; and 74 rolled over from the previous reporting period. Of these families, 41 children were eligible for developmental screenings.

75.6% parents/caregivers demonstrated positive responses to their child's developmental milestones by understanding and demonstrating appropriate play activities to complete with their children.

72.2% of parents/caregivers demonstrated singing, reading and talking to their children.

Outcome # 2: Young children improve positive age appropriate social and emotional skills. 75 parents and children will be offered services, of these 68 or 90% will accept and receive services.

Goal 4th quarter results: Overall 81.5%

End of year overall results for this outcome: 82.12%

Of the 74 families serviced during the reporting period, 41 children were eligible for age appropriate developmental screenings.

81.5% of young children demonstrated improved positive age appropriate social and emotional skills.

81.5% of the children administered the age appropriate developmental screening tool increasingly recognized and regulated their emotions, impulses, and behavior.

HEALTHY START COALITION OF INDIAN RIVER COUNTY

1555 Indian River Blvd. Suite B241 • Vero Beach, Florida 32960

Healthy Families of IRC

Grant: \$30,000

Funds Used: \$30,000

Total Families Served: 110

Cost Per Child: \$272.72

Taxonomy #: 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: Indian River Medical Center, Partners in Women's Health, Kindergarten Readiness Collaborative, Moonshot Moment

GOALS AND OUTCOMES

Outcome # 1: To improve literacy, communication and critical thinking abilities of 95% of children enrolled for 6 months or more. Baseline 2015-2016: A full year of data has not been compiled. Target score of 40 or over.

Goal 4th quarter results: 68% overall

End of year overall results for this outcome: 88.25%

68% of young children demonstrated developmentally appropriate language skills for their age based on scores obtained from the age appropriate developmental tool administered.

68% of young children demonstrate developmentally appropriate cognitive skills for their age.

Outcome # 2: To increase parent engagement with children in ways that promote early learning from birth with 95% of families. Baseline: 2016-2017 will be the first year tracking. Target score of 40 or over.

Goal 4th quarter results: 78.6% overall

End of year overall result for this outcome: 91.9%

68% of parents promoted language development to their children through consistent verbal interactions.

68% of parents promoted early literacy through daily reading with their children.

100% of parents engaged in meaningful and appropriate play activities with their children.

THE LEARNING ALLIANCE

2066 14th Ave, Suite 102, Vero Beach, FL 32960

Moonshot Academy

Grant: \$100,000

Funds Used: \$100,000 (100%)

Total Children Served: 630 unduplicated children **Cost Per Child:** \$158.73

Focus Area Addressed: Afterschool and Summer: Afterschool and Summer Recreational Activities and Academic Enrichment Programs

Taxonomy #: 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 activities that connect learning concepts.

Collaboration: We collaborate with the administration, literacy coaches, and teachers at our partner schools (Beachland, Citrus, Fellsmere, Indian River Academy, Pelican Island, Rosewood, and Vero Beach Elementary) to design and implement targeted instruction to remediate students' deficits and apply their learning to real world concepts. We also meet quarterly with our collaborative partners, as well as the district level administration, to review data and reflect on the success of interventions. 5 out of our 7 Moonshot Academies offered summer sessions, ranging from 2-4 weeks, hoping to combat summer slide.

GOALS AND OUTCOMES

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

Result: 5 of our 7 Moonshot Academies offered summer programs varying in duration and intensity. Citrus had 10, 5 hour sessions; Indian River Academy had 15, 6 hour sessions;

Rosewood and Beachland both had 16, 3 hour sessions, and Vero Beach Elementary had 20, 6 hour sessions. 185 students were served in these programs.

While we expect a two and a half month loss over the summer months due to summer slide, the average loss of our summer Moonshot Academy students was 2.5 weeks; 48% of our students showed learning gains from spring to fall on their iReady Reading Diagnostic Test. While we did not completely combat the summer slide, the instruction the students received over the summer significantly lowered the amount of expected loss.

Based on teacher and parent surveys, 100% of teachers surveyed feel that MSA is helping their students academically, 99% of parents would send their child to MSA again.

THE LEARNING ALLIANCE
2066 14th Ave, Suite 102, Vero Beach, FL 32960
Moonshot Reading Rocket

Grant: \$40,000

Funds Used: \$40,000

Components completed as of 9/30/18: Since our first Moonshot Reading Rocket engagement in October 2016, we have held over 608+ duplicated and non-duplicated literacy engagements for students, teachers, community partners, and children with families. Schools and communities 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.

Focus Area Addressed: Early Childhood Development

Program Description: The Moonshot Moment Reading Rocket is a mobile literacy lab creating customized enriched-literacy experiences for children and families in Indian River County. The rocket collaborates with dozens of early childhood community organizations. The Reading Rocket is a visible symbol of our community's collective commitment to the Moonshot Moment goal, reaching families across Indian River County. Creating literate, compassionate, and creative citizens that can improve our world is at the heart of this mobile classroom's mission.

Collaboration: As a collectively owned symbol of community collaboration and commitment to the Moonshot Vision, the Reading Rocket has inspired unprecedented collaboration between Indian River County service agencies. Some partnerships include The School District of Indian River County, Boys and Girls Club, independently-owned preschools, Vero Beach Museum of Art, Public Safety Agencies, Gifford Youth Achievement Center, Environmental Learning Center, Kid2Kid, Kindergarten Readiness Collaborative, FACT, Childcare Resources of Indian River County, McKee Botanical Garden, Redlands Christian Migrant Association (RCMA) in Fellsmere and Sebastian, subsidized housing communities, Vero Beach Karate, the Campaign for Grade

Level Reading and Pacesetter communities, Indian River County Headstarts, 21st Century Community Learning programs, and SDIRC VPKs at Glendale, Indian River Academy, Fellsmere, Dodgertown, and Vero Beach Elementary schools.

GOALS AND OUTCOMES

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

The Moonshot Reading Rocket has delivered over 608+ 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.

The Rocket's **Literacy in Action** program, inspired by the international, researched-based program Music Together, develops early literacy skills in young children through joyful and developmentally appropriate learning. Each week Bridget facilitates this literacy program for 18 different classes of children in SDIRC VPK classrooms and at RCMA locations. Over 283 students currently receive this program weekly. In addition to providing this multisensory experience for children, Bridget provides weekly lesson plans for teachers and models the practice of using music and movement to support Pre-K developmental milestones in five domains of learning: Social Emotional Development, Approaches to Learning, Language and Literacy, Physical Development, and Creative Expression.

Research shows that music and singing powers the brain. Simply singing with a child connects neural pathways, and increases the ability to retain information; it builds memory. In the "Literacy in Action" program, children learn through music and singing which can build a strong sense of rhythm, leading to a better ability to understand and produce language. Singing with children develops spatial reasoning, which allows children to recognize patterns and later helps in problem-solving. Our story songs are rich in vocabulary and naturally build phonological awareness. In addition to the academic impact that Literacy in Action has on early literacy development, this program also promotes social/emotional development by creating connections among children and teachers. Singing and moving together builds a feeling of community and the sense of belonging to a school family. When a child feels safe and connected, their brain can reach an optimal state for learning.

To see specific examples of how the Rocket is truly building relationships through literacy and impacting our entire community, and the nation, you can find us here:

Instagram: moonshotreadingrocket

Twitter: @RocketBridget

YouTube: "GLR Week Highlights"

www.gradelevelreading.net : "Join the Journey: Moonshot Rocket Bus"

www.verocommunique.com : "Moonshot Moments"

TCPalm: "Learning Alliance joins forces with VBMA to bring "wild things" to life for students" or, email Bridget Lyons **[at Blyons@thelearningalliance.org](mailto:Blyons@thelearningalliance.org)** for more photos, videos and summaries of the Rocket work.

OCEAN RESEARCH AND CONSERVATION ASSOCIATION (ORCA)

1420 Seaway Drive, Fort Pierce, FL 34949

The Living Lagoon Program

Grant: \$30,000

Funds Used: \$29,967

Total Children Served: 28 unduplicated children served. **Cost per child:** \$1,070

Focus Area Addressed: Free after school and summer recreational activities and academic enrichment programs

Taxonomy #: Alternative Education - HD-0500, Adopt An Environmental Cause - JD-2000.0300, Community/Nature Area Cleanup/Enhancement Projects - JD-2000.1500, Environmental Beautification - JD-2000, Plant/Tree Banks - JD-2000.6500

Program Description: The Living Lagoon Program is a unique education program provided to over 520 Indian River County students during the 2017-2018 and 2018-2019 school years. The Program is focused on inspiring environmental stewardship and improving the health of the Indian River Lagoon. The program includes free educational programming for elementary, middle and high school students, the propagation and care of native Indian River Lagoon (IRL) vegetation at school yard nurseries, monthly in-school and after school visits to partner schools, peer-to-peer mentoring, summer camps, and community involvement in habitat restoration and environmental monitoring on properties owned by the Indian River Land Trust (IRLT).

The Living Lagoon provides a dynamic way to engage the community in environmental solutions and provides an excellent platform for hands-on STEAM (Science, Technology, Engineering, Art and Math) educational programming for Indian River County students. The Living Lagoon Program portion funded by Indian River County CSAC includes after school and summer peer-to-peer mentor programming for an underserved high school general education student and Exceptional Student Education (ESE) population. Outputs of the program include a new community of IRC students dedicated to improved stewardship of our fragile water-based systems, improved environmental quality of the IRL and increased social interactions between general education students and ESE students.

Collaboration: The Living Lagoon Program is a community-based collaboration of ORCA, the Indian River Land Trust and the School District of Indian River County. ORCA is partnered with five public schools in the School District of Indian River County. The schools include Osceola Magnet School, Sebastian Elementary School, Sebastian River High School and Vero Beach Elementary School and Vero Beach High School. The after school program expansion funded by Indian River County CSAC serves general education students/mentors and ESE students/mentees at Vero Beach High School (some of which are homeschooled students). The summer program funded by Indian River County CSAC serves IRC high school general education students/mentors and ESE students/mentees. In September 2018, ORCA received a grant to expand the program to one underserved middle school in St. Lucie County.

GOALS AND OUTCOMES

Goal 1: Increase social interactions and connections for students with disabilities as measured by individual participants' social skills: Baseline: Scott Bellini's Social Skills Profile.

Result: The large majority of the ESE students that participate in the Living Lagoon Program have been diagnosed with autism spectrum disorder (ASD). In April 2018, Centers for Disease Control and Prevention (CDC) released a report based on an analysis of medical records from 2014 about the prevalence of autism in the United States. The report stated that 1 in 59 children (1 in 37 boys and 1 in 151 girls) exhibit ASD (Baio et al. 2018). Free specialized after school and summer programs for ASD high school students in IRC are limited. ORCA's Living Lagoon program aims to fill the gap of peer-to-peer social interactions for ESE students to help them socialize more effectively.

A Scott Bellini Social Skills Profile and a Social Skills Assessment was completed by Vero Beach High School (VBHS) ESE educators during the second quarter of the grant for eight of the ESE students that regularly attend the afterschool portion of the program. A follow-up Scott Bellini Social Skills Profile was completed in October 2018 by a VBHS ESE teacher for twelve ESE students that participate regularly in the Living Lagoon Program during the 2018-2019 school year. The Scott Bellini Social Skills Profile is based on how often students exhibit certain behavior; options for responses are never, sometimes, often and very often. These results do not provide a completely accurate measure of change as the number of student participants increased from Spring 2018 to Fall 2018 and some of the students did not participate in both years of the program throughout the grant period. It is important to note that these profiles are completed for students based on their day-to-day interactions at school with their ESE peers, not just their interactions when they participate in Living Lagoon activities with a varied student population. The following results are drawn from the specific social interaction and connection questions the Living Lagoon activities directly impact.

The results indicate that in spring 2018, 50% of students (4 of 8) sometimes took turns during games and activities and the number of students that sometimes take turns increased to 7 out of 12 (58.3%) during fall 2018. The percentage of students that interact with peers during structured activities very often increased from 25% (2 of 8 students in spring 2018) to 66.6% (8 of 12 students in fall 2018); 38% (3 of 8) of students never interacted with groups of peers in spring 2018 and 75% (9 of 12) students that participate in fall 2018 never interact with groups of peers, 16.6% often interact and 8.3% interacts very often with groups of peers demonstrating a range in social skills with the Living Lagoon ESE student population. The same student that would allow others to assist him/her with tasks very often in spring 2018 will still allow others to assist him/her with tasks very often in fall 2018.

After receiving these results, program staff met with educators and local Autism experts to learn how to better address communication skills and increase the number of students that often or very often respond to questions directed at him/her. One challenge we encountered is that some students left or graduated from high school so we do not have two completed profiles for

each ESE student that has participated, making it difficult to assess changes, in their social interactions and connections to other students. Moving forward, ORCA aims to increase the time spent with students each month in order to more effectively reach the target audience and be able to determine the extent to which the program is positively impacting social interactions and connections for students with disabilities.

Studies have found that individuals with ASD have difficulty with social interactions with peers and adults, holding eye contact, sharing objects and group activities, and responding to the feelings of others (Camargo et al. 2014). The anecdotal evidence of from the 2018 summer camp (detailed in the third quarter report) suggests that real change occurred in terms of ESE campers' social and communication skills due to the Living Lagoon Summer Camp. In the future, it would be beneficial for camp staff to work with the parents of campers and complete a Scott Bellini's Social Skills Profile before and after summer camp to measure the impact of the camp on ESE students' social and communication skills.

Providing ASD students with the opportunity to talk to a mentor and meeting the needs of individuals rather than applying blanket policies to groups of students with ASD are perceived as positive strategies used to support secondary school students with ASD (Tobias 2009). ORCA's Living Lagoon after school programming is focused on meeting the needs of individual students, at no cost to their families. One-on-one peer mentoring will continue during the 2018-2019 school year, with the goal of strengthening bonds between typical students and ESE student populations, and helping increase social and communication skills and while promoting inclusion in IRC.

ORCA held a Living Lagoon Mentor Orientation and Training Session for general education students on September 16. As of October 12, 2018, a total of 16 general education mentors have attended after school Living Lagoon visits. The number of participants is continuing to grow each month, with teacher partners indicating they have more students interested in participating between our visits to schools. Five of the student mentors were able to attend the training session in September. Another training session will be help for the students unable to attend the first training session. During the training, attendees were welcomed and informed of the Living Lagoon Mentor procedures, policies, responsibilities and expectations. Students heard presentations from ORCA educators and New Normal Society that defined mentor roles and provided instruction that will help mentors acquire the skills that will enable them to assume a positive mentor role. Students completed activities that demonstrated the importance of team work, communication and leadership roles. The purpose of the session was to help mentors gain leadership and communication skills, build meaningful friendships and learn how to handle different situations with their mentee(s) from a place of acceptance and understanding.

During the training session, mentors completed a survey to assess their experience as a mentor and determine what the students hope to gain from their participation in the program. 100% of respondents hope to gain the following from their experience as a Living Lagoon Mentor: leadership skills and service hours. 80% of respondents hope to gain knowledge about the Indian

River Lagoon (IRL), opportunities to improve the health of the IRL, improved communication skills and meaningful friendships. Mentors will complete a follow-up survey in spring 2019 to determine what they have gained from their participation over the course of one school year.

Goal 2: Improve communication skills of students with disabilities as measured by results from Social Skills Assessment and Training with Children Instruments and Scott Bellini's Social Skills Profile. Baseline: Scott Bellini's Social Skills Profile.

Result: A Scott Bellini Social Skills Profile and a Social Skills Assessment was completed by Vero Beach High School (VBHS) ESE educators during the second quarter of the grant for eight of the ESE students that regularly attend the afterschool portion of the program. A follow-up Scott Bellini Social Skills Profile was completed in October 2018 by a VBHS ESE teacher for twelve ESE students that participate regularly in the Living Lagoon Program during the 2018-2019 school year. The Scott Bellini Social Skills Profile is based on how often students exhibit certain behavior; options for responses are never, sometimes, often and very often. The following results are drawn from the questions the Living Lagoon activities directly impact in terms of communication skills. These results do not provide a completely accurate measure of change as the number of student participants increased from spring 2018 to Fall 2018 and some of the students did not participate in both years of the program throughout the grant period.

The fall 2018 profiles indicate that 6 out of 12 (50%) students sometimes ask questions to request information about a topic. For this task, we met our goal of increasing the percentage of students from 25% (2 of 8 students in spring 2018) to 50% of students (6 of 12 in fall 2018) that sometimes ask questions to request information about a topic. The percentage of students that request information about a topic often decreased from 25% (2 of 8 in spring 2018) of students to 17% of students (10 of 12 in fall 2018). We did not meet this specific goal and the same two students account for the two students that request information about a topic often during each quarter the profile was completed. The program aims to decrease the number of students that sometimes respond to the greetings of others and increase the number of students that respond often or very often to the greetings of others. In spring 2018, 25% of students (2 of 8) sometimes responded to the greetings of others; in fall 2018, 66.6% of students (8 of 12) sometimes respond to the greetings of others, 16.6% (2 of 12 students) responded often and 16.6% respond very often. A change did not occur from the first profile completed in terms of students responding to greetings and this may be due to a number of different students participating during the quarters when the profiles were completed. The percentage of students that sometimes introduces themselves to others decreased from 38% (3 of 8) to 25% (3 of 12) from spring 2018 to fall 2018. In regards to how many students only respond sometimes when questions are directed at him/her, the percentage increased from 38% (3 of 8 students in Spring 2018) to 75% of students (9 of 12 in Fall 2018).

To sustain momentum of the program, ORCA will hold additional training workshops for IRC high school student mentors in fall 2018 to coach them in effective leadership and directly address working with ESE students to improve communication skills. The program aims to teach students to handle social situations from a place of acceptance and understanding.

Providing ASD students with the opportunity to talk to a mentor and meeting the needs of individuals rather than applying blanket policies to groups of students with ASD are perceived as positive strategies used to support secondary school students with ASD (Tobias 2009). ORCA's Living Lagoon after school programming is focused on meeting the needs of individual students, at no cost to their families. One-on-one peer mentoring will continue during the 2018-2019 school year, with the goal of strengthening bonds between typical students and ESE student populations, and helping increase social and communication skills, while promoting inclusion in IRC.

Goal 3: Increase knowledge about the Indian River Lagoon for program participants as measured by pre- and post-tests. Baseline: Pre-test results administered by trained scientists familiar with the Indian River Lagoon.

Result: In January 2018, ORCA staff met with 30 ESE students at Vero Beach High School to complete hands-on activities focused on IRL conservation and promote participation in the Living Lagoon afterschool program. During the visit, ORCA administered a preprogram oral evaluation to measure students' knowledge of the IRL and conservation attitudes and behaviors. In August of 2018, ORCA met with a group of five ESE students to introduce the program and administer a pre-program oral evaluation to measure students' knowledge of the IRL and conservation attitudes and behaviors. Again, due to the large variance in the number of students, the results are not a true indicator of change over time. However, the five students that completed the evaluation in August 2018 participated in the program in spring 2018 as well as the summer camp. The questions were asked in a group setting so we do not have results for individual change, if any, in response to questions asked.

The results from the January 2018 survey indicate that 7% (2 of 30) of the students know what the IRL is. When asked the same question in August 2018, only one of five students raised their hands indicating they know what the IRL is. When asked if students could name a plant or animal that lives in the IRL in January 2018, 20% (6 of 30) of students either raised their hands or responded verbally with a "yes." This variance in student response was noted and follow-up IRL-based evaluations were re-worded. In August 2018 students were asked the following: "Raise your hand if you can name a plant or animal that lives in water like the Indian River Lagoon. What are some examples?" 100% of students were able to name at least one plant or animal in August 2018. In January 2018, 53% (16 of 30) of students felt that pollution affects the environment and three of five students (60%) felt that pollution affects the environment when asked the question in August 2018. 17% (5 of 30) of students were able to name one thing they could do to help improve the environment in January 2018 and four out of five students (80%) felt they could help improve the environment and named specific examples including planting plants, cleaning up trash and getting rid of muck. When asked if they would like to have a job that protects the environment, four of five students raised their hand in August of 2018.

Moving forward, ORCA plans to continue to engage IRC students through training and awareness-raising activities to ensure these students have the support they need for the

mentoring component of the program. Free IRL activities will continue for general education and ESE high school students to ensure longer term impact of the program in IRC.

Goal 4: Restore Indian River Lagoon shorelines in Indian River County with the help of local students as measured by an extensive monitoring plan, including ORCA’s FAST Program and the Shannon-Weiner Biodiversity Index. Baseline: FAST monitoring results and Shannon-Weiner Biodiversity Index.

Result: The IRLT initially identified 15 sites in need of living shoreline construction, but after conducting pre-monitoring for seagrass in April 2017 and review of our permit application, only nine sites are currently amenable to living shoreline construction (breakwaters cannot be constructed where seagrass is present). Approval of our permit was delayed due to Hurricane Irma and pushed the start date of breakwater construction to April 2018. The delay has allowed for ORCA to focus efforts on building a strong volunteer base to assist with pre-living construction activities (e.g. shell bagging and plant care). ORCA is on track to complete the remaining permitted sites before the construction permit expires. To date, ORCA has completed the construction of one living shoreline site and two additional sites are currently in progress on properties owned by the Indian River Land Trust in Indian River County.

Below are results from the first monitoring event at the completed living shoreline site at Toni Robinson Waterfront Trail. A more detailed report is included in the third quarter report.

Living Lagoon Breakwater FAST Monitoring – June 30, 2018		
Site: Toni Robinson Waterfront Trail	Sample	
	18-06-LL-1A	18-06-LL-1B
Location:	27.738615°, -80.421417°	27.738601°, -80.421444°
Time:	9:50	10:06
Water Depth (m)	0.006	0.02

FAST Results		
Sediment Relative Toxicity (Toxicity Units – TU)	97	98
	Coarse (500 i.m +) (%): 7.19	Coarse (500 i.m +) (%): 17.47
Particle Size	Medium-Fine (499-63 i.m) (%): 87.43	Medium-Fine (499-63 i.m) (%): 81.15
	Silt (<63 i.m) (%): 5.38	Silt (<63 i.m) (%): 1.38
Total N (mg/kg)	475	882
Total P as PO₄-P (mg/kg soil)	264	362
Ammonia (mg/kg)	22.50	28.30
Total %C	0.39	1.19
Sulfur (mg/kg)	982	2350
Lead (mg/kg)	2.80	4.50
Iron (mg/kg)	2280	5810
Copper mg/kg)	2.90	7.10
Notes:		
Two sediment samples were collected at TRWT, one outside (18-06-LL-1A) and one inside (18-06-LL-1B) the breakwater.		
ORCA analyzes sediment particle size to determine correlations between toxicity and particle size.		
Sediments comprised of small silt particles have large surface-area-to-volume ratios, allowing for more area for toxins and nutrients to bind to silt particles.		
Sediment samples were found to be comprised primarily of medium to fine sediment (499-63 i.m).		
Sediment samples were sent to an EPA certified lab for nutrient analyses		

Microtox® data is reported in toxicity units (TU) on a scale of 1-99, with 99 indicating highest toxicity. Results from FAST indicate high levels of toxicity at the two sample locations. Based on the findings of these analyses it can be speculated that anthropogenic impacts are negatively influencing the health of the shoreline.

Citizen scientist training days have been held during the second, third and fourth quarters of the grant period to train citizen scientists to assist ORCA in monitoring living shoreline sites and “adopting” breakwaters by assisting with quarterly living shoreline site surveys. ORCA recently partnered with the City of Vero Beach to open a new laboratory focused on restoring the health of the Indian River Lagoon through citizen science and community engagement. This endeavor will propel our restoration efforts and provide an additional platform to educate local students. Sediment quality, water quality and biodiversity monitoring begins within 30 days of the installation of the intertidal breakwater plantings at each permitted site, and continues quarterly, as required by the permits. Success is being documented to share with the community through grant reports, social media and eNewsletter after more spatial and temporal data have been collected.

Indian River County students are made aware of volunteer opportunities to participate in living shoreline projects via school email, announcements during school visits and social media posts. During the summer, students are made aware of the opportunities through social media and emails sent by ORCA. ORCA volunteer events are shared with families of participating students via email and the events are shared through local media publications, volunteer opportunity websites, email, ORCA's social media and ORCA newsletters.

The Living Lagoon Program has garnered a tremendous amount of community support by way of grants and in-kind donations. In the fourth quarter of the grant period, ORCA partnered with the Youth Sailing Foundation (YSF) of Indian River County to complete additional breakwaters. Over 80 Indian River County students and 15 adult volunteers loaded and transported bagged shell to permitted sites and constructed breakwaters under ORCA's guidance after a brief ecology lesson from ORCA. Moving forward, ORCA will guide YSF students and volunteers to complete follow-up monitoring at living shoreline sites they helped construct.

ORCA has a strong commitment to growing and expanding the Living Lagoon Program. Next summer, ORCA plans to recruit twice as many ESE students to attend the summer camp. During the summer camp, ORCA plans to partner with YSF to provide opportunities to summer camp attendees to spend time on boats (pontoon and sailboats) in the IRL. YSF has uniquely designed sailboats for sailors with physical, emotional or cognitive impairment. Long-term program goals include expanding the program to other local schools and to reach a greater number of students. As of October 2018, over 200 unduplicated volunteers have been engaged through school visits, native shoreline plantings, shell bagging, breakwater construction and living shoreline monitoring events.

ORCA has received additional grant funding to sustain the program beyond the current IRC CSAC grant period including two grants received in September 2018 to support the program. ORCA recently submitted two additional grant proposals to support additional living shoreline site construction as well as education and volunteer support.

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PELICAN ISLAND AUDUBON SOCIETY

PO Box 1833, Vero Beach, FL 32961

Overcoming Nature-Deficit Disorder

Grant: \$20,000

Funds Used: \$20,000

Total Children Served: 101

Cost Per Child: \$198.01

Focus Area Addressed: Program to combat nature-deficit disorder thru Lagoon Science Afterschool Education program

Taxonomy # B04.03 - After-school Enrichment and CO2 Environmental Education

Program Description: Audubon Advocates Afterschool Science Outdoor Education Program works to combat nature deficit disorder for 5th graders from four Title 1 South Indian River County Schools, tuition free, providing transportation to and from the Audubon House. In September, we began our second school year at the Audubon House by serving up to 101 students in the 14 week sessions (Sept-Dec. & Jan- May), expanding to serve twice as many students as our pilot year and adding 2 weeks to the program total per session.

Collaboration: Our collaboration with Indian River School district included their continued support and involvement, and four select school based teachers that provided continuity for the students. The four school principals endorsed the program and continued to provide support throughout the school year. Pelican Island Audubon Society was fortunate to have volunteer scientists from UF FMEL and from PIAS. The collaboration with the Community Foundation provided us with financial assistance to purchase much needed supplies to further expose the students to the outdoors. Johns Island Foundation provided a grant to purchase a 15-passenger van, as the large bus had proven to be too large for the needs of the program, and now we no longer require a CDL driver. The Audubon House Nature Center was the home base for the program which included: wading in the lagoon mangroves - nursery of the ocean; blood suckers (mosquitos) pollinators, structured journaling, sketch like a professional, photojournalism, with camera education and the use of cameras for all students, Hammock & Scrub habitat, with field trips to the wastewater treatment plant for bird watching and identification, and learning to kayak on the Indian River Lagoon observing and documenting oyster beds, and free play.

GOALS AND OUTCOMES

Goal 1: Expand after school science program for 5th graders: Increase 5th grade student participation in our accessible after-school science exploration program up from our current enrollment (2016-17, 96 students) to 101 students. These four schools serve largely disadvantaged student populations (84% of student population). This program will result in an increase in student's knowledge and understanding of science concepts, will promote conservation and stewardship activities, change student attitudes and behavior, and result in

an overall positive impact on student's mental and physical health as reflected in their confidence, self-esteem, creativity, curiosity and overall enjoyment of being outdoors.

Result: 99 students attended the program and 96 attended Audubon Advocates Graduations. Science vocabulary grades increased by one grade level at the end of the student advocates 14-week course. The students self-reported that they felt more comfortable about being outdoors and their activities of exercise increased by at least 50%. This was followed up by staff calling parents and personal interviews; stating the same results. The pre- and post-tests showed that all 99 students gained knowledge and understanding of science concepts, vocabulary, and STEM requirement standards. Several of the students started conservation efforts at their schools including weekly announcements over the PA system.

The students' journals built on their weekly knowledge and their sentence structure and science vocabulary improved. The Audubon Advocates average length of time spent in the after-school science exploration program was 40 hours.

This goal was met.

Goal 2: Increase outdoor exploration with involvement from family members on weekends.

The Audubon Advocate program provided monthly Saturday outdoor events from learning about exotic animals to building bird houses for conservation lands. We opened this up to the community and homeschool programs, and we had over 200 attendees at the exotic animal program with 50% being Audubon Advocate students and their extended families. After bird house building the students and families were taken for a hike on the scrub habitat with the Audubon Advocates, leading their families in the knowledge they learned about their local native environment.

This goal was met.

Goal 3: Increase the amount of time 5th grade Audubon Advocates play outdoors and learn to advocate for the environment.

The students self-reported through pre- and post-surveys that their time outdoors had increased by over 50% and their comfort level also increased. In the post surveys, the average student had expressed their self-esteem and self-awareness had increased by 25%.

This goal was met.

REDLANDS CHRISTIAN MIGRANT ASSOCIATION (RCMA)

111 N. Maple Street, Fellsmere, FL 32948

Childcare Executive Partnership (CCEP) Program

Grant: \$40,000

Funds Used: \$40,000

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 AND OUTCOMES

1. **Outcome #1: Thirteen children who meet ALICE income levels will be enrolled at high quality childcare centers.**
 - Seventeen (17) children were enrolled through this quarter.
 - 9 children enrolled at RCMA centers.
 - 8 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.**
 - Total 9 children enrolled at RCMA sites, 4 developmental screenings conducted this quarter.
 - 2 children passed the ASQ.
 - 2 children received intentional teaching activities to focus on areas of concern.
 - All 8 children enrolled at Childcare Resources received ASQ screenings within 45days. No new kids enrolled during this quarter.
 - 5 passed, 3 scored within “concern” area.
 - Children will have follow up ASQ screenings during the month of their birth.
 - All 3 of the children with concerns are 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.**
 - Following results from RCMA sites:
 - Vision and Hearing Screenings
 - No new enrollees; for others, screenings not due yet.
 - Physical and Immunization
 - All children are up-to-date.
 - Following results from Childcare Resources:
 - Vision and Hearing
 - No new enrollees; for others, screenings not due yet.
 - Physical and Immunization
 - All children are up-to-date.

REDLAND CHRISTIAN MIGRANT ASSOCIATION (RCMA)

111 N. Maple Street, Fellsmere, FL 32948

Infant & Toddler Childcare

- **Grant:** \$39,000
- **Funds Used:** \$39,000
- **Total Children Served:** 24 infant/toddler children were served at RMCA Whispering Pines Child Development Center

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 AND OUTCOMES

1. Outcome #1: 100% of children in RCMA early childhood education programs will receive health screenings and developmental assessments within 45 days of enrollment.

- All children enrolled have an up-to-date physical exam.
- All children enrolled have up-to-date immunizations.
- 3 new infant/toddlers were enrolled during this quarter.
 - 1 child was enrolled for less than 30 days before withdrawing from program.
 - 2 children have been enrolled less than 45 days.
 - Hearing & vision screenings will be conducted within 45-days.

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.

- Twenty-four (24) infants and toddlers were enrolled during this period. We will continue to make enrollment of infants and toddlers a priority as children withdraw and/or age out of the program and qualifying families apply.
- Four teachers are staffed to maintain proper teacher-child ratio in both classrooms.

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. Overall developmental gains were indicated.
- In Language, Literacy & Communication infants and toddlers made nearly a point developmental gain and are on target

STRIVING 4 SUCCESS

1275 US HWY 1, Suite 2-237, Vero Beach, FL 32960

STEAM Club

Grant: \$15,000

Funds Used: \$15,000

Program Activity: Striving 4 Success (S4S) had 58 registered students. We provided tutoring with a focus in Math and Science in addition to STEAM enrichment. This past program year we partnered with the Indian River County School District with a focus on middle school.

Focus Area Addressed: Out of school recreational activities and enrichment programs

Taxonomy #: B04.03 Afterschool Enrichment

Program Description: Our extended learning program is designed to exposed children and youth to STEM disciplines and career outlook in the form of lecture, hands-on learning, and project-based learning that will enrich their learning experience. The topics that the participants will engage in during the STEM sessions include: Mechanical Engineering; Electrical Engineering; Robotics Engineering; Aerospace Engineering; Civil Engineering; and other exciting STEM areas.

Collaboration: SDIRC, Feed the Lambs EP

GOALS AND OUTCOMES

Outcome # 1: Increase in academic performance measured by assessments. 70% of students attending the program that receive services will perform on grade level or above in STEM subject areas and assessments.

81% improved in Science knowledge and 76% improved in Math knowledge.

Outcome # 2: Improved attitudes towards and knowledge of STEM. 70% of students will increase their knowledge of STEM related occupations, confidence in learning, and improve their attitudes towards STEM.

87% of students reported in their post surveys that they have gained knowledge in STEM knowledge after participating in STEAM Club. 81% of students reported they desired to go into a STEM related field.

SUBSTANCE AWARENESS CENTER OF INDIAN RIVER COUNTY

1507 20th Street, Vero Beach, FL 32960

LifeSkills Training

Grant: \$100,000

Funds Used: \$100,000

Total Students Served: 2634

Sebastian Middle School

6th: 332

7th: 378

8th: 0

Total: 710

Storm Grove Middle School

6th: 366

7th: 258

8th: 266

Total: 890

Oslo Middle School

6th: 151

7th: 283

8th: 20

Total: 454

Gifford Middle School

6th: 249

7th: 208

8th: 40

Total: 497

Sebastian Charter

6th:92

7th:90

8th: 86

Total: 268

Saint Helen Catholic School

6th: 24

7th: 25

8th: 26

Total: 75

Focus Area addressed: School programs that address risky behavior

Taxonomy #: RX 8250 Drug Abuse Education/Prevention

Program Description: The Botvin 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 AND OUTCOMES

Outcome #1: Reduce “*past 30-day alcohol use*” by Indian River County middle school and high school students (blended percentage) from 21.4% (base year 2014 FYSAS) to 20.4% as reported in 2016 FYSAS.

Achieved: FYSAS-2016 20.1 – (Note we are still waiting on county specific FYSAS data for 2018)

Outcome #2: Reduce “30-day marijuana use” by Indian River County middle and high school students from 13.7% (base year 2014 FYSAS) to 13% as reported in 2016 FYSAS.

Achieved: FYSAS-2016 11.1 -- (Note we are still waiting for county specific FYSAS data 2018)

Outcome #3: Based on pre- and post-testing analysis done by Collaborative Planning Group the likelihood of students saying no to alcohol and marijuana will show a statistically significant positive change.

Conclusions taken from LifeSkills Training Program Evaluation Report – July 2018

Conclusion: Students demonstrated significantly higher knowledge on the post-test for both the anti-drug and life skills subscales, as well as the whole knowledge assessment as compared to the pretest.

Conclusion: Students demonstrated stronger attitudes against smoking and drinking following participation in the educational module as compared to before the intervention.

Conclusion: Students reported no change in their likelihood of refusing cigarettes, alcohol and marijuana after the intervention. Last year’s results (2016-17 school year) indicated that students were *less* likely of refusing cigarettes, alcohol, and marijuana after the intervention. Both years, refusal rates remain high post-intervention.

SUBSTANCE AWARENESS CENTER OF INDIAN RIVER COUNTY

1507 20th Street, Vero Beach, FL 32960

ReDirect Program

Grant: \$100,000

Funds Used: \$100,000

New clients: 46

Clients successfully completed: 30

Clients referred to a high level of care: 1

Unsuccessful: 2

Program Description: ReDirect targets adolescents ages 12-18 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. The Center 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.

GOALS AND OUTCOMES

Outcome # 1: 80% of program participants 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 successful completers demonstrated reduced ATOD as evidenced by negative drug tests.

Outcome #2: 80% of Participants will demonstrate increased pro-social interpersonal communications and behaviors by 2 degrees on a 1-10 scale, and also measured by demonstrated positive family interactions in sessions.

100% of the successful completers demonstrated increased pro-social behaviors through positive interpersonal communications.

Outcome #3: 80% of clients will improve pro-social behaviors by 20% as demonstrated by increased engagement in education/work while attending the program.

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

Outcome #4: Decrease delinquency, 80% of the clients will not offend or re-offend while participating in the program and for 6-months post program as verified by JJIS.

100% of the successful completers did not re-offend while participating in the program. Please note we are still waiting for JJIS verification for 6-month follow-up.

SUNSHINE PHYSICAL THERAPY CLINIC

1705 17TH Avenue, Vero Beach, FL 32960

Early Therapy Intervention for Uninsured and Underinsured Children

Grant: \$30,000

Funds Used: \$28,400 (94.7%)

Total Children Served: 29

Cost per child \$50

Focus Area Addressed: physical, occupational and speech therapy. Our therapists focus on increasing a child's ability and function in order to have their basic wants and needs met independently in a variety of environments.

Taxonomy #: 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 AND OUTCOMES

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 7 children received 146 visits in occupational therapy services with this funding.
- One child was successfully transitioned to CMS, allowing for additional children to receive services.
- Three children successfully completed their programs with discharge to home exercise programs, achieving from 50% - 89% of their established goals.
- Three children remain in active occupational therapy care. Due to reduced funding, visits are being adjusted until alternate methods of funding are established.

Physical Therapy

- A total of 17 children received 333 visits in physical therapy services with this funding.
 - Three children (3) were successfully transitioned to CMS, allowing for additional children to receive services.
 - Four children (4) successfully completed their programs, achieving 90% or greater of their established goals.
 - Three children (3) successfully completed their programs, with discharge to home exercise programs, achieving from 50% - 89% of their established goals.
 - Seven (7) children remain in active physical therapy care. Due to reduced funding, visits are being adjusted until alternate methods of funding are established.

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 89 visits in speech therapy services with this funding.
- Three children (3) were successfully transitioned to CMS, allowing for additional children to receive services.
- Two children (2) remain in active speech therapy care. Due to reduced funding, visits are being adjusted until alternate methods of funding are established.

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.

As of 9/30/2018, the only children remaining on waiting lists for services were those with restricted availability for attendance, due to parental/guardian limitations (only available Wednesdays at 4:00 pm, and these appointment times are currently occupied by other children receiving care). Unfortunately, the severe reduction in funding will most likely result in the resumption of waiting lists. Although Sunshine received funding from local Foundations, and this is believed to be at least part of the rationale for the reduction in funding this fiscal year, all of those funds had been allocated to children actively receiving care. As it is our intent to continue to provide services, we are doing the best that we can with limited funds to provide care. This may result in reduced visits per week, and will limit the addition of new children into the program. Clinic overhead and salaries must be paid, and we must meet our fiscal responsibilities, even if this means reductions in the program. We will continue our aggressive fundraising efforts in an attempt to make up for the unexpected \$20,000 reduction in funding.

TYKES & TEENS

1555 Indian River Drive, Suite 2B, Vero Beach, FL 32960

Infant Mental Health

Grant: \$62,000

Funds Used: \$61,665

Total Children Served: 35 unduplicated children **Cost Per Child:** \$223.22

Focus Area Addressed: Improving behavioral outcomes for children 0-5

Taxonomy #: PH-1400.5000-100 Adult/Child Mentoring Programs

Program Description: To provide infant mental health services to children 0-5 and their families. Infant mental health utilizes an evidenced based practice called Child Parent Psychotherapy. Child Parent Psychotherapy is a dyadic treatment model that works with the infant and their primary caregiver. A developmental assessment as well as trauma history of the child and the primary caregiver's history is collected. This model recognizes how trauma plays a role in the child's development and attachment. Through teaching the primary caregiver the meaning of behavior, enhancing safety and learning emotional regulation skills, the child will be able to gain a normal developmental trajectory. This means the child will be able to learn, socialize adequately and manage their feelings to be a productive student in school and in life.

GOALS AND OUTCOMES

Goal 1: Increase level of functioning: 80% of participants who complete the program will improve the level of functioning by scoring a minimum of 70% on the Children's Global Assessment of Functioning or Parent Infant Relationship Global Assessment of Functioning, or increase by 20% from pre- and post-test.

Result: 100 % of clients discharged this quarter were successful, as evidenced by a 20% increase in the Parent Infant Relationship Global Assessment of Functioning (PIR GAF) at the time of discharge when compared to the admission one.

Goal 2: Increase level of functioning: 90% of children who complete the program and had a suspension 30 days prior to admission will decrease the total number of suspension reported 30 days prior post treatment.

Result: Not applicable this quarter due to none of the clients discharged this quarter had a history of suspensions.

Goal 3: Increase level of functioning: 80% of participants who complete the program will improve level of functioning by measuring the Ages and Stages Questionnaire and Ages and Stages Questionnaire: Social Emotional based on increase from pre- and post-measures.

Result: 100 % of clients discharged this quarter scored higher in the ASQ-SE administered upon termination of treatment than the one administered upon admission.

Goal 4: Increase knowledge of Trauma Informed Care: 90% of participants who attend TIC training will increase their knowledge and understand how trauma effects children and their behaviors by scoring a minimum of 80% on post measure.

Result: On the 4th quarter, Tykes & Teens provided Trauma Informed Care trainings to the following Childcare Centers:

TLC Preschool: July 9, 2018 from 12:30pm to 2:15pm

For Kids Only: August 24, 2018 from 12:00pm to 1:30pm

Child Care Resource Center: August 10, 2018 from 8:00am to 9:30 am

Due to an administrative oversight, we were not able to collect pre- and post-tests to score the participants level of knowledge of Trauma Informed Care. Based on this error, we have put in place the following action plan to prevent this from happening in the future:

- Expand the duration of the training to allot time for participants to fill out the pre- and post-test.
- Schedule monthly meetings between the Childcare Administrative representative, the therapist assigned to the Center, the TIC Trainer and the Infant Mental Health Program Coordinator to track outcome measures, including verifying that the pre- and post-tests were collected.

WILLIS SPORTS ASSOCIATION

PO Box 1281, Vero Beach, FL 32961

Reviving Baseball in Inner Cities League & Fun At Bat

Grant: \$15,000

Funds Used: \$15,000

Total Children Served: 297

Cost Per Child: \$50.50

Focus Areas Addressed: Out of school recreational activities and enrichment programs

Taxonomy #: 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.

Program is designed to: Using America's favorite pastime sport, baseball, as the metaphor for life, Willis Sports Association, Inc. – RBI League: Fun At Program overarching goal is to promote fun and active lifestyles for children, while teaching them the fundamental skills of bat and ball sports, promote learning through literacy, and impart values and skillsets needed to become resilient and overcome barriers, obstacles, and adversity they face in their lives.

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

GOALS AND OUTCOMES

Outcome # 1: 80% of children will spend at least five hours a week participating in a sport or physical activities as measured by surveys.

Result: 95% of RBI/Fun at Bat participants engaged in the sport of baseball and physical activities for the fall through summer season. Children and youth spent at least five hours a week participating in baseball practice, games, and team sport activities.

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 by report cards and pre/post surveys.

Result: 87% of RBI/Fun at Bat participants has performed on grade level and/or showed positive gains in their knowledge and awareness of positive behaviors and decision making as measured by the 4th quarter report cards.

Outcome #3: 87% 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 report cards by surveys obtained from parents.

Result: 88% 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 throughout the 2017-2018 school year.

Service Capacity: The Fun At Bat Program and RBI League served 100% of the funded to serve participants. The total amount projected to serve was 297 children within Indian River. As of the fourth quarter reporting period, a total of 297 children and youth was served collectively.

Reviving Baseball In Inner Cities Impact Story: Fun at Bat had a very successful first year and its impact was significant in the lives of the children that was served this year. The program was instrumental in providing dozens of elementary school students the opportunity to learn and engage in FUN experiences that expanded their reading outside the classroom but also exposed them. Over the course of the year, a great deal of impact stories were developed; however, two stands out. Between the beginning of the fall season and the by the conclusion of the spring season, Fun at Bat assisted with transforming the behavior of a student from being the identified as trouble maker into a student leader. This particular student was constantly disruptive throughout the school day. Through engaging this student on a weekly basis Fun at Bat assisted him with developing leadership skills as well as helped him to recognized when is behavior was unacceptable. In addition to transforming the behavior of this student, Fun at Bat provided many students the opportunity to attend a professional baseball game for the first time in their life. Learning, skill building, and overall FUN was the results of the 2017-2018 year and we are looking forward to 2018-2019.

Conclusion: The Fun at Bat implementation during the 2017-2018 school year was an awesome success and we have really enjoyed the opportunity to engage more youth across Indian River county in the great game of baseball. Our collaboration with Indian River County School District and 21st Century Afterschool Program has made our program very impactful, and we are very thankful for the support of collaborations and the Children Services Advisory Committee of Indian River County grant award to facilitate Fun at Bat and the RBI League.

The 2017-2018 school year and summer season was an awesome year. As an organization, we were able to expand our reach and positively impact the lives of hundreds of elementary school children in Indian River County. Fun At Bat was a huge success in the three schools of Treasure Coast Elementary, Pelican Island, and Sebastian Elementary. Through reading we were able to witness the growth in children's character and moral compasses and indeed this ranked as the most rewarding for the year. Children are our future and it's very important that we provide them the platforms to learn academic skills but also the opportunities to learn the essence of what good character resembles in citizens. This was all made possible because of the support the Children Services Advisory Council (CSAC) of Indian River County. Children were provided opportunities to become better readers, better problem solvers, and

gain life experiences that they never have experienced. Thank you CSAC of Indian River County, you are truly making an impact in the lives of our most precious generation.

YOUTH GUIDANCE
1028 20th Place, Vero Beach, FL 32960
Mentoring and Activities Program

Grant: \$20,000

Funds Used: \$20,000 (75%)

Total Children Served: 308 children **Cost Per Child:** \$64.94

Focus area addressed: Enrich a child's learning environment: Positive Youth Development

Taxonomy #: PH-1400.5000-100 Adult/Child Mentoring Programs.

Program Description: Youth Guidance Mentoring and Activities Program provides positive, caring adult role models and mentors for at-risk youth in kindergarten through 12th grade. Enrolled children are from low-income, single parent homes throughout Indian River County. We closed out the year with our summer programs that ended in August and began start up our next semester.

Progress in Reaching Goals and Objectives: We exceeded our target unduplicated children served numbers with 308 children attending our groups mentoring programs and 28 children receiving individual mentoring.

During the first quarter, we had 167 children attending our programs through December. Many of the children attending walk to the IG recreation center from Oslo Middle School. These are children who were not enrolled in any program before this and were largely unsupervised during after school hours. They now have a place to go and engage with positive peers and positive adults.

In addition to Oslo MS, we added Citrus Elementary and Indian River Academy as satellite sites. We've also purchased the building where we were previously leasing space and now have additional meeting space, which lessens our dependence on outside venues in order to conduct our activities.

Our traditional groups, located in central Vero Beach at our headquarters, focused on technology and arts and academic enrichment. We began a Dresses for Africa project through our Girls Group where students learned to sew dresses (through sewing machine contributions from volunteers) and send them to Malawi in Africa. The students indicated that this was quite a learning experience to know that such dire conditions exist.

During the second quarter, we remained on track to meet target unduplicated children served with 220 children attending our groups mentoring programs and 28 children receiving individual

mentoring, through March 31st. This semester we operated 20 group mentoring programs at various sites. In addition to Oslo MS, Citrus Elementary, Indian River Academy and Gifford MS, as school based programs, and continued to use Community Church and St. Augustine Church as community based sites and the IG center for our sports programming.

The second semester traditional groups located in central Vero Beach at our headquarters continued with technology and arts and academic enrichment. We began Mad Scientists, a fun, hands-on discovery program designed to engage children in science projects. We also started a Music/Arts program for our elementary school aged children who learned and practiced making music and creating from different art medium. We've also added table tennis, dance, and design on fashion to our mentoring programs list.

In the third quarter, we served 88 unduplicated children and operated 13 group mentoring programs at various sites as mentioned above.

In addition to our traditional groups, technology, arts, academic enrichment and Mad Scientists, added table tennis, Karate, Summer Olympics, Animal Adventures, Art/Cartooning, Friends of the Environment, and Around the World to our group mentoring programs list.

The fourth quarter continued with our cooking program, new technology, Apple certification, Photography, Karate, Art, games and sports. In addition, our high school students continued to gather for their Excel Club meetings and started research and learned the topics in the prevention of child abuse. They also developed a power point on this subject, which will be presented to our parent groups in December. The Excel Club is a chartered Exchange Club for high school students sponsored by the Indian River Exchange Club and has won numerous regional and state awards. They attended a regional conference in Melbourne on May 5, 2018.

Collaboration: We continued our collaborations for shared space with the Community Church (Explorers Group and St. Augustine Church (cooking program)). We worked with Vero Beach Ballet, the Indian River Photography Club and Miss B's Learning Bees. We also continue our partnership with several Exchange Clubs, and Sunrise Rotary and developed a new partnership with the Youth Sailing Foundation of Indian River County at The Moorings Yacht & Country Club where some of our students began taking sailing lessons.

The end of the school year program statistics include:

PROGRAM ATTENDANCE:

Total # Sessions All Programs	2533
Total # of Students (Unduplicated)	308
Average # Sessions per Child	8.2
# of Mentors & Volunteers	13
Total Program Hours	5406
Average # Hours per child per week	2.6

GOALS AND OUTCOMES

Goal 1: Reduce the number of economically disadvantaged children in grades 9 to 12 who drop out of High School to a rate below 14.3% as measured by continued enrollment in school, and eligibility for promotion to their next grade (or graduation), during the 2017-2018 school year, for children involved in the Mentoring Academy for at least three semesters.

Result: *A review of participants' report cards indicated that most are on track for graduation. There were 35 high school students enrolled in the program. All students passed on to the next grade level.*

Goal 2: Increase to 92% the number of children ages 5 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).

Result: *An analysis of pre/post test results showed:*

-96% scored in the adequate and thriving level, the two highest tiers; only 4% scored in the lowest category.

-With a possible range of 0-30, the overall score for our youth on the External Assets scales was 23.7 and on the Internal Assets 22.9; both range between adequate & thriving.

-Particular areas of relative strength for our youth are the asset categories of Boundaries and Expectations and Empowerment. Categories that are not as strong are Social Competencies and Commitment to Learning, assets that we will continue to build on, although they still fall into the Adequate range.

-In the personal asset building context (range 0-30) the Family context is the strongest (score=24), school (23.5) and community (22.8). These show a strong level of support and commitment to learning that our children have developed.

Typically, we expect to see 15% of children scoring in the “thriving” range. Our children scored 43% in Family; 38% in school; 35% in both social and community and 28% in personal in this range.

These scores give confidence that our children are succeeding in building developmental assets and provide us with a basis for assessing particular areas of strength (high in “thriving”) or worry (high in “challenged”) that merit additional exploration and action.

Goal 3: Increase the minimum amount of time a child spends in the Mentoring Academy from an average of 2.3 hours per week to 2.8 hours per week over a 48-week period annually for 80% of enrolled children, as measured by time and attendance records.

Result: *Our overall average of mentoring hours per week for this reporting period has risen to 2.6 hours per week per child.*

Tutoring Achievements: Individual Education Plans were established and completed for each participant. Miss Bee’s Learning Bees reported that the Tutoring Academy provided Academic

Enrichment for 7 students per week. The students ranged in grades from K-10 each at varying levels with their education. These students received Academic support two days a week for 1-1.5 hours per day. During this time students received support with interactive tutorials and small group and 1:1 instruction for support. The data indicates that all children made gains of 100-300 points. This means that students made 2 to 3 year gains in one academic school year!

CONCLUSION

Funding for children's services in 2017-18 increased 53% over the previous year – the largest annual increase in over a decade. As a result, an additional five agencies and six programs were funded and more than 7,425 children were impacted through CSAC partner agencies. In the area of building parent capacity specifically, 1,619 caregivers/adults received support as well. This is more than twice the number of adults in 2016-17.

Collaboration in the community is essential. It is through collaboration that human and financial resources are optimized, and overlap in services are exposed and eliminated. A shared voice can ensure that top priorities are addressed. For this reason, CSAC recognizes the invaluable work and the commitment of the 21 agencies that partnered with us and fulfilled their contracts to meet the needs of children in 2017-18. The Board of Commissioners and CSAC members appreciate all efforts in helping to improve the quality of life for children and families of Indian River County.