



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

**ANNUAL REPORT  
October 1, 2018 - September 30, 2019**

*Healthy Children in a Healthy Community*

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

## INDEX

|  |   |
|--|---|
| Children’s Services Advisory Committee Members ..... | 3 |
| Mission .....  | 4 |
| Vision .....   | 4 |
| Overarching Goals .....                              | 4 |
| Background .....                                     | 5 |
| Advisory Committee and Subcommittees .....           | 5 |
| Accountability .....                                 | 5 |
| Collaboration .....                                  | 5 |
| Grant Process .....                                  | 6 |
| Needs Assessment .....                               | 6 |
| Children Services Funding .....                      | 6 |
| Program Year End Reports .....                       | 8 |

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

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## **CHILDREN'S SERVICES ADVISORY COMMITTEE 2018-19 ANNUAL REPORT**

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

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

### **MISSION**

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

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

### **VISION**

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

### **OVER-ARCHING GOALS**

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

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

## **BACKGROUND**

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

## **ADVISORY COMMITTEE AND SUBCOMMITTEES**

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

## **ACCOUNTABILITY**

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

## **COLLABORATION**

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

## **GRANT PROCESS**

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

## **NEEDS ASSESSMENT**

During this reporting period, the Children's Services Needs Assessment Subcommittee, using the 2015 countywide Needs Assessment of the current social, health and public safety services in Indian River County, established the Focus of Needs for 2018-19 which are as follows:

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

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

## **CHILDREN SERVICES FUNDING**

Funding for children service programs is provided through a payment up to 0.125 mills of county ad valorem property taxes. For the fiscal year October 1, 2018 through September 30, 2019, the Indian River County Board of Commissioners authorized funding for children's services in the amount of \$1,663,975.

Upon recommendation of the Children Services Advisory Committee, the Indian River County Board of Commissioners approved funding allocations for twenty-five agencies in support of thirty-seven programs for 2018-19. Ninety-eight percent (98%) of funding awarded was expended. Allocations according to focus of needs consisted of: early childhood development – 48%; build parent capacity – 10%; after school and summer programs – 26%; and programs that address risky behavior among middle and high school students – 16%.

| AGENCY                                | PROGRAM                                 | AWARD              | ACTUAL             |
|---------------------------------------|---|--------------------|--------------------|
| BIG BROTHERS BIG SISTERS OF IRC       | Passport to Early Literacy              | 85,000             | 84,430             |
|                                       | Children of Promise                     | 15,000             | 15,000             |
| BOYS & GIRLS CLUB OF IRC              | Academic Lifeskills and Prevention      | 30,000             | 30,000             |
| CATHOLIC CHARITIES                    | The Samaritan Center                    | 30,313             | 30,313             |
| CHILDCARE RESOURCES                   | Subsidized, High Quality Childcare      | 200,000            | 200,000            |
|                                       | Conscious Discipline Immersion          | 31,006             | 28,632             |
|                                       | Psychological Services                  | 6,600              | 6,600              |
|                                       | Professional Development                | 24,300             | 23,990             |
| CHILDRENS HOME SOCIETY                | Teen Life Choices                       | 40,073             | 38,565             |
| DASIE HOPE CENTER                     | Dasie Hope Tutorial Program             | 40,000             | 40,000             |
| EARLY LEARNING COALITION              | Facilitating Language Development       | 56,606             | 54,725             |
| ECONOMIC OPPORTUNITIES COUNCIL        | Early Bird                              | 30,000             | 30,000             |
| EDUCATION FOUNDATION                  | STEP in Kindergarten                    | 161,355            | 161,355            |
| FEED THE LAMBS                        | FTL Academic Enrichment                 | 7,500              | 7,500              |
| GIFFORD YOUTH ACHIEVEMENT CENTER      | After School Education                  | 41,195             | 41,195             |
| GIFFORD YOUTH ORCHESTRA               | More Violins, Better Tomorrows          | 15,000             | 15,000             |
| HEALTHY START COALITION OF IRC        | Parents as Teachers                     | 30,000             | 30,000             |
|                                       | Healthy Families                        | 30,000             | 30,000             |
|                                       | Babies & Beyond                         | 30,000             | 30,000             |
|                                       | Community Doula Services                | 30,000             | 30,000             |
|                                       | Nurse Family Partnership                | 10,000             | 10,000             |
| HOPE FOR FAMILIES                     | HFC Shelter Program                     | 44,930             | 43,356             |
| KINDERGARTEN READINESS COLLABORATIVE  | Family Connection Centers               | 17,500             | 17,500             |
| MISS B'S LEARNING BEES                | Mentoring and Academic Enrichment       | 10,000             | 10,000             |
| OCEAN RESEARCH & CONSERVATION ASSOC   | Living Lagoon                           | 20,000             | 19,999             |
| PELICAN ISLAND AUDUBON SOCIETY        | Overcoming Nature Deficit Disorder      | 20,000             | 20,000             |
| REDLAND CHRISTIAN MIGRANT ASSOCIATION | Infant and Toddler Childcare            | 75,500             | 57,671             |
|                                       | CCEP Match                              | 48,895             | 48,895             |
| SUBSTANCE AWARENESS CENTER            | Life Skills Training                    | 100,000            | 100,000            |
|                                       | ReDirect                                | 110,000            | 110,000            |
| SUNSHINE PHYSICAL THERAPY             | Early Therapy Intervention              | 10,000             | 10,000             |
| THE LEARNING ALLIANCE                 | Moonshot Academy                        | 100,000            | 100,000            |
|                                       | Reading Rocket                          | 40,000             | 40,000             |
| TYKES & TEENS                         | Alternative to Out of School Suspension | 24,042             | 24,042             |
|                                       | Infant Mental Health                    | 69,150             | 69,150             |
| WILLIS SPORTS ASSOCIATION             | Reviving Baseball in Inner Cities       | 20,000             | 20,000             |
| YOUTH GUIDANCE                        | MELT Child Abuse                        | 10,000             | 10,000             |
| <b>TOTALS</b>                         |   | <b>\$1,663,965</b> | <b>\$1,637,918</b> |

## **PROGRAM YEAR END REPORTS**

Each program funded in 2018-19 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 service issues. For the purposes of brevity, the secondary Taxonomy description has been shortened. The general description adds information specific to each program.

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

- Some programs are provided for individuals, others are for groups.
- Some programs require highly trained professionals, while 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 IRC PASSPORT TO EARLY LITERACY

**Grant:** \$85,000

**Total Funds Used:** \$84,430

**Total Children Served:** 246 and 100 adults

**Focus Area Addressed:** Early Childhood Development and Build Parent Capacity

**Taxonomy #:** PH-1800.800

Passport to Early Literacy is a 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. The program also builds parent capacity through monthly parent trainings and four experiential community trips.

### OUTCOMES

**Outcome #1:** 80% of youth who have participated in VPK Mentoring for five months or more, will meet or exceed expectations on the phonological awareness, print knowledge, and oral language/vocabulary domains of the Florida VPK Assessment by June 2019.

Results (75 of 80 students received pre and post-testing):

- *Print Knowledge- 92% meeting or exceeding*
- *Phonological Awareness- 97% meeting or exceeding*
- *Oral Language- 94% meeting or exceeding*
- *Math- 98% meeting or exceeding*
- *Average 4.75% below expectations for the four domains*

**Outcome #2:** Improve socialization skills of 85% of targeted youth, mentored 5 months or more, by June 2019. Dessa Minis administered at 3 months to determine baseline.

Results (74 students received pre and post-tests):

- *5 (7%) students below typical expectations*
- *69 (93%) students at or above typical expectations*
- *25 (34%) students above typical expectations*

**Outcome #3:** 80% of VPK students who were mentored five months or more will be ready for Kindergarten by June 2019.

Results: *Ninety-five (95%) of VPK students were Kindergarten ready (80 out of 84 students).*

**Final Comments:** Passport to Early Literacy hosted all scheduled family literacy nights and 4 of the 4 planned experiential trips. At these events, 51 unduplicated children attended with 141 family members (100 parents/aunts/grandparents and 41 siblings/child cousins). As of September 2019, we have enrolled 102 new students for the new 2019-20 year.

This summer BBBS served 23 students in the IRC School Districts Summer VPK program. Members worked with students in morning and afternoon classrooms to prepare these students who had not received any formal VPK education for Kindergarten. Many of these students have never been in a childcare setting before. Members assisted with the basics such as lining up, washing hands and meal time. This is the second summer our Members have provided support to these teachers, and they are eagerly welcomed back! Additionally, Members participated in the Learning Alliance's Moonshot Summer Institute in July. In August Members returned for a two-week Big Brothers Big Sisters annual training program. Since all Members this school year were returning Members, the program was able to offer unique training on fine motor skills and hand writing to these seasoned Members.

## Big Brothers Big Sisters of IRC CHILDREN OF PROMISE

**Grant:** \$15,000

**Total Funds Used:** \$15,000

**Total Children Served:** 30 children and 30 adults

**Focus Area Addressed:** After School/Summer Recreational Activities/Academic Enrichment

**Taxonomy #:** PH-150.550-10

Children of Promise community-based program provides one-on-one mentoring for children whose family member(s) are incarcerated in state or federal prison, as well as children who need extra help academically, socially, and emotionally. Collaborations include: Indian River County School Board, RSVP, United Way of Indian River County, Indian River Sheriff's Department, Our Savior Lutheran Church, Gifford Youth Activities Center, and Youth Guidance, and Community Church of Vero Beach.

### OUTCOMES

**Outcome #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 2018-2019 IRC School Board grade records. Baseline: Grades of enrolled boys and girls from first grading period of the 2018-2019 school year.

*Results: Sixteen children out of 21 were mentored for five or more months. Fifteen of the 16 children (93.75%) demonstrated academic progress. Nine new matches were made during the 4<sup>th</sup> quarter of the 2018-2019 grant year. Those 9 matches will be tracked and monitored for success.*

**Outcome #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.

*Results: Sixteen of the 21 matches were mentored for five or more months. Sixteen of the 16 children (100%) did not become involved in or re-offend in the Juvenile Justice System. Nine new matches were made during the 4<sup>th</sup> quarter of the 2018-2019 grant year, and none of these youth have any involvement with DJJ at this time.*

**Outcome #3:** To improve socialization skills of 90% of targeted students monitored five 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. Baseline: pre-test results for each client.

*Results: Sixteen of the 21 matches have been mentored for five or more months. Of the 16, eleven have completed the Youth Outcome Survey. Five (5) were under the age of nine (9), too young to take the survey. Ten of the eleven (91%) have improved socialization skills. Nine new matches were made during the 4<sup>th</sup> quarter of the 2018-2019 grant year, and all nine matches have developed a YOS for implementation.*

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

**Grant:** \$30,000 (or \$10,000 per Club)

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

**Total Children Served:** 816

**Focus Area Addressed:** After School/Summer Recreational Activities/Academic Enrichment

**Taxonomy #:** PS-980.100 Boys/Girls Clubs

The Academic Lifeskills and Prevention 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. Collaborations include: Habitat for Humanity, Indian River State College, Hope for Families Center, Indian River County School District, SAFIR/SAC, City of Fellsmere, Moonshot Community Action Network, and Mental Health Association.

**OUTCOMES**

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

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

Part A Results: **Goal Met.**

- 503 reports cards and classes were analyzed.
- During the fourth marking period of the 2018/19 school year, the average GPA was as 2.77 compared to 2.77 in quarter one. No change.
- 85% of classes taken in English, math, or science resulted in an A, B, or C; an increase from Q3.
- 15% of classes taken in English, math or science resulted in a D or F. a decrease from Q3.

Part B Results: Over the school year, we tracked a subset of the original 503 members. 148 members were identified in Q1 as performing below grade average (D or F). Of the original 148 students identified in Q1, 79 students taking 122 courses were still failing. By far, English was the main subject being failed and by a majority of elementary students as compared to middle and high school students. The Q1 vs. Q4 results are as follows:

| Subject | Courses Improved | No Improvement | % Improved |
|---------|------------------|----------------|------------|
| English | 64               | 60             | 52%        |
| Math    | 47               | 30             | 61%        |
| Science | 30               | 20             | 60%        |

*There was an average improvement of 58% compared to 42% last quarter. Club directors continue to monitor grades and place struggling students with available tutors during Power Hour. During the summer program, students continue to read and take part in high yield learning activities to hopefully maintain learning.*

**Outcome #2:** In the 2018/19 funding cycle, 100% of members completing a prevention program will have an average post test score of 80% and demonstrate a 15-point increase from pre to post test. This will demonstrate an increase in knowledge on the ways to keep healthy and safe and understanding the dangers of alcohol/tobacco/illicit drug use, risky behavior and the benefits of physical activity and healthy eating.

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

Results: Goal Met.

**Quarter 1** – *The average post test score was 90% and there was an increase of 15 points from pre to post-test.*

**Quarter 2** – *The average post test score was 91% and there was an increase of 12 points from pre to post-test. The completer rate was 83% which is very good.*

**Quarter 3** – *The average post test score was 87% and there was an increase of 14 points from pre to post test. The completer rate was 72% which needs to be improved upon.*

**Quarter 4** – *The average post test score was 88% and the members improved 19 points from pre to post survey. We started a new program called Be a Star which focuses on bullying prevention. This program was aimed at our teens; participation was not good, and we will work to improve that.*

**Outcome #3:** In the 2018/19 funding cycle, 50% of active teens will participate in programs that teach life skills, job readiness training, and positive youth development. Pre and post surveys will be administered for each program to gauge aptitude and improvement in subject matter. Of those that complete the program (80% participation) a post survey score of 80% is desirable.

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

**Results: Goal Not Met.**

**Quarter 1** – *Only 75% of teens participating in a job readiness program completed the program. However, the average post test score was 90% up from 73% on the pre-test.*

**Quarter 2** – *Only 70% of teens participating in a job readiness program completed the program. However, the average post test score was 84% up from 69% on the pre-test.*

**Quarter 3** – *Only one measurable job readiness program was run during the quarter. Completers came in lower than the goal of 80% (73%), however the post test score was very good at 100%.*

**Quarter 4** – *No programs were run that required a pre/post survey.*

**Catholic Charities of the Diocese of Palm Beach, Inc.**  
**THE SAMARITAN CENTER**

**Grant:** \$30,313

**Total Funds Used:** \$30,313

**Total Children Served:** 43 / **Cost Per Child:** \$704

**Focus Area Addressed:** Build Parent Capacity

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

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

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; Women's Care Center Gifford Youth Activities Center; Healthy Start Coalition/Healthy Families; Little Birthday Angels; Exchange Club CASTLE; Center; CareerSource; Suncoast Mental Health Association; Literary Services; and Treasure Coast Homeless Services Council; Vocational Rehabilitation; S.A.R.T; Indian River County Victim Advocate; Life Builders; Visiting Nurse Association; Safe Families for Children and Department of Children and Families.

### **OUTCOMES**

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

*Results: Post-test results indicate an average of 4.0% increase in resident children's self-esteem. Resident children scored an average of 79% on pretests and 83% on posttest indicating positive decision making based on increased self-esteem.*

**Outcome #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.

*Results: Post-test results indicate an average of 8% increase in resident children's social and character values. Additionally, in 7 behavior measurement observations, children scored an average of 96% or higher in positive behavior choices.*

**Outcome #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.

*Results: The Samaritan Center adult resident clients participated in workshops titled "Understanding Credit", "Managing Stress" and "Effects of Cigarette Smoking." Pre and post tests showed an average increase of 23.5% in skill knowledge leading to healthier families through positive parenting and financial literacy. Parents of infant children continued to participate in a special "Mommy and Me" sessions promoting bonding and infant care.*

**Outcome #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.

*Results: In comparing academic school year performance from the 1st quarter report cards of the school year to the 4th quarter, 90% of the resident children have increased their knowledge and skills. 100% of the middle school resident children polled where tracking to be on the A-B honor roll. 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. Most of our volunteers are current or retired educators and for the 3<sup>rd</sup> quarter, we still retained a local college student completing her internship in the Human Services Field.*



## Childcare Resources of Indian River SUBSIDIZED, HIGH-QUALITY CHILDCARE

**Grant:** \$200,000

**Total Funds Used:** \$200,000

**Total Children Served:** 139

**Focus Areas Addressed:** Early Childhood Development

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

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.

### OUTCOMES

**Outcome #1:** 90 percent of young children have access to high quality learning experiences in early childhood and education settings which prepare them to enter school ready to learn. Data source: Ages & Stages, 6 weeks to 3 years.

Results:

- *98% at Childcare Resources School*
- *100% at Contracting Centers*

**Outcome #2:** 90 percent of young children will improve literacy, communication and critical thinking abilities. Data source: Speed Dial Assessment, ages 4-5 years.

Results:

- *100% at Childcare Resources School*
- *100% at Contracting Centers*

**Outcome #3:** 80 percent of young children will improve motor skills needed to explore their environment and support learning. Data source: Ages & Stages, 6 weeks to 3 years.

Results:

- *87% at Childcare Resources School*
- *73% at Contracting Centers*

## **Childcare Resources of Indian River PSYCHOLOGICAL SERVICES**

**Grant:** \$6,600

**Total Funds Used:** \$6,600

**Total Children Served:** 3 children and 16 parents or other adult in the household

**Focus Areas Addressed:** Build Parent Capacity

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

The Psychological Services program provides counseling and psychoeducational evaluations to adults and children enrolled in the Childcare Resources program in collaboration with Mental Health Association.

### **OUTCOMES**

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

Results: *3 children and 16 adults enrolled in the Childcare Resources program were referred for therapy to the Mental Health Association.*

- 5 adults were discharged for completion of treatment
- 4 adults chose to discontinue services
- 1child (with parent) chose to discontinue services
- 1 adult continued services
- 1child was discharged
- 1child referred for other services
- 4 adults did not follow through with referral
- All other outcomes are unknown at this time

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

Results: *No evaluations completed at this time.*

**Childcare Resources of Indian River  
CONSCIOUS DISCIPLINE IMMERSION**

**Grant:** \$31,006

**Total Funds Used:** \$28,632

**Focus Areas Addressed:** Early Childhood Development

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

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.

**Outcome:** 70 percent of coaching participants will implement learned skills.

Results: *78% of coaching participants implemented learned skills.*

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

**Grant:** \$24,300

**Total Funds Used:** \$23,990

**Focus Areas Addressed:** Early Childhood Development

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

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.

**OUTCOMES**

**Outcomes #1:** Early educators will improve their knowledge in subject area by 70 percent.

Results:

- *Planting the Seeds of Resilience was presented by Conscious Discipline instructor Mandy Lloyd on October 13, 2018; 139 early educators attended. There was a 78% increase in test scores.*
- *Ready for STREAM was presented by Daniel Gartrell, EdD on January 12, 2019; 131 early educators attended. There was a 90% increase in test scores.*
- *Big Ideas for Early Mathematics was presented by Erikson Institute Early Math Collaborative Lisa Ginet, EdD and Joanna Skourletos, MEd on March 9, 2019; 134 early educators attended. There was a 75% increase in test scores.*

**Outcome #2:** Early educators will improve skill implementation by 50 percent.

Results:

- *Planting the Seeds of Resilience post workshop observations demonstrated a 90% implementation rate.*
- *Ready for STREAM post workshop observations demonstrated a 93% implementation rate.*
- *Big Ideas for Mathematics post workshop observations demonstrated a 94% implementation rate.*

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

**Grant:** \$40,073

**Total Funds Used:** \$38,565

**Total Children Served:** 1,228 children and 2 adults

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

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

Comment on 2018/19 Outcomes: The Teen Life Choices program did not receive funding from the Children's Services Advisory Committee during the 2017/18 fiscal year. Subsequently, the program needed to hire for the fulltime and part-time Educator I positions before presentation scheduling could be confirmed. First and 2<sup>nd</sup> quarter results are not available for some outcomes as a result.

**OUTCOMES**

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

*Results: Goal NOT Met - During the fourth quarter of this fiscal year the Postponing Sexual Involvement (PSI) presentation was not presented. PSI is a multi-module presentation and can be challenging to schedule for summer programs as they schedule many activities and allowing multiple days for one group usually doesn't work with their schedules.*

| 1 <sup>st</sup> Quarter |            | 2 <sup>nd</sup> Quarter |            | 3 <sup>rd</sup> Quarter |            | 4 <sup>th</sup> Quarter |            |
|-------------------------|------------|-------------------------|------------|-------------------------|------------|-------------------------|------------|
| # Served                | % Achieved | # Served                | % Achieved | # Served                | % Achieved | # Served                | % Achieved |
| 0                       | N/A        | 0                       | N/A        | 254                     | 52         | 0                       | N/A        |

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

*Results: Goal NOT Met - During the fourth quarter of this fiscal year the Postponing Sexual Involvement presentation module was not presented. This is a multi-module presentation and can be challenging to schedule with summer programs.*

| 1 <sup>st</sup> Quarter |            | 2 <sup>nd</sup> Quarter |            | 3 <sup>rd</sup> Quarter |            | 4 <sup>th</sup> Quarter |            |
|-------------------------|------------|-------------------------|------------|-------------------------|------------|-------------------------|------------|
| # Served                | % Achieved | # Served                | % Achieved | # Served                | % Achieved | # Served                | % Achieved |
| 0                       | N/A        | 0                       | N/A        | 254                     | 49         | 0                       | N/A        |

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

Results: Goal Met - *During the fourth quarter of this fiscal year, a total of four (4) teens participated in Baby Think It Over presentation; 75% increased knowledge of the emotional, physical, psychological, social and financial consequences of teen parenthood. For the year, a total of 663 teens participated for an 88% increase overall.*

| 1 <sup>st</sup> Quarter |            | 2 <sup>nd</sup> Quarter |            | 3 <sup>rd</sup> Quarter |            | 4 <sup>th</sup> Quarter |            |
|-------------------------|------------|-------------------------|------------|-------------------------|------------|-------------------------|------------|
| # Served                | % Achieved | # Served                | % Achieved | # Served                | % Achieved | # Served                | % Achieved |
| 0                       | N/A        | 654                     | 88         | 5                       | 80         | 4                       | 75         |

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

Results: *During the fourth quarter of this fiscal year a total of two hundred ninety- three (293) students participated in life skill presentations; 65% increased critical thinking and decision-making skills to distinguish between healthy and unhealthy decisions relative to the topic being covered. For the year, a total of 824 students participated for an 83% increase overall.*

| 1 <sup>st</sup> Quarter |            | 2 <sup>nd</sup> Quarter |            | 3 <sup>rd</sup> Quarter |            | 4 <sup>th</sup> Quarter |            |
|-------------------------|------------|-------------------------|------------|-------------------------|------------|-------------------------|------------|
| # Served                | % Achieved | # Served                | % Achieved | # Served                | % Achieved | # Served                | % Achieved |
| 0                       | N/A        | 0                       | N/A        | 531                     | 94         | 293                     | 65         |

**Dasie Bridgewater Hope Center  
DASIE HOPE CENTER TUTORIAL PROGRAM**

**Grant:** \$40,000

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

**Total Children Served:** 63 / **Cost Per Child:** \$635

**Focus Area Addressed:** After School/Summer Recreational Activities/Academic Enrichment

**Taxonomy #:** JR-820.650-45

The Dasie Hope Tutorial 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. The 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.

Collaborations include: Indian River County School District, Disney Resort, Publix Supermarkets, Indian River Sheriff's Department, Sea Oaks and Mary Fish Foundation.

**OUTCOMES**

**Outcome #1:** Increase in academic performance measured by grades on report cards and assessments. 70% of students attending the tutorial program will perform on grade level or above in Math and English. Baseline: Student academic report cards for 2018-2019.

Results: Goal Met - *80% of students improved grades for 4<sup>th</sup> quarter (new students w/low academic performance).*

**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 2018-19 pre/post surveys.

Results: Goal Met - *100% of youth have been tested; 90% of youth showed improvement.*

**Outcome #3:** High school students will receive academic support to graduate and gain workforce skills (creativity, innovation, teamwork and leadership). 70% of high school students will graduate high school or gain career skills. Baseline: Students 2018-2019 report cards or discipline reports.

Results: Goal Met - *100% of high school youth are engaged and taking college preparation (college selection/application) for college entrance, test preparation (SAT/ACT) and academic readiness (grades) for graduation.*

**Year-End Highlights:**

- Our parents continue to attend bi-monthly parent meetings that inform them of Dasie Hope events, progress of their children and community activities.
- Several high school students were recognized as "Student of the Month."
- All 3rd graders passed assessment tests.
- High and middle school students attended College Night at Vero Mall.
- Moonshot Moment visited Dasie Hope this summer. Our kids participated in the book, *DOT*, by Peter Reynolds. The associated activity was 'word collector.'
- Ocean Research and Conservation Association (ORCA) has partnered with Dasie Hope for 7 weeks of summer camp for "Summer Explorations from Science" (Edie Widder, PhD, Executive Director). The children visited the Indian River Lagoon to help with prevention of shoreline erosion.
- During summer camp, youth visited Orlando Science Museum.



**Early Learning Coalition (ELC) of Indian River County  
FACILITATING LANGUAGE DEVELOPMENT**

**Grant:** \$56,606

**Total Funds Used:** \$54,725

**Total Children Served:** 151 children and 12 adults

**Focus Area Addressed:** Early Childhood Development

ELC’s Literacy Coach has spent the last year supporting ten classrooms participating in the Language Development grant; 355 coaching sessions were conducted since October 2018. Each teacher worked towards meeting individual goals with the support of the Literacy Coach. The Literacy Coach shared resources to support work toward goals, modeled and observed lessons, provided feedback and planned with teachers weekly.

**OUTCOMES**

**Outcome #1:** Classroom Teacher Proficiency: 80% of participating teachers with pre/post Classroom Assessment Scoring System (CLASS) assessments will improve scores in the Instructional Support domain by 40% or show an increase from "low" range to "mid" range score.

Results: Goal Met - *Nine of the ten lead classroom teachers remained the same during Quarter four, one teacher left teaching to pursue a different career. The graph below illustrates pre and post classroom composite scores in the Instructional Support Domain of the CLASS Assessment. This goal has been achieved. Eight of the ten classrooms participating in the 18-19 literacy grant improved their scores in the Instructional Support domain of CLASS by at least 40% and scored within the "Mid" range. Achieving a "Mid" range score in the Instructional Support Domain is not an easy achievement as the national average in 2019 for Head Start grantees was 2.96, just below the "Mid" range. (<https://eclkc.ohs.acf.hhs.gov>)*

***Percent Increase in the Instructional Support Domain***

|   | <b>Percent Increase</b> |
|---|-------------------------|
| For Kids Only                               | 58.14%                  |
| La Petite: A                                | 68.20%                  |
| La Petite: B                                | 78.96%                  |
| La Petite: C (teacher worked from 2/6-5/29) | 32.21%                  |
| Learning Nest: A                            | 80.65%                  |
| Learning Nest: B                            | 06.79%                  |
| Oxford: A                                   | 61.29%                  |
| Oxford: B                                   | 83.50%                  |
| Williams: A                                 | 43.98%                  |
| Williams: B                                 | 67.00%                  |

**Outcome #2:** Child Data : Increase child assessment score in Language domain by 5% when comparing pre/post scores or maintain proficiency by 90% or greater.

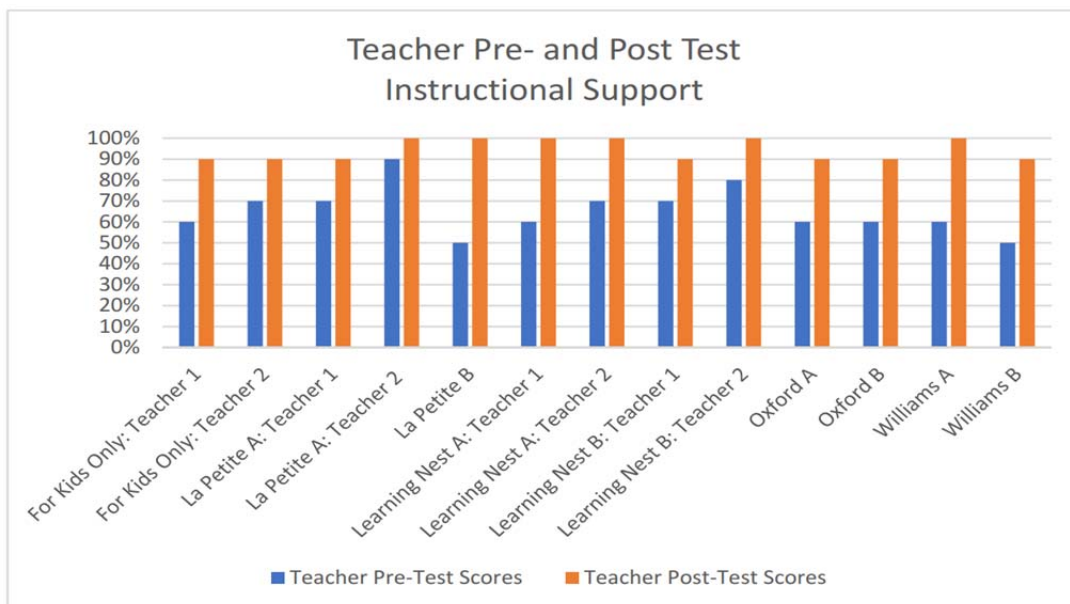
Results: Goal Met - *The Learning Accomplishment Profile- Third Edition (LAP-3) post assessment was administered to students between the dates of April 15th to May 15th. The LAP-3 was given to 164 children in the ten classrooms participating in the Language Development grant during quarter one. Of the 164 students with LAP-3 Pre-tests, 134 were still enrolled during quarter three and 1134 students were given the LAP-3 post assessment. The Literacy Grant resulted in great success with 96% of the students scoring within developmental range, an increase of 14%.*

|   | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|---|-----------|-----------|-----------|-----------|
| Students with LAP-3 Pre-tests (administered during Quarter 1) | 164       | 146       | 134       |           |
| Students not enrolled during Quarter 1 (No LAP-3 data)        | N/A       | 39        | 31        |           |
| Total Students enrolled in classrooms                         | 164       | 185       | 165       | 151       |

|  | Fall 2018 | Spring 2019 |
|--|-----------|-------------|
| Percent of students within Developmental Range | 82%       | 96%         |
| Percent of students not in Developmental Range | 18%       | 4%          |

**Outcome #3:** Classroom Teacher Knowledge: 90% of participating teachers with pre/post tests will demonstrate increased knowledge and understanding of early language development, as evidenced by pre/post written test or earn score of 80% or greater on post assessment.

Results: Goal Met - *The written teacher pre-test and posttest consisted of ten multiple choice questions with scenarios from the CLASS tool's Instructional Support Domain. The average score on the teacher test increased from 66% to 95%, with the highest possible score on the teacher assessment being 100%.*



## Economic Opportunities Council (EOC) of IRC EARLY BIRD PROGRAM

**Grant:** \$30,000

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

**Total Children Served:** 34 children plus parents

**Focus Area Addressed:** Early Childhood Development

The EOC Early Bird Program is a free, high-quality, comprehensive early childhood education program for low-income, at-risk 3-year-old children. The program mirrors Head Start. The only difference is that Early Bird is funded with local funds, as opposed to federal Head Start funding. No additional Head Start funding is available to meet the needs of 3 year olds in Indian River County. Early Bird will operate 2 classrooms (Indian River Academy and Dodgertown Elementary) serving a total of 34 children a year.

### OUTCOMES

**Outcome #1:** During the 18-19 school year, 34 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.

*Results: The Early Bird school year began on August 13 at Indian River Academy and August 27 at Dodgertown. Thirty-four (34) students were enrolled. The Indian River Academy children are all from the targeted ZIP Codes 32962 and 32968. The Dodgertown children come from 32967, 32960 and 32963. The racial composition is as follows: Black/African American (17), White (8), Hispanic (5), Bi-racial (3), and Asian (1). Thirty-four (34) at-risk families received free, high-quality early childhood education and family support through the Early Bird Program (a total investment in each child having a value of \$8,703).*

**Outcome #2:** By the end of the 18-19 school year, 100% of the 34 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.

*Results: All 34 children were prescreened using the PLSS and Brigance Prescreen tools to set a base line on their development. Results of the initial assessment indicated 23 children were exceeding developmental milestones, 4 children were meeting developmental milestones, and 6 children were not meeting developmental milestones. Children were also assessed to determine whether they had any special needs. Children identified with concerns worked with specialists who provided services to meet the child's individual needs.*

*The school year ended on May 24, 2019. The children had an amazingly successful year: 15 of 17 children at Dodgertown were exceeding developmental milestones- 2 were meeting developmental milestones. At our Early Bird Program at Indian River Academy, all 17 children were exceeding developmental milestones!*

**Outcome #3:** By the end of the 18-19 school year, 85% or 29 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.

Results: *The parents of all 34 children have participated in home visits, parent trainings, and/or have volunteered in the classroom. Progress is being tracked by home visit records, training attendance records, and volunteer records.*

**NOTE:** As reported by an affiliate of the U.S. Chamber of Commerce in 2010 regarding investment in early childhood education, "for every dollar invested today, savings range from \$2.50 to as much as \$17 in the years ahead." Research from Nobel laureate and economist James J. Heckman of the University of Chicago, points to a 7%-10% annual return on investment in high quality preschool.

## Education Foundation of Indian River County STEP Into KINDERGARTEN

**Grant:** \$161,355

**Total Funds Used:** \$161,355

**Total Children Served:** 225 / **Cost Per Child:** \$1,446 (Based on total program budget)

**Focus Area Addressed:** Early Childhood Development

**Taxonomy #:** YB-9500.1500-650

The Education Foundation, in partnership with the School District of Indian River County (SDIRC), seeks to increase Kindergarten readiness and support a positive transition to Kindergarten for 4 and 5-year-old children by implementing a six-week summer transition enrichment program (STEP into Kindergarten). This proposal seeks to replicate and expand upon the program's success that extends the school year through July 2019 with priority given to students identified as homeless, migrant and residing in school zones with the highest poverty percentages (Title I schools).

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 Kindergarten to prepare 4 and 5-year-old children to successfully begin their academic careers. The 2019 STEP into Kindergarten was held at Liberty Magnet (north county location) and Osceola Magnet (south county location).

### OUTCOMES

**Outcome #1:** 80% of all students will score at least 80% or higher on the "Get Ready to Read" screener.

Results: Goal Met. *The program began for students on June 3, 2019 and concluded July 12, 2019. Pre/ Post Assessments are attached.*

**Outcome #2:** 80% of students will score at least 80% or higher on Kindergarten Initial Sounds Probe.

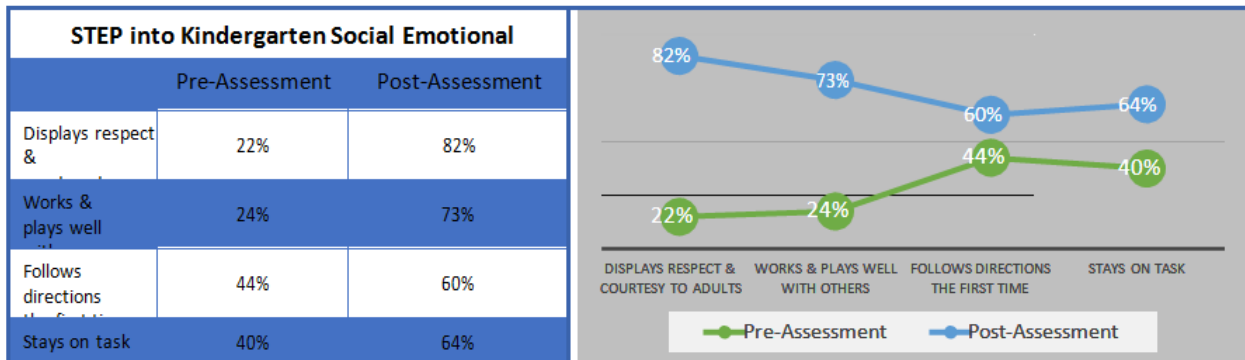
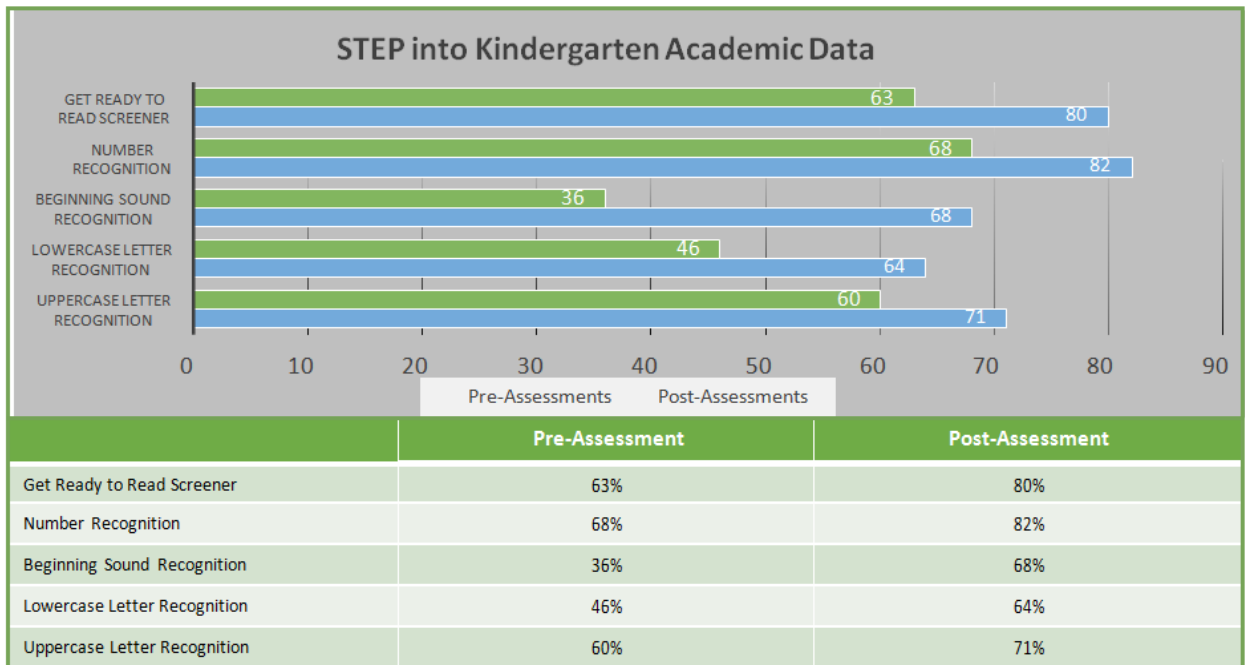
Results: Goal NOT Met. *The program began for students on June 3, 2019 and concluded July 12, 2019. Pre/ Post Assessments are attached.*

**Outcome #3:** 80% of students will score at least 80% or higher on the letter naming probes for upper- and lower-case letters.

Results: Goal NOT Met. *The program began for students on June 3, 2019 and concluded July 12, 2019. Pre/ Post Assessments are attached.*

**Outcome #4:** 80% of students will score at least 80% or higher on number identification probe.

Results: Goal Met. *The program began for students on June 3, 2019 and concluded July 12, 2019. Pre/ Post Assessments are attached.*



**A note about tracking progress:**

Pre- and post-assessments aligned to the Florida Early Learning and Developmental Standards for Four-Year Olds and the Florida State Standards for Kindergarten in English Language Arts and Mathematics are utilized. In addition, pre- and post-assessments aligned to the first quarter SDIRC Kindergarten expectations measure progress in social-emotional skills.

## **Feed the Lambs (FTL)** **FTL ACADEMIC ENRICHMENT**

**Grant:** \$7,500

**Total Funds Used:** \$7,500

**Total Children Served:** 150

**Focus Area Addressed:** After School/Summer Recreational Activities/Academic Enrichment

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. We are currently collaborating with Oslo Middle School, Preserve at Oslo Apartments, Epic Missions, Children's Home Society and local volunteers.

### **OUTCOMES**

**Outcome #1:** Increase in academic performance measured by grades on report cards and assessments. Seventy percent (70%) of students attending the tutorial program that receive services will perform on grade level or above in Math and English.

*Results: Goal Met. At least 80% of students attending the tutoring program improved grades; students that were receiving D/s and F's are now receiving B's, C's and A's. At least 4 students received A/B Honor Roll. One hundred percent (100%) of the students that are participating in the tutoring program was successfully promoted to the next grade for the new school year.*

**Outcome #2:** Students will attend school regularly and develop habits that will facilitate success now and in the future. 85% of students will have five or less unexcused absences from school as measure by report cards.

*Results: Goal Met. Ninety-five (95%) of students are attending school and tutoring after school on a regular basis to improve school grades and finish homework assignments.*

**Outcome #3:** Children and youth who are able to participate in organized summer camps are less likely to suffer from loss of learning hardships, face food insecurity or engage in or develop unfavorable behaviors.

*Results: Feed the Lambs began the summer camp and enrolled over 125 youth from Indian River County. The youth ages were 6 to 13 years old. At no cost to the families, the camp provided breakfast and lunch, recreational activities, field trips, local speakers, math and reading tutoring, 5 days a week for seven weeks. Our goal is to make sure our youth stay busy having fun and not at home or on the streets during the day when parents are at work. We continue tutoring so the youth can be prepared for the coming of the new year. We also require parents to commit to five hours of volunteering to show their appreciation as well as encourage the children by getting involved.*

## **Gifford Youth Achievement Center (GYAC) AFTER SCHOOL EDUCATION PROGRAM**

**Grant:** \$41,195

**Total Funds Used:** \$41,195

**Total Children Served:** 225 / **Cost Per Child:** \$2,518

**Focus Area Addressed:** After School/Summer Recreational Activities/Academic Enrichment

**Taxonomy #:** PS-9800.9900, Youth Enrichment

GYAC's 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.

Collaborations include: the 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.

### **OUTCOMES**

**Outcome #1:** 92% 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.

Results: Goal Met - *Based on the 4th nine weeks report cards, 94% of students improved their grades in math and/or reading. 45% of students made the A-B Honor Roll for the 4th nine-weeks; a testament to the students' hard work and the additional assistance provided by one-on-one tutors/volunteers.*

**Outcome #2:** 93% of students will complete their homework as measured by homework completion logs.

Results: Goal Met - *96% of students are completing their homework before leaving the center. Homework completion continues to be the focus once students arrive and completion of homework is stressed to ensure students begin and complete their assignments.*

**Outcome #3:** 92% of youth attending at third nine weeks will develop habits and skills that will help them succeed now and in the future.

Results: Goal Met – *94%. The Mock Report Cards, teacher surveys and/or observations are the tools used to evaluate this goal. Students are exposed to a variety of educational, cultural, and social activities in addition to guest speakers from various walks of life who discuss various topics. These activities have helped our student improve their study habits, interactions with their peer, and develop skills that will ensure their success.*



**Gifford Youth Orchestra**  
**MORE VIOLINS, BETTER TOMORROWS**

**Grant:** \$15,000.00

**Total Funds Used:** \$15,000

**Total Children Served:** 160

**Focus Area Addressed:** After School/Summer Recreational Activities/Academic Enrichment

The Gifford Youth Orchestra (GYO) is designed to bring a generous slice of cultural arts to the children in Gifford and surrounding community. We provide a youth enrichment program that teaches students to play string instruments, the piano, and use their voice. We provide 48 weekly lessons using the Suzuki Method, classical music, and some spiritual/gospel music. Our goal is to help students create a brighter future for themselves and changes lives by giving tools to at-risk children who face the possibility of remaining in a cycle of poverty. The GYO spotlights children who are often labeled as being worthless, less than, and a threat to society and gives children a reason to hope and to dream.

**OUTCOMES**

**Outcome #1:** Student learn open strings, pluck and bow quarter notes and eighth notes. Students will learn to play “Fresh Hot Grits.”

1st Quarter: Goal Met - 100% of beginning students enrolled in the 1st Quarter. Violin students learned to read and play this music and played “Fresh Hot Grits” and “Twinkle, Twinkle, Little Star” in the 2018 annual concert. Piano students played “Twinkle, Twinkle, Little Star” in the concert.

2nd Quarter: Goal Met - 100% of students enrolled learned to read and play this music.

3rd Quarter: Goal Met - 100% of students enrolled. Violin students learned to read and play this music by plucking it and with the bow. They also learned to play “Fiddle Tune” as a solo and as an ensemble.

4th Quarter: Goal Met. 100% of students enrolled. Violin students learned to read and play all of the music assigned to this class. They have also learned to play the music for the upcoming Annual Concert on November 2, 2019.

**Outcome #2:** 75% of 2nd year students enrolled will increase their ability by 100% to read and play music at the advanced beginner's level.

1st Quarter: Goal Met. 100% of 2nd year students enrolled in the 1st Quarter improved their ability to hold the bow correctly and used the correct posture for playing. They improved their ability to learn and play basic dynamic markings such as *f*, *mf*, *mp*, *p*, and play: “Frere Jacques” and “Mozart Serenade,” “Ode to Joy” and “Cripple Creek” in the 2018 annual concert.

2nd Quarter: Goal Met. 100% of 2nd year students enrolled in the 2nd Quarter improved their ability to hold the bow correctly and used the correct posture for playing. They improved their ability to learn and play basic dynamic markings such as *f*, *mf*, *mp*, *p*, and play: “Frere Jacques.”

3rd Quarter: Goal Met. 100% of 2nd year students enrolled in the 3rd Quarter improved their ability to hold the bow correctly and used the correct posture for playing. They improved their ability to learn and play basic dynamic markings such as *f*, *mf*, *mp*, *p*, and play: “Frere Jacques,” *D* major scale, *D* major arpeggio, and the theme from the New World Symphony.

4th Quarter: Goal Met. 100% of 2nd year students enrolled in the 4th Quarter improved their ability to hold the bow correctly and used the correct posture for playing. They improved their ability to learn and play basic dynamic markings such as: *f*, *mf*, *mp*, *p*, and play: “Frere Jacques.” They have also learned all of the music assigned for the Annual Concert on November 2, 2019.

**Outcome #3:** 60% of 3rd year students enrolled will increase their ability by 100% to read and play music at the intermediate and advanced level.

1st Quarter: Goal Met. 100% of students enrolled as intermediate students performed in the Annual Violin Concert performing solos and group ensemble music. They also played Christmas music for the children at the Hibiscus Society's Home for Children and at the Homeless Family Center's Christmas Party on Christmas Eve. Additional performances during the 1st quarter included the advanced students playing for private Christmas parties, the Gifford High School Alumni Annual Banquet, and the Unitarian Universalist Fellowship of Vero Beach Sunday

2nd Quarter: Goal Met. 100% of students enrolled as intermediate students have learned their music and performance etiquette at such a level that they were able to perform in the following events:

- Cultural Council Performance at Riverside Park
- MLK Banquet at GYAC
- Winter Piano Recital at Emerson Center
- GYO Ensemble - Private Party
- GYO Ensemble Performance, Northside Agape Church, Gifford
- Congressman Posey Performance at VB Museum of Art
- Annual GYO Student Production at the Gifford Community Center
- Head, Heart & Hands - Indian River Club
- Publix Bucket Drop

3rd Quarter: Goal Met. 100% of students enrolled as intermediate students have learned their music and performance etiquette at such a level that they were able to perform in the following events:

- Publix Bucket Drop
- Hope Resale Center, Wabasso
- Gifford Historic Museum
- TRIO Graduation at IRSC Mueller Center, playing “Pomp & Circumstance” for all graduates marching through the line!
- Spring Piano Recital- 100% of GYO piano students performing

4th Quarter: Goal Met. *100% of students enrolled as intermediate students have learned their music at such a level that they were able to attend the Mike Block String Camp Intensive and serve as violin teachers at the GYO Summer Camp Intensive. One of the advanced students is serving as part-time chair for the Vero Beach High School FLC Choir. One of the advanced students is serving as 1st chair for the Vero Beach High School Concert Orchestra. One of the advanced students is serving as the Concert Master for the GYO Annual Concert in November.*

**NOTE:** Although it was not listed as a goal in our grant application, our beginning piano students also learned their music and have built their confidence to such a level that they also participated in the January 5th Cultural Council Performance at Riverside Park and the March Bucket Drop! The Gifford Youth Orchestra is expanding the number of students we help stay “Off the Street and On the Stage!”

## Healthy Start Coalition of Indian River County BABIES AND BEYOND

**Grant:** \$30,000

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

**Total Pregnant Women Served:** 1,015 / **Cost Per** (pregnant woman): \$29

**Focus Area Addressed:** Build Parent Capacity

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

The focus of the Babies and Beyond program is on touching every mom, baby, and family in Indian River County, the Babies and Beyond program will provide childbirth education, lactation support within the hospital, nurse home visitation to postpartum moms, and develop mentally 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.

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

### OUTCOMES

**Outcome #1:** Families will have improved access to high quality services that promote healthy habits and decrease infant mortality.

Results: 97% Overall.

- *100% (1,015) 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 in the hospital and a home visit by a Registered Nurse (RN) after hospital discharge.*
- *99% (533) of Babies and Beyond participants improved health literacy and healthy choices with increase in breastfeeding rates (measured by the # of class participants planning to breastfeed based on prenatal surveys; a total of 533 out of 536 class participants).*
- *100% (944) of families receiving services increased their knowledge of safe sleep practices and evidence-based recommendations (measured by the # of Babies and Beyond participants seen at CCI RH). Nine hundred forty-four participants were educated and supported by a Certified Lactation Counselor at Cleveland Clinic Indian River Hospital; 236 baby boxes were accepted.*
- *89% (526) of program participants had decreased incidents of poor feeding habits and failure to thrive in newborn babies (measured by the # of calls placed to physicians at time of Nurse Home Visit). Four hundred sixty-nine (469) nurse home visits out of 526 were completed without a physician phone call or readmission to Cleveland Clinic Indian River Hospital.*

**Outcome #2:** Women, children, and families have improved access to high quality preventative care.

Results: 100% Overall.

- *Of the 1,015 clients receiving services throughout October 1, 2018 - September 30, 2019, all 1,015 participants were offered the applicable services available from the program.*
- *100% (536) of families enrolled in services have improved health literacy and knowledge of labor and birth practices (measured by # of moms attending classes). Five hundred thirty-six (536) participants received this information when attending classes.*
- *100% (526) of families enrolled in services have improved health literacy and follow-up preventative care (as measured by the # of moms receiving a Nurse Home Visit (NHV). All 1,015 Indian River County families served by Babies and Beyond during October 1, 2018 - September 30, 2019 were offered postpartum nurse home visits. Of those 1,015, 526 participants agreed and received the home visit assessment and support by an RN after hospital discharge.*

**Outcome #3:** Families engage in healthy lifestyles that decrease incidence of obesity and associated risk factors of obesity.

Results: 85% Overall.

- *86% (944) of program participants have improved breastfeeding rates among mothers of Indian River County (measured by # of women that initiate breastfeeding). Eight hundred nine (809) of the 944 IRC mothers served at their bedside initiated breastfeeding.*
- *84% (944) of program participants have improved breastfeeding support and additional referrals if needed (measured by follow-up call/ referrals to IBCLC and newborn home visits). Seven hundred ninety-four (794) program participants received support in the form of a newborn home visit after hospital discharge, follow up phone calls at 2-3 days and 6 weeks post-partum and/or an IBCLC consultation.*

## Healthy Start Coalition of Indian River County COMMUNITY DOULA

**Grant:** \$30,000

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

**Total Families Served:** 70 / **Cost Per Child:** \$428

**Focus Area Addressed:** Early Childhood Development and Build Parent Capacity

**Taxonomy #:** PH-6100.3300, Home-based Parenting Education

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

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

### OUTCOMES

**Outcome #1:** Doula program participants will increase breastfeeding initiation rates to 85% compared to state average.

Results: 90% Overall.

- *100% (70) of pregnant mothers assisted by a Doula during this reporting period were educated on the importance of breastfeeding their babies; 90% (63) initiated breastfeeding 1 hour after birth.*
- *87% (55) of 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 (8.9% state 3 year rolling rate 2015, 2016, 2017).

Results: 6% Overall.

- *Of the 70 women that received doula services during October 1, 2018 - September 30, 2019, there was a total of 4 infants delivered small for gestational age weighing less than 5lbs.*
- *97% (68) of pregnant women participating in the program obtained knowledge of birth practices.*
- *93% (65) of pregnant women completed all prenatal care appointments.*
- *87% (61) of pregnant women participating received labor support at the hospital this quarter.*

**Outcome #3:** The rate of cesarean delivery will decrease to 22% among prenatal clients receiving doula services.

Results: 19% Overall.

- **Quarter 1:** *Of the 10 women that received doula services during the reporting period, 90% of the births were vaginal births. There was 1 cesarean delivery during this quarter.*
- **Quarter 2:** *Of the 13 women that received doula services during the reporting period, 75% of the births were vaginal. There were 3 scheduled cesarean deliveries for participants during this quarter (1 for breech, 1 repeat, and 1 elective).*
- **Quarter 3:** *Of the 20 women that received doula services during the reporting period, 83% (15 of the 18 births that were eligible to deliver vaginally) ended in vaginal births. Of the 5 cesarean sections on doula clients, 2 were routine/scheduled repeat cesarean deliveries and 3 were primary cesarean sections following an induction/trial of labor. The 2 repeat cesarean deliveries were not included in the rate calculation due to being routinely scheduled repeats.*
- **Quarter 4:** *Of the 27 women that received doula services during this reporting period, 78% (18 of the 23 that were eligible to deliver vaginally) ended in vaginal births. Four (4) were scheduled cesareans (3 repeat and 1for breech). Five (5) were primary cesareans after an induction or trail of labor.*
- *97% (68 out of 70) of pregnant women participating in the program obtained knowledge of birth practices.*
- *92% (63 out of70) 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.

Results: 97% Overall.

- *97% (68 out of70) women participating in the program received education about health literacy and demonstrated increased knowledge of birth practices, medical terminology, and medical interventions.*

## Healthy Start Coalition of Indian River County HEALTHY FAMILIES

**Grant:** \$30,000

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

**Total Families Served:** 119 / **Cost Per Child:** \$252

**Focus Area Addressed:** Early Childhood Development and Build Parent Capacity

**Taxonomy #:** PH-6100.3300, Home-based Parenting Education

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 is highly trained to provide intensive, comprehensive, long-term, and culturally appropriate services to reduce children's exposure to toxic stress. Collaborations include: Cleveland Clinic Indian River Hospital, Partners in Women's Health, Kindergarten Readiness Collaborative, and Moonshot Moment.

### OUTCOMES

**Outcome #1:** Parents will engage with children in ways that promote learning from birth.

Results: 100% Overall.

- *100% (120) of young children demonstrated developmentally appropriate language skills for their age based on scores obtained from the age appropriate developmental tool administered.*
- *100% (120) of young children demonstrate developmentally appropriate cognitive skills for their age.*

\*Please note that the total number of children screened will generally be more than total number of families served. Healthy Families IRC screens children multiple times in a year, at different intervals. This is not a duplicate screening.

**Outcome #2:** To increase parent engagement with children in ways which promote early learning from birth with 95% of families. Baseline: 2016-2107 will be the first year tracking; target score of 40 or over.

Results: 100% Overall.

- *100% (119 out of 119) parents promoted language development to their children through consistent verbal interactions.*
- *100% (119 out of 119) parents promoted early literacy through daily reading with their children.*
- *100% (119 out of 119) parents engaged in meaningful and appropriate play activities with their children.*



## Healthy Start Coalition of Indian River County PARENTS AS TEACHERS

**Grant:** \$30,000

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

**Total Families Served:** 65 families/67 children / **Cost Per Child:** \$288

**Focus Area Addressed:** Early Childhood Development and Build Parent Capacity

**Taxonomy #:** PH-6100.3300, Home-based Parenting Education

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. Collaborations include: Cleveland Clinic Indian River Hospital, Partners in Women's Health, Kindergarten Readiness Collaborative, and Moonshot Moment.

### OUTCOMES

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

Results: 89% Overall.

- *Of the 65 families/67 children served, 54 parents were eligible for screening (PICOLLO) and 58 children were eligible for developmental screenings in this area (ASQ-3).*
- *98% (53 out of the 54) parents/caregivers increased their knowledge of their children's age appropriate development.*
- *85% (46 out of the 54) parents/caregivers respond appropriately to developmental milestones.*
- *85% (46 out of the 54) parents/caregivers recognize and respond appropriately to the emotional needs of their child.*

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

Results: 90% Overall.

- *Of the 65 families/67 children served, 54 parents were eligible for screening (PI COLLO) and 58 children were eligible for developmental screenings in this area (ASQ-3).*
- *94% (51 out of 54) parents/caregivers increased parent-child interaction and age appropriate play activities. (PICOLLO).*

- *86% (50 out of the 58) children administered the age appropriate developmental screening tool increased their language development and communicate needs on an age appropriate level (ASQ-3). Eight (8) of the children screened that did not meet this developmental milestone, seven (7) were referred to Early Steps for further assessment and therapy. One (1) was identified as a concern, not yet requiring referral.*

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

Results: 66% Overall.

- *66% (36 out of 54) parents were linked to at least one community resource as needed.*

## Healthy Start Coalition of Indian River County NURSE FAMILY PARTNERSHIP

**Grant:** \$10,000

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

**Total Families Served:** 33 / **Cost Per Child/Family:** \$303

**Focus Area Addressed:** Early Childhood Development and Build Parent Capacity

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

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

### OUTCOMES

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

Results: 75% Overall.

- 75% (25 out of 33) families improved their knowledge of medical services available in their community.
- 78% (26 out of 33) families improved their knowledge of social services available in their community.
- 73% (24 out of 33) families demonstrated increased access of services available in their community.

**Outcome #2:** Families have improved access to high quality services that promote healthy habits and decrease infant mortality measured by the number of women in hard to reach places that initiate breastfeeding and the number of infants receiving health care.

Results: 83% Overall.

- 66% (33 clients out of 50) referrals in the targeted community that are eligible for NFP enrolled in services (throughout October 1, 2018 - September 30, 2019). NFP had 50 total women eligible for NFP services through CI&R. Total enrollment of women during this time period equals 33 women.
- 92% (12 out of 13) women enrolled in NFP had a successful breastfeeding initiation rate at birth.

*Since February 2019, the NFP program has had 11 births.*

- *92% (12 out of 13) infants received their well-baby checks. Since February 2019, the NFP program has had 11 births.*

\*Please note that the Nurse Family Partnership (NFP) program had 6 births in quarter 3 and 7 births in quarter 4, for an annual total of 13 NFP babies.

**Outcome #3:** Nurse Family Partnership participants will have a decrease in reported pregnancies at 6, 12, 18, 24 months postpartum.

Results: 100% Overall.

- *Two (2) program participants with infants at the 6-month period did not report any subsequent pregnancies. The program will continue to monitor program participants to the 12, 18, and 24 months postpartum.*
- *For this outcome there are only 2 program participants and both are at the 6-month reporting period. This outcome is measured by the number of program participants that do not report a subsequent pregnancy within the evidence-based recommended 18-month interval. Throughout this quarter, the NFP program educated 19 families on the importance of baby spacing, interconception health and the life course model.*
- *57% (11 out of 19) program participants will increase knowledge of the importance of not getting pregnant until at least 18 months after the birth of their child.*
- *57% (11 out of 19) program participants will increase their knowledge of interconception health and Long Acting Reversible Contraceptives (LARC).*
- *57% (11 out of 19) program participants will increase their knowledge of the life course model and utilize this model to plan their future pregnancies.*

## Hope for Families HFC SHELTER PROGRAM

**Grant:** \$44,930

**Total Funds Used:** \$43,356

**Total Children Served:** 299 / **Cost Per Child:** \$145

**Focus Area Addressed:** After School/Summer Recreational Activities/Academic Enrichment

**Taxonomy #:** BH-1800.8500; PH-2400.1500; PH-1000

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

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

### OUTCOMES

**Outcome #1:** Maintain 100% of children enrolled in school.

Results: 100% of all school aged children enrolled in school.

|                           | Informed Parent of<br>McKinney Vinto Act | Provided<br>Assistance with School<br>Enrollment | Coordinated<br>Transportation with<br>Parent to School |
|---------------------------|--|--|--|
| <b>10/1/18 - 12/31/18</b> | 100 % of 75 of 75                        | 100% or 45 of 45                                 | 100% or 45 of 45                                       |
| <b>1/1/19 - 3/31/19</b>   | 100% or 71 of 71                         | 100% or 39 of 39                                 | 100% or 39 of 39                                       |
| <b>4/1/19 - 6/30/19</b>   | 100% or 69 of 69                         | 100% or 39 of 39                                 | 100% or 39 of 39                                       |
| <b>7/1/19 - 9/26/19</b>   | 100% or 76 of 76                         | 100% or 44 of 44                                 | 100% or 44 of 44                                       |

**Outcome #2:** Maintain 100% enrollment of children (under school-aged) in daycare that provide early childhood development programs.

Results: 100% of all children under school-aged enrolled in early childhood programs.

| <b>Children enrolled in daycare/updated health records</b> | <b>Coordinate transportation</b> | <b>Assistance provided for daycare enrollment</b> |
|--|----------------------------------|---|
| 100% or 30 of 30   | 100% or 30 of 30                 | 100% or 30 of 30                                  |
| 100% or 32 of 32   | 100% or 32 of 32                 | 100% or 32 of 32                                  |
| 100% or 30 of 30   | 100% or 30 of 30                 | 100% or 30 of 30                                  |
| 100% or 32 of 32   | 100% or 32 of 32                 | 100% or 32 of 32                                  |

**Outcome #3:** Maintain 80% of children enrolled in after school, summer, winter, and spring break activities/camp.

Results: 52% of children whose parents signed for child to attend enrolled in summer camp; 61% overall enrollment.

| <b>Placement of children in camps</b> | <b>Secure scholarships – AKA HCF</b> | <b>Meet with parents to encourage going to camp</b> |
|---------------------------------------|--------------------------------------|---|
| 53% or 25 of 47                       | 53% or 25 of 47                      | 100% or 47 of 47                                    |
| 80% or 32 of 40                       | 80% or 32 of 40                      | 100% or 40 of 40                                    |
| 62% or 24 of 39                       | 62% or 24 of 39                      | 100% or 39 of 39                                    |
| 52% or 23 of 44                       | 52% or 23 of 44                      | 100% or 44 of 44                                    |

# Kindergarten Readiness Collaborative (KRC) Family Connection Centers 4th Quarter - Year End Report (Oct 1, 2018 - Sept 30, 2019)



A community-based project generously supported by:

Funding provided by:  
Indian River County's  
Children's Services  
Advisory Committee



Tremaine Foundation



Grow Up Great



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Celebrating 40 Years  
of Transforming Lives



United Way of  
Indian River County  
unitedwayirc.org





# Kindergarten Readiness Collaborative (KRC) Family Connection Centers



KRC's Family Connection Centers are a collaborative model for Family Engagement being developed in Indian River County. Evidence-based and research-based techniques are incorporated into this model to serve our diverse population.

## Overarching goals of this initiative are to:

- prepare children for success in school and in life.
- improve the quality of life by building parents' and children's knowledge and skills while addressing underlying issues.
- support and encourage parents to actively engage in their child's learning.
- serve as a catalyst for long-term, community-wide impact.
- minimize duplication of services.

Gifford and Fellsmere are the initial focus areas for this initiative. The families living within these two under-resourced communities have very diverse needs and challenges. Through our transformative work, we have identified the following barriers that most families face:

### Families in Gifford:

- Gainful employment
- Trust, encouragement, and support
- Consistency of involvement

### Families in Fellsmere:

- Language (reading, writing, speaking in English)
- Transportation
- Access to basic resources



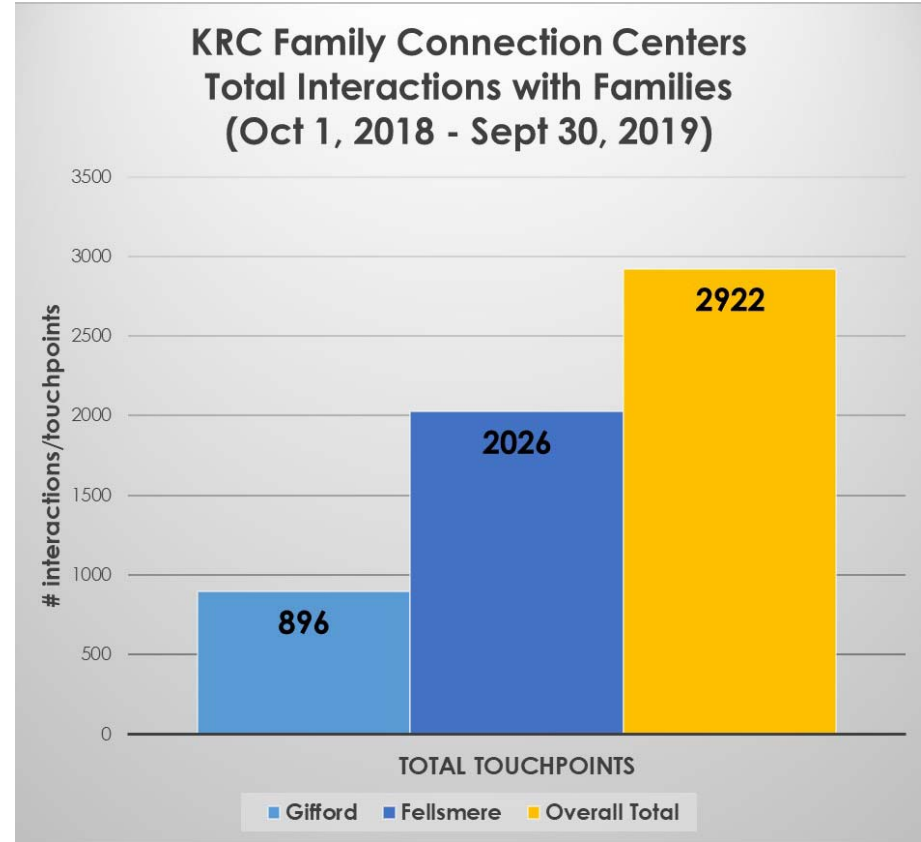
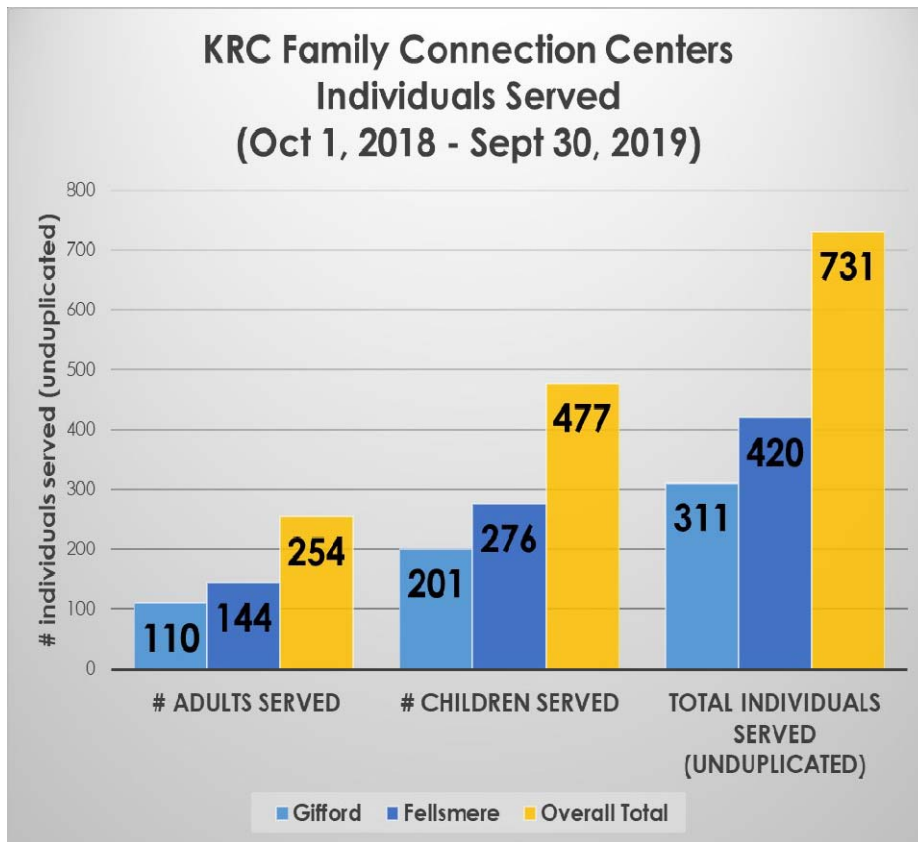




# Kindergarten Readiness Collaborative (KRC) Family Connection Centers



Outcome 1: Increase parental awareness of age-appropriate developmental milestones for children ages birth to five

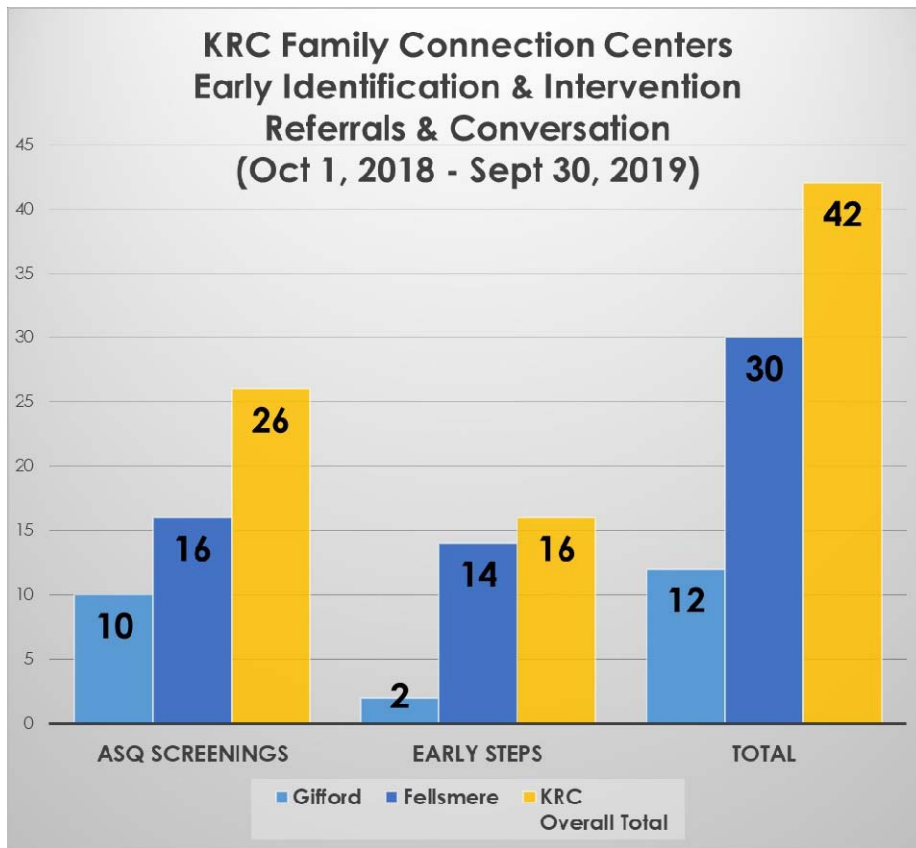




# Kindergarten Readiness Collaborative (KRC) Family Connection Centers



Outcome 1: Increase parental awareness of age-appropriate developmental milestones for children ages birth to five



A critical component of our parent training sessions is to conduct developmental milestones screenings on the children who attend. We use the evidence-based Ages & Stages Questionnaire (ASQ), which is available in both English and Spanish. This tool helps parents understand the stages of child development, identify areas for growth, as well as highlight opportunities for early intervention.

Due to the differences in school year schedule and the grant reporting cycle, the numbers reflected in this report include the 2018-2019 Program Year for Fellsmere and 2019-2020 Program Year for Gifford.

Additionally, the ASQ is the focus of a much larger community conversation about kindergarten readiness with the Moonshot Community Action Network (MCAN).





# Kindergarten Readiness Collaborative (KRC) Family Connection Centers



Outcome 2: Increase access, awareness, and connections to local programs and services for 100% parent/caregiver participants with children ages birth to five

Family Connection Centers serve families with young children ages

**0 – 5 years**

## Goal

KRC serves as a **clearinghouse of information & connector** to social service agencies and community resources.

**Clearinghouse**



**Connector**

Connections staff **customize services and referrals based on individual analysis** of each family's needs, for example:

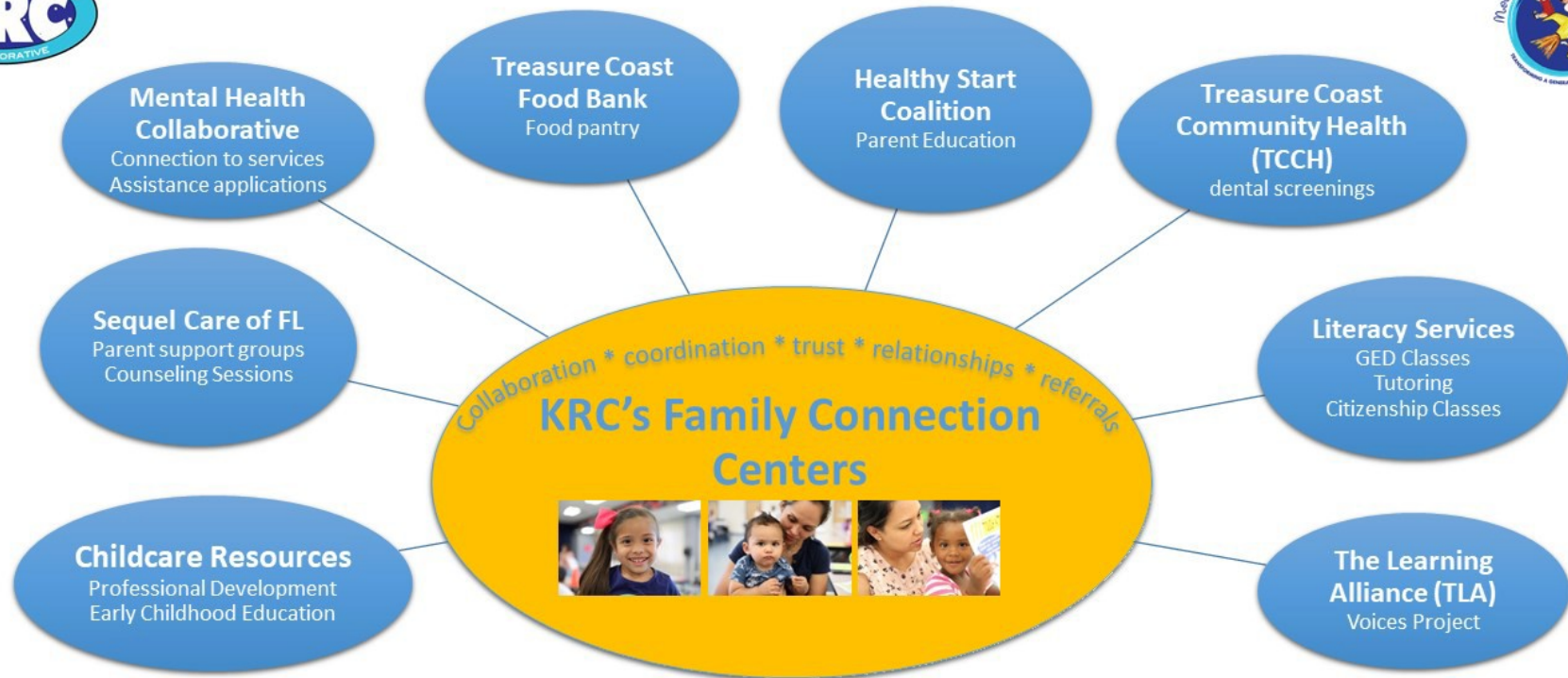
- Home Visits
- Modeling Child Development Activities
- Early Intervention Screenings
- Childcare Options
- Medical & Mental Health connections
- Nutrition & Food Assistance
- Pre-K & Kindergarten Registrations
- Housing & Transportation Assistance

**Advocate**



# Kindergarten Readiness Collaborative (KRC) Family Connection Centers

Outcome 2: Increase access, awareness, and connections to local programs and services for 100% parent/caregiver participants with children ages birth to five



Funding provided by:  
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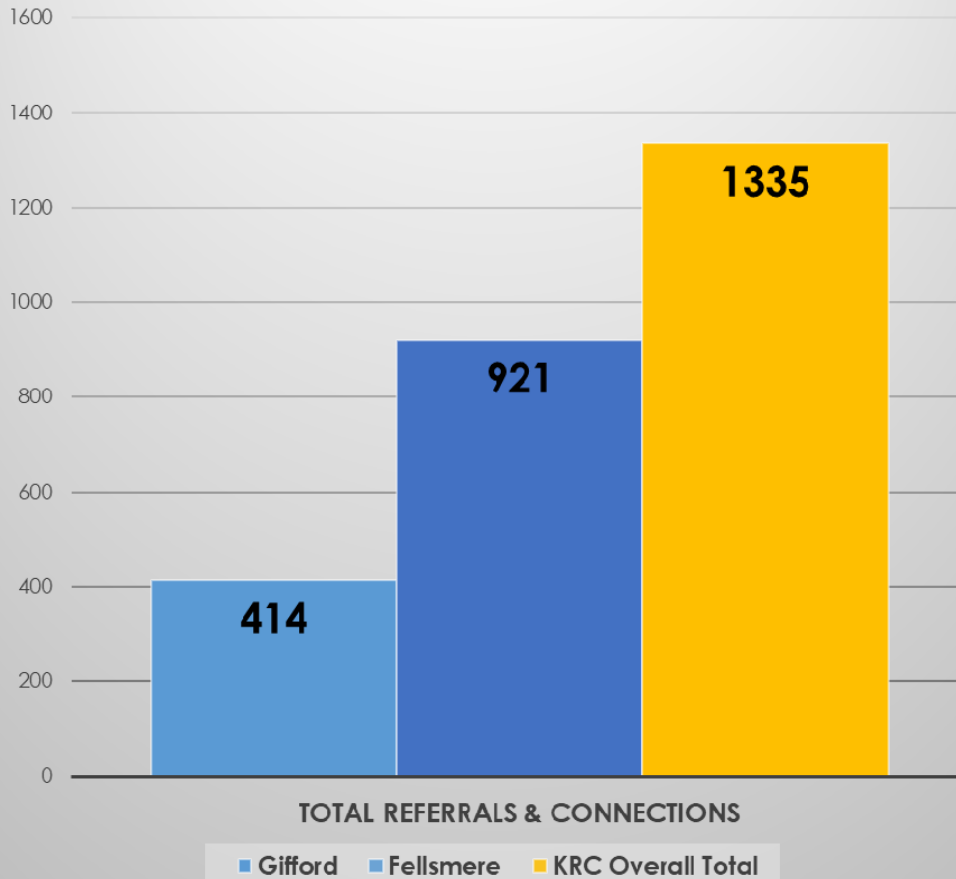


# Kindergarten Readiness Collaborative (KRC) Family Connection Centers



Outcome 2: Increase access, awareness, and connections to local programs and services for 100% parent/caregiver participants with children ages birth to five

## KRC Family Connection Centers Agency Referrals & Connections (Oct 1, 2018 - Sept 30, 2019)



Our staff serve as trusted sources of information. They continually inform families about programs and services available within our community.

The numbers depicted in these charts include referrals to services, conversations about services, direct linkages to services, and follow-ups.

Often times, families need to have multiple discussions to survey their options and reflect upon their choices prior to enrolling in a program. Then, we follow-up with them to see how things went and if their needs were met.



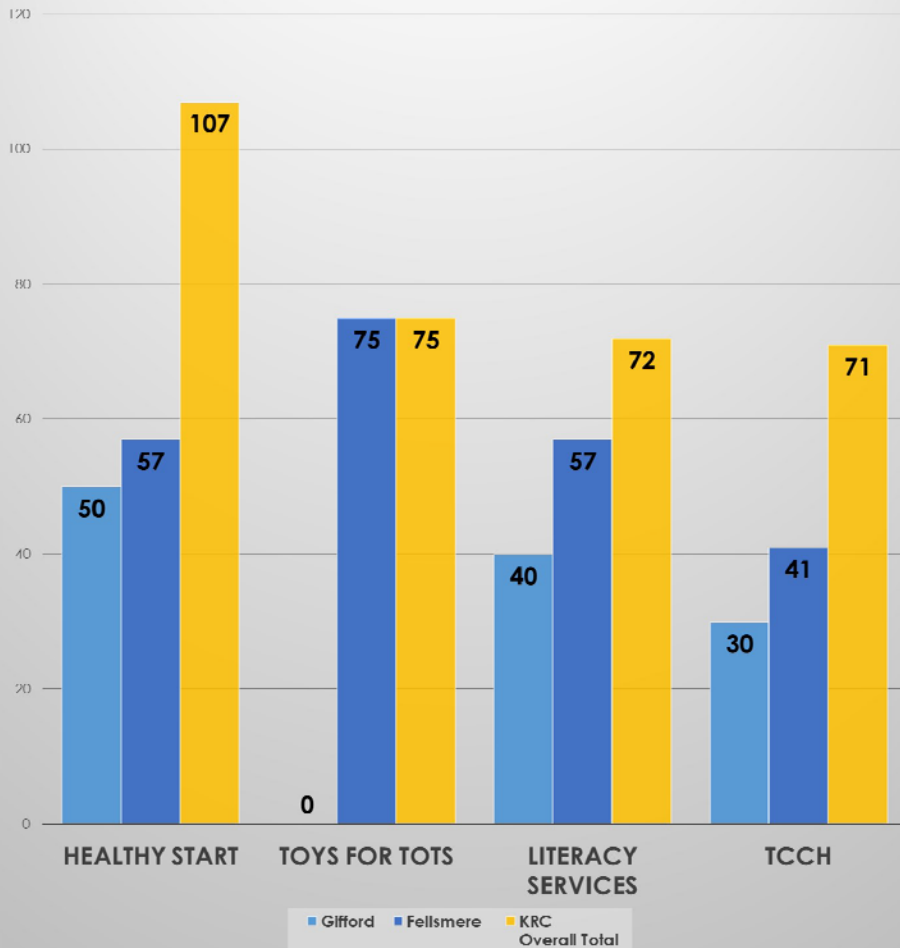


# Kindergarten Readiness Collaborative (KRC) Family Connection Centers

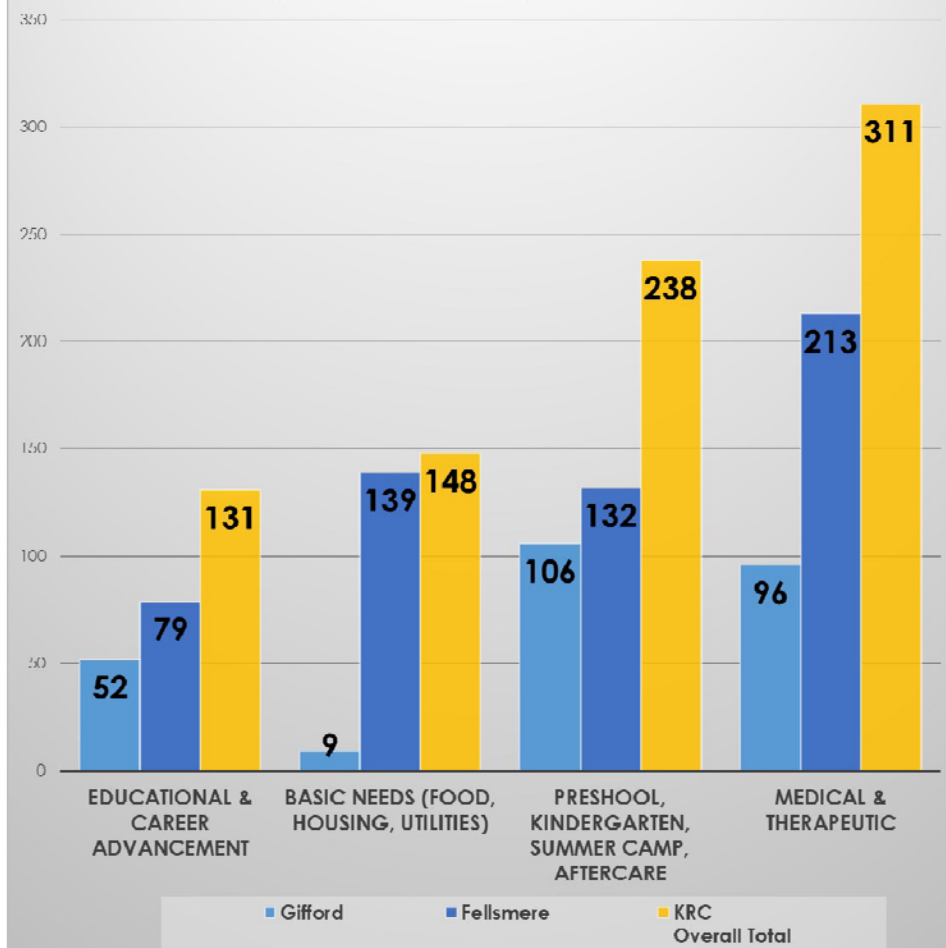


Outcome 2: Increase access, awareness, and connections to local programs and services for 100% parent/caregiver participants with children ages birth to five

**KRC Family Connection Centers  
Sample of Referrals & Connections  
(Oct 1, 2018 - Sept 30, 2019)**



**KRC Family Connection Centers  
Sample of Referrals & Connections  
(Oct 1, 2018 - Sept 30, 2019)**





# Kindergarten Readiness Collaborative (KRC)

## Family Connection Center in Fellsmere

Fellsmere Community Center

56 N. Broadway Street

Fellsmere, FL 32948



**Outcome 2: Increase access, awareness, and connections to local programs and services for 100% parent/caregiver participants with children ages birth to five**

### Featured partnership projects taking place here:

- **Facilitating parent training sessions (ages birth-2)**  
*Vero Beach Museum of Art*
- **Curriculum development for parent training sessions (ages 3-5) - Childcare Resources**
- **GED Classes, Computer Classes**  
*Literacy Services (co-located office)*
- **Literacy Immersion Activities**  
*TLA's Moonshot Rocket*
- **Free dental screenings**  
*Treasure Coast Community Health (TCCH)*
- **Free use of space for parent training sessions**  
*Fellsmere Elementary*
- **Assistance with applications**  
*Mental Health Collaborative*
- **Donations of clothing & educational materials**  
*Kidz Closet Charities*
- **Summer Camp Scholarships**  
*Homeless Children's Foundation*
- **Food & Nutrition Assistance**  
*Treasure Coast Food Bank, Chum Bucket, Love of Paws*







# Kindergarten Readiness Collaborative (KRC)

## Family Connection Center in Gifford

Victory Park Apartments

3999 King Place

Vero Beach, FL 32967



Outcome 2: Increase access, awareness, and connections to local programs and services for 100% parent/caregiver participants with children ages birth to five

### Featured partnership projects taking place here:

- **Facilitating parent training sessions (ages birth-2)**  
*Healthy Start Coalition*
- **Family support groups & counseling sessions**  
*Sequel Care*
- **GED Classes**  
*Literacy Services*
- **Literacy Immersion Activities**  
*TLA's Moonshot Rocket*
- **Free dental screenings**  
*Treasure Coast Community Health (TCCH)*
- **Free use of space for parent training sessions**  
*Dodgertown Elementary*
- **Free use of office space**  
*IRC Housing Authority*
- **Donations of clothing & educational materials**  
*Kidz Closet Charities*







# Kindergarten Readiness Collaborative (KRC) Family Connection Centers



Outcome 3: Build parent capacity through the delivery of parent training workshops

## KINDERGARTEN READINESS COLLABORATIVE

GIFFORD PARENT TRAINING SESSIONS  
OCT 1, 2018 - SEPT 30, 2019

|            |  |
|------------|--|
| <b>73</b>  | <b>CHILDREN REACHED (UNDUPLICATED COUNT)</b> |
| <b>3</b>   | <b>PARENT TRAINING SESSIONS HELD</b>         |
| <b>7</b>   | <b>ASQ EARLY INTERVENTION SCREENINGS</b>     |
| <b>19</b>  | <b>PARTNERS INVOLVED IN THIS PROJECT</b>     |
| <b>106</b> | <b>BOOKS ADDED TO HOME LIBRARIES</b>         |
| <b>122</b> | <b>HOT MEALS SERVED AT 3 SESSIONS</b>        |

Funding provided by:  
Indian River County's  
Children's Services  
Advisory Committee

## KINDERGARTEN READINESS COLLABORATIVE

FELLSMERE PARENT TRAINING SESSIONS  
OCT 1, 2018 - SEPT 30, 2019

|            |  |
|------------|--|
| <b>91</b>  | <b>CHILDREN REACHED (UNDUPLICATED COUNT)</b> |
| <b>10</b>  | <b>PARENT TRAINING SESSIONS HELD</b>         |
| <b>16</b>  | <b>ASQ EARLY INTERVENTION SCREENINGS</b>     |
| <b>22</b>  | <b>PARTNERS INVOLVED IN THIS PROJECT</b>     |
| <b>212</b> | <b>BOOKS ADDED TO HOME LIBRARIES</b>         |
| <b>497</b> | <b>HOT MEALS SERVED AT 10 SESSIONS</b>       |

Funding provided by:  
Indian River County's  
Children's Services  
Advisory Committee

## **Miss B's Learning Bees**

### **MENTORING AND ACADEMIC ACTIVITIES**

**Grant:** \$10,000

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

**Total Children Served:** 21 / **Cost Per Child:** \$2,000

**Focus Area Addressed:** After School/Summer Recreational Activities/Academic Enrichment

**Taxonomy #:** B04.03

Miss B's Learning Bee's provides children from deep pockets of poverty educational opportunities to assist them in reaching and maintaining proficiency in the areas of reading, math, and science. We take our services to children by way of neighborhood hubs to provide access to resources and materials that will help to make them successful.

Our collaboration partners include: Youth Guidance, Indian River County Intergenerational Center (iG), Step Up for Students, and the Substance Abuse Council. We have also had the opportunity to partner with Literacy Services of Indian River County, Treasure Coast Children's Homeless Foundation, Head Start, New Horizons, Osceola Magnet School, Vero Beach Elementary, and the Indian River County Housing Authority. Not to mention, there is a host of child care programs in the community that suggests our services for their students.

### **OUTCOMES**

**Outcome #1:** Increase the number of students in the program that are scoring at a Level of Achievement in reading, math, and science by 5% in one year as reported by the Florida Department of Education. Baseline: 2017- 2018 individual students test scores in the areas of reading, and math.

*Results: According to the data collected using the online learning program. 100% of students made gains from the initial diagnostic until the end of the year. Students, whose scores increased by 100 points, often increased by achievement levels as well. For example, a third grade student when she entered was at a Level 1. Her scores increased by 200 points to a Level 320. She was able to pass the FSA. Students that increased in learning gains and maintained their levels were also demonstrated on scores received in IXL. Students that were able to maintain their scores in IXL maintained their Levels on the FSA. There is a direct correlation between the data collected in IXL and the data collected on the FSA. The 2017-2018 FSA reflects that 19% (6 of 21) of students scored at a Level 3 on grade level in reading. Proficiency is a Level 4. The 2018-2019 scores reflect 14% of our students ended the year proficient which is an increase of 9% in reading.*

*100% of students made learning gains and were able to maintain their levels in reading which also reflects growth. The 2017- 2018 FSA scores reflect 0% of students that were proficient in the area of math. Two participants scored a Level 3, which is on grade level but not proficient. 5% of students made an increase in Achievement Levels on the FSA. None were proficient. 24% of students were able to increase or maintain their Achievement Level from the prior year. 5% of participants decreased in Achievement Levels. We later learned this student had lost a loved one prior to the*

*assessment which affected his scores drastically. 89% of students made learning gains in math. Data utilized with I-Ready did have some correlations. However, it would be more accurate if there was a way to ensure nonprofits could collect the year's final Diagnostic from the school or to share those scores in Focus.*

**Outcome #2:** Increase the number of days participants in the Academic Enrichment Community Outreach Program are present in school by 10% using the data collected by FOCUS (District's Attendance Program). Baseline: 2017- 2018 attendance for the school year.

Results: *The attendance report from 2017- 2018 reflects overall participants were absent a total of 35 days for various reasons. The data for the 18/19 school year reflects a decrease in the number of days students were absent. Students that were enrolled in the Community Outreach Academic Enrichment program missed an average of nine days which is far fewer than 35 days. Our goals for the 19/20 school year will be five days.*

**Outcome #3:** Increase the number of parents that are actively engaged in their child's education by 10% using the data collected in both Parent and Student attitudinal surveys. Baseline: 2017-2018 Title 1 Conference Forms used by teachers for parents that attended the conference.

Results: *As we began to embark upon the new year, we quickly realized that all students did not attend a Title 1 school. So we decided to complete attitudinal surveys for parents. At the beginning of the year, we asked participants to complete an attitudinal survey that would reflect their confidence when talking to teachers or administrative staff. The initial survey reflected only 15% of teachers felt confident when talking with teachers and administrators discussing their child's education. We began hosting monthly parent engagement nights. During these sessions, we brought in professionals from the School District to help parents learn more about and understand the Individual Education Plan, MTSS, and other procedures utilized by the School District to get help. By April, we had 100% of parents sign up for end of the year conferences. This year we also began the year with 100% of our parents attending parent/ teacher conferences, ensuring their child was reading nightly, and actively engaged in their child's classroom.*

## **Ocean Research & Conservation Association (ORCA)** **THE LIVING LAGOON**

**Grant:** \$20,000

**Total Funds Used:** \$19,999

**Total Children Served:** 68 / **Cost Per Child:** \$294

**Focus Area Addressed:** After School/Summer Recreational Activities/Academic Enrichment

**Taxonomy #:** HD-0500; JD-2000.0300; JD-2000.1500; JD-2000; JD-2000.6500

The Living Lagoon Program is a unique educational program that has directly engaged nearly 1,000 Indian River County (IRC) students since its development in 2017 and focuses on improving the health of the Indian River Lagoon (IRL) while inspiring the next generation of environmental stewards. The Living Lagoon Program provides an excellent platform for hands-on STEAM (Science, Technology, Engineering, Art and Math) educational programming for all students and a dynamic way to engage community members in environmental solutions. Specifically, the Living Lagoon Program allows trained ORCA staff to provide free, in school and after school educational programs for partner elementary, middle and high school students throughout the academic school year and summer. Ultimately, the program is designed to educate student participants on the importance of the Indian River Lagoon, how they can care for native IRL vegetation at their schoolyard nurseries and identifying ways students can become involved in habitat restoration and environmental monitoring in their community.

The portion of the Living Lagoon Program funded by Indian River County Children's Services Advisory Committee provided a free, academic after school and summer Peer-to-Peer Mentoring Program for a population of high school general education students (Mentors) and underserved Exceptional Student Education (ESE) (Mentees) students. The 2018-2019 after school portion of the Living Lagoon program engaged 18 general education student Mentors and 14 ESE student Mentees for a total of 32 unduplicated IRC Vero Beach High School and IRC Homeschool students. ORCA's two week-long summer camps (July 8-12 and July 15-19) engaged a total of 36 unduplicated IRC students, ages 10-18 years. Fourteen of the 36 were high school Mentors, 17 were ESE Mentees, and ORCA welcomed five middle school-aged students from the IRC Homeless Children's Foundation to participate in the second week of camp. Not included in these total numbers are three high school and undergraduate interns that volunteered their time to assist in the camp.

ORCA is committed to the success and longevity of the Living Lagoon Peer-to-Peer Mentoring Program in Indian River County. By demonstrating the value and success of the program- which was made possible through funding from the Indian River County Children's Services Advisory Committee- ORCA has secured funding from The Scott's Miracle Gro Foundation to continue the program after CSAC funding ends in September, 2019. In the current academic year, we have met with 18 participating ESE and General Education students two times and have already made an impact on not only their knowledge of the IRL but also in the formulation of relationships that support enhanced social and communicative skills.

The Living Lagoon Program is a community-based collaboration between ORCA, the Indian River Land Trust, the School District of Indian River County, and St. Lucie County School District. ORCA is once again partnered with five public schools in the School District of Indian River County including Osceola

Magnet School, Vero Beach Elementary School, Sebastian Elementary School, Sebastian River High School and Vero Beach High School for the 2019-2020 school year. In 2018, ORCA received funding from The Scott's Miracle Gro Foundation to expand the Living Lagoon Program to engage students enrolled in the Marine Oceanographic Academy Prep Program at Forest Grove and St Lucie West K-8, both Title 1 middle schools in St. Lucie County, throughout the 2018-2019 academic school year, and that funding will continue into the 2019-2020 school year.

Throughout both the after school and summer portions of the Peer-to-Peer Mentor Program, ORCA continued to collaborate with several community partners to provide meaningful learning experiences and opportunities. ORCA collaborated with The New Normal Society of Indian River County to provide three training workshops for all Living Lagoon Program Mentors and staff in preparation for both the after school portion of the Peer-to-Peer Mentor Program, as well as for the summer programs.

As a whole, the Youth Sailing Foundation of IRC has also been a valuable collaborator for ORCA's Living Lagoon Program by providing volunteer assistance during the construction and monitoring of our Living Shorelines but also during the summer portion of the Peer-to-Peer Mentoring Program. Specifically, YSF provided summer students with boat excursions to nearby spoil islands to learn about the ecology and biodiversity of the Indian River Lagoon.

Lastly, ORCA collaborated with PVC ROV (<https://pvcrov.wixsite.com/pvcrov>) during the two weeks of summer camp of the Peer-to-Peer Mentoring Program. Students learned about the importance of utilizing remotely operated vehicles (ROV) in science research, including ORCA's use of ROVs in research. Students then worked in small teams to engineer and maneuver their own ROVs.

## OUTCOMES

While there were numerous positive outcomes of the Peer-to-Peer Mentoring Program, those specific to the current grant include increased social interactions and connections for ESE students, improved communication skills for ESE students, increased knowledge of the Indian River Lagoon for all participants and help in the restoration of the lagoon through student involvement and regular scientific monitoring of ORCA's Living Shorelines.

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

The 2018-2019 after school program engaged 18 general education student mentors and 14 ESE student mentees for a total of 32 unduplicated Indian River County high school students. This is an increase of 13% from the 2017-2018 After School Peer-to-Peer Mentor Program. The two-week long summer programs engaged a total of 36 unduplicated IRC students ages 10-18 years, 17 of which were Mentees.

The large majority of the ESE students that participated in the Living Lagoon Program during the school year and summer are diagnosed with Autism Spectrum Disorder (ASD). In April 2018, Centers for Disease Control and Prevention 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 programs for ASD students in IRC are limited. ORCA's Living Lagoon Program provides unique, environmentally focused peer-to-peer social interactions for ESE students to help them socialize more effectively.

To measure a student's overall rate of social interaction and connection, a Scott Bellini Social Skills Profile was completed for each student. 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. 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. Therefore, profiles were completed by a trained Vero Beach High School ESE educator in both October 2018 and then again in April 2019 for 12 ESE students that regularly attended the after school portion of the program. A total of 14 ESE Mentees participated in the after school Peer-to-Peer Mentoring Program, but profiles were only completed for the students that regularly attended the after school meetings each month as a true measure of the Living Lagoon Program's impact on student social interactions and connections.

*Results: One of the primary goals for the living lagoon Peer-to-Peer Mentoring Program was to increase social interactions and connections for students with disabilities as measured by individual participants' social skills. One way to measure social interactions and connections is by measuring the frequency that an individual takes turns or engages with another participant. Results from the Scott Bellini Social Skills Profiles indicate an increase in students taking turns during games and activities from 58% (often or very often taking turns) in fall 2018 to 83% in spring 2019. Students also demonstrated a significant improvement in their interaction with their peers. In fall 2018, 75% of students never interacted with groups of peers whereas in spring 2019, all of the students demonstrated some degree of interaction as denoted in their profiles. Overall, a positive increase in student socialization and interaction between students was observed during the Living Lagoon Program and academic school year.*

**Outcome #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.

As per Goal1, the Scott Bellini Social Skills Profile was also used to assess and measure the communication skills of ESE students throughout the program. Therefore, profiles were completed by a Vero Beach High School ESE educator in October 2018 for twelve ESE students that regularly attend the after school portion of the program. These results were compared to the same Profile results, for the same students in April 2019. Once again, 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.

*Results: Profiles indicated that student communication skills improved from Spring 2018 assessments to Fall 2019 assessments. When students were greeted by others, 66% of students 'sometimes' responded back to the greeter; however, during the post-test, the frequency of responses back improved with more children responding 'often' or 'very often' to the greeter. A similar improvement was evidenced in the number of students that 'sometimes' introduced themselves to others increasing from 25% in the pre-assessment to 33% in the post-assessment.*

*According to the pre-assessment, when students were asked questions, 75% responded that they 'sometimes' respond but by April 2018, 75% of students responded 'often' or 'very often' to questions being asked of them.*

*In an effort to continue improving the Living Lagoon Peer-to-Peer Mentoring Program at Vero Beach High School and strengthening students' communication skills and bonds between general education students and ESE students throughout this 2019-2020 school year, ORCA increased the frequency of after school visits. ORCA Educators will conduct eight after school visits between August and January and one field trip in February. We believe that increasing the amount of time Mentors and Mentees come together per month will increase the likelihood that communication and social skills continue to improve throughout the program.*

*The Scott Bellini's Social Skills Profile is not administered during summer camp and therefore program data is not generated for the summer portion of this program.*

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

Environmental stewardship and conservation knowledge are consistently promoted and highlighted during our monthly school visits to partner schools, summer camps, educational programs, and volunteer events. Therefore, ORCA has incorporated the use of pre- and post-tests to measure the impact our programs are having on not only the students participating in the Peer-to-Peer Mentoring Program, but all students engaged in the Living Lagoon Program in both Indian River and St Lucie Counties.

During the 2019 Living Lagoon Peer-to-Peer Summer Camp, ORCA incorporated the use of pre- and post-evaluations to evaluate whether students' knowledge of the Indian River Lagoon has increased, as well as assess whether their environmental ethics and attitude towards conservation have changed over the course of the after school and summer programs.

*Results for Summer Programs: During week 1 (July 8-12) and week 2 (July 15-19) of the summer programs, a pre-test was administered to 29 students (several students had difficulty responding due to physical and emotional issues while others did not complete a pre-test if they attended camp the week prior). Mentors helped their Mentees read and respond to questions, as needed, before they completed the same tests on their own. Post tests were administered to 28 students on the final days of camp to those that were able to physically and emotionally complete the evaluation. Overall, the first week of summer camp increased students' knowledge about the IRL and environmental health. The percentage of student respondents that rated their knowledge of the IRL as 'excellent' increased from 15.7% (3 of 19 students) to 20% over the course of the week and the percentage that rated their knowledge as 'very good' increased from 42.1% (8 of 19 students) on the first day of camp to 83% (13 of 18 students) on the last day of camp. The percentage of students that rated their knowledge about the IRL as 'poor' on the first day of camp, decreased from 5% (1 student) to 0% by the end of camp.*

Post-test evaluations take during the second week of camp also showed an increase in IRL knowledge. The percentage of student respondents that rated their knowledge of the IRL as 'excellent' increased from 10% to 20% over the course of the week and the percentage that rated their knowledge as 'very good' increased from 20% on the first day of camp to 30% on the last day of camp.

More detailed post-test responses also indicated a greater understanding of local environmental issues, as well as, recognition that individual actions can improve the environment and the IRL. On the last day of camp, when asked to name two things they could do to help improve the health of the environment, new responses included "stop contamination of recycling (improper recycling)," "don't use fertilizers during the summer," "remove invasive plants," "leave a place cleaner than when you arrived," "do not throw trash in the IRL," "use natural health and beauty products," and "plant native plants." Exciting progress has been made in terms of teaching students about the IRL and inspiring environmental stewardship during the program.

Student-Mentor Evaluations: Post-camp surveys were sent via text to high school mentors that participated in ORCA's summer programs. The responses to individual questions are shown below:

|  | Poor | Fair | Good | Very Good | Excellent |
|--|------|------|------|-----------|-----------|
| How would rate the camp instructors?                 |      |      |      | 1         | 7         |
| How would you rate the activities/field trips?       |      |      |      | 4         | 4         |
| How would you rate the camp experience overall?      |      |      |      | 1         | 7         |
| How would you rate the mentor training you received? |      |      |      | 4         | 4         |

|  | Never! | Maybe | Probably | Absolutely! |
|--|--------|-------|----------|-------------|
| Would you recommend this mentoring experience to friends/other students? |        |       |          | 8           |
| Would you participate as a mentor in this camp again?                    |        |       |          | 8           |

When asked what their favorite activity was, the majority response was fishing. A number of other activities were also mentioned, including seining, shoreline cleanup, constructing and test-driving Remotely Operated Vehicles, the tour of the Indian River County Landfill, up-cycled art activities and the native plant walk. When asked what their least favorite activity was, students mentioned the nature walk and scavenger hunt at Toni Robinson Waterfront Trail, leaf rubbing art activity, knot tying, tour of the IRC Landfill and up-cycled art activities.



Parent Evaluations: Post camp surveys were sent via email to the parents of ESE campers on the last day of camp. Ten parents or guardians responded to the survey. The responses to individual questions are shown below:

|   | Poor | Fair | Good | Very Good | Excellent |
|---|------|------|------|-----------|-----------|
| How would you rate the quality of the camp instructors?                   |      |      |      |           | 10        |
| How would you rate the activities/field trips?                            |      |      |      | 1         | 9         |
| How would you rate your child's camp experience overall?                  |      |      |      |           | 10        |
| How would you rate your child's experience with his or her mentor/mentee? |      |      |      |           | 10        |

|  | Never! | Maybe | Probably | Absolutely! |
|--|--------|-------|----------|-------------|
| Would you recommend this camp to others?         |        |       |          | 10          |
| Would you sign your child up for the camp again? |        |       |          | 10          |

*When asked what their child's favorite activity/field trip was, parents listed the following activities: seining and shoreline cleanup, fishing and native plant walk. When asked what their child's least favorite activities were, parents responded with the following: Indian River Lagoon-themed yoga, leaf rubbing art activity, and knot tying.*

*Overall, the evaluations indicate a highly successful summer program. ORCA's Living Lagoon Summer Program positively impacted Mentors, Mentees and staff members alike, with parents of campers expressing gratitude for a unique opportunity for their children.*

**Outcome #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.

*In June 2019, ORCA completed the construction of our ninth and final Living Shoreline (LS) on Indian River Land Trust property with the assistance of students from The Dasie Hope Center. As of October 1, 2019, four LS sites had been scientifically monitored once, four LS sites had been monitored twice, and one LS site had been scientifically monitored three times. Living Shorelines are monitored every three months for a variety of physical, biological, and chemical analyses including muck depth, sediment toxicity, biological diversity, species recruitment, and water quality. At the end of two years, our results will be submitted to the Florida Department of Environmental Protection.*

*ORCA does not currently have cumulative reports on any of the nine breakwater sites as data is still being analyzed and results obtained from third party laboratories; however, general comparisons can be made between sites on parameters such as muck depth and particle analysis.*

*When sampling sites are monitored, muck depths are measured both in front of the breakwater and behind the breakwater. Muck depth is shown to vary between all nine sites with readings ranging between zero muck present to 1 meter in depth. All nine sites were found to contain lead, iron, copper, and traces of mercury with one site showing sediments being relatively toxic. All nine LS sites had similar particle composition consisting of mainly medium to fine grains with some having larger shell and rocks present in samples.*

*Observational data from LS monitoring events show the majority of biological recruitment on breakwaters being macro-algae and the occasional red or black mangrove seedling. With regards to biological inventory, as determined by seine net pulls, many of the LS sites show a fair variety of species diversity including numerous species of fish, shrimp, snails, crabs, and brittle stars. ORCA expects to have more comprehensive reports on LS within the year to better understand the complexity of Living Shorelines in the Indian River Lagoon.*

## **Pelican Island Audubon Society (PIAS) OVERCOMING NATURE DEFICIT DISORDER**

**Grant** \$20,000

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

**Total Children Served:** 223 / **Cost Per Child:** \$89

**Focus Area Addressed:** After School/Summer Recreational Activities/Academic Enrichment

**Taxonomy #:** B04.03, Afterschool Enrichment and C02 Environmental Education

Our after-school program for 5th graders is conducted at Audubon House and Oslo Riverfront Conservation Area. The Adventure camp program for 5th thru 12th graders is conducted from Audubon House during spring and summer breaks. We advertise and visit schools to recruit participants and raise funds to provide scholarships. We provide a week-long Junior Guide Program for 13-17-year-olds interested in learning about different science-based careers, leadership skills, advocacy, and are first selected from the homeless facilities and underserved students of IRC. All campers participate in conservation clean-up at county parks and/or on a spoil island. The graduates of Jr. Guides then assist with summer camp and earn volunteer community hours and further their leadership training. Upward Bound students (15-17 year old dual enrolled) attended camp for one week whereas, they received exposure to nature, environmental and science careers, and learned about the diverse habitats of Indian River County.

Audubon Advocate Program is designed to: increase knowledge and interest in science, measured by prequestionnaires with the focus on the required science vocabulary that coincided with the school curriculum. We look to measurable gains in math and science scores for the four student groups and a key in this is their understanding of science vocabulary. ***Latest scores for the January-May 2019, semester for this criterion showed an overall increase in student pre and post course test scores, up from 67% to 91% for the four schools combined. Broken down by school, Glendale average pre and post scores increased from 67% to 87%; for Indian River Academy, an increase from 54% to 84%; for Vero Beach, 75% to 96%; and for Citrus, a 71% to 96% increase.***

Several students and their families come on weekends for further outdoor enjoyment and experiences and receive one year free membership to Pelican Island Audubon Society, whereas they receive the monthly newsletter with listings of free community-wide topics, movies, and other special events. The students' observation skills are increased as the weeks continue by being able to write in their journals differences in their surroundings following their scheduled lessons.

Collaborations include: IR Lagoon Council, IR County School District, Indian River County Public Works, Indian River County Stormwater Division, University of Florida Medical Entomology Lab, Hope for Families, PIAS Board Members.

Service Capacity: Audubon Advocates begins when the school year begins in August and runs thru December. The second term begins in January and runs thru May. Spring camp runs during spring break, and summer adventure camps run from June-July. IRSC Upward Bound program ran in June and began the Audubon Advocates program again in August.

**Redlands Christian Migrant Association (RCMA)**  
**WHISPERING PINES INFANT & TODDLER CHILDCARE**

**Grant:** \$75,500

**Total Funds Used:** \$57,671

**Total Children Served:** 37

**Focus Area Addressed:** Early Childhood Development

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

**OUTCOMES**

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

Results: Thirty-seven (37) infant/toddler children were enrolled through the year.

- *All children obtained a physical exam and are up-to-date.*
- *All children's immunizations are up-to-date.*
- *Hearing screenings*
  - *All children received hearing screenings.*
  - *Nine (9) failed, 2 were receiving services, 2 could not be detected with the machine, and 1 withdrew from the program.*
- *Vision screenings*
  - *All children received vision screenings.*
  - *Nine (9) failed, 7 were referred for follow-up, 1 could not be detected with the machine, and 1 withdrew from the program.*
- *COR Assessments completed through the year.*
  - *Children have shown overall gains*
  - *Average score for all categories is at 1 level or more at end of period.*
  - *Focus area of improvement is:*
    - *Social and Emotional Development for 1 year olds*
    - *Mathematics for 2 year olds*

**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.

- *Thirty-seven (37) infants and toddlers were enrolled through the year. We will continue to make enrollment of infants and toddlers a priority as qualifying families apply for the program.*
- *Four teachers are staffed to maintain proper teacher-child ratio in both classrooms.*

**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.*
- *The highest growth was indicated in Mathematics for 1 year olds and Physical Development and Health for 2 year olds with gains of 1.06 and 1.45 points respectively.*
- *Teachers will continue to individualize classroom activities to enhance skill development in the focus areas of improvement.*

**Redlands Christian Migrant Association (RCMA)**  
**CHILD CARE EXECUTIVE PARTNERSHIP (CCEP) MATCH**

**Grant:** \$48,895

**Total Funds Used:** \$48,895

**Total Children Served:** 21

**Focus Area Addressed:** Early Childhood Development

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. RCMA has a longstanding contractual relationship with the State of Florida, Office of Early Learning Child Care Executive Partnership program which helps families earning between 150% - 200% of poverty level receive childcare subsidies to help them pay for high quality childcare. Local funds are matched \$1 for \$1 by the state. RCMA partners with Childcare Resources to provide these expanded services in Indian River County.

**OUTCOMES**

**Outcome #1:** Thirteen children who meet ALICE income levels will be enrolled at high quality childcare centers.

- *Twenty-one (21) children were enrolled through the year.*
  - *13 children enrolled at RCMA centers*
  - *8 children enrolled at Childcare Resources of Indian River*

**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 13 children enrolled at RCMA sites received ASQ screenings*
- *All 8 children enrolled at Childcare Resources received ASQ screenings within 45days as well as during their birth month.*
- *Any children with concerns received individualized teachings and/or prescribed therapies.*

**Outcome #3:** Thirteen children will receive vision and hearing screenings within 45 days of enrollment and referred for services if needed.

- *Results from RCMA sites:*
  - *Vision Screenings:*
    - *All children received vision screenings; 4 failed and were referred for follow-up.*
    - *All 4 children received treatment*
  - *Hearing Screenings*
    - *All 13 children received hearing screenings; 4 failed and referred for follow-up.*
    - *Three (3) of the 4 children received treatment and 1 withdrew from the program.*
  - *Physical and Immunization*
    - *All children are up-to-date.*

- *Results from Childcare Resources site:*
  - *Vision Screenings:*
    - *Eight (8) passed*
  - *Hearing Screenings*
    - *Seven (7) passed*
  - *Physical and Immunization*
    - *All children are up-to-date.*

## Substance Awareness Center (SAC) of IRC LIFE SKILLS TRAINING

**Grant:** \$100,000

**Total Funds Used:** \$100,000

**Total Students Served:** 4,996

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

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

### OUTCOMES

**Outcome #1:** By 2021, reduce 30-day alcohol use by Indian River middle and high school youth from 20.1% to 19% as measured by the 2022 FYSAS, and reduce 30-day marijuana use by middle and high school students from 11.1% to 10% as measured by the 2022 FYSAS.

Results: **SAC exceeded the goal for both alcohol and marijuana use among students.**

- 2018 FYSAS results indicate that 16.5% of Indian River middle and high school youth have used alcohol in the past 30 days.
- 2018 FYSAS results indicate that 9% of Indian River middle and high school youth have used marijuana in the past 30 days.

**Outcome #2:** By 2021, provide Life Skills Training to at least 95% (n=4, 100) of all students in Indian River County middle schools for three consecutive years.

Results: **Goal Met.**

- During the 2018-19 school year, SAC provided LST to 100% of all middle school students in Indian River County.

**Outcome #3:** By 2020, increase perceived risk of harm from alcohol use among Indian River middle school students from 44.3% to 46% as measured by the percent of middle school students who report great risk of harm from consuming 1 or 2 drinks nearly every day on the 2020 FYSAS.

Results: **Goal Exceeded.**

- 50.8% of Indian River middle school students reported great risk of harm from consuming 1 or 2 drinks nearly every day on the 2018 FYSAS.



**Outcome #4:** By 2020, increase perceived risk of harm of marijuana use among Indian River middle school students from 56% to 60%, as measured by the percent of middle school students who report great risk of harm from weekly marijuana use on the 2018 FYSAS.

Results: ***SAC is short of meeting this objective and perception of harm of marijuana use among Indian River middle school students went down between baseline and 2018.***

- *52.1% of Indian River middle school students reported great risk of harm from weekly marijuana use on the 2016 FYSAS.*

**Outcome #5:** By 2020, increase perceived risk of harm of prescription drug use among Indian River middle school students from 71.6% to 75%, as measured by the percent of middle school students who report great risk of harm from prescription drug use on the 2020 FYSAS.

Results: ***SAC is short of meeting this objective and perception of harm of prescription drug use among Indian River middle school students went down between baseline and 2018.***

- *66.7% of Indian River middle school students reported great risk of harm from prescription drug use on the 2016 FYSAS.*

**Outcome #6:** By December 2020, implement the “Talk. They Hear You.” campaign for parents of students in all 4 public middle schools, 2 charter schools, and 1 private school in Indian River County.

Results: ***Goal Met.***

- *SAC has implemented the “Talk. They Hear You.” campaign among students and their caregivers in four public, two charter schools and one private school.*

**Outcome #7:** By December 2020, implement the “No One's House” campaign in 7 schools supporting the message that parents will not allow teen drinking or drug use in their home.

Results: ***SAC provided “No One's House” information at the open houses for all 7 middle schools in Indian River County.***

## **Substance Awareness Center (SAC) of IRC RE-DIRECT PROGRAM**

**Grant:** \$110,000

**Total Funds Used:** \$110,000

**Total Children Served:** 167 successfully completed the program; 11 referred care; 19 unsuccessful

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

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. Substance Awareness Center (SAC) follows science-based best practices and modalities, which are designed to help engage adolescents and engage families in positive change utilizing a non-judgmental, motivational and proven effective approach for successful outcomes.

### **OUTCOMES**

**Outcome #1:** 80% of program participant will demonstrate reduced use of alcohol, tobacco, other drug (ATOD) as evidenced by negative drug test results during the course of the program and as a requirement for successful program completion.

*Results: 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 also measured by demonstrated positive family interactions in sessions, positive interaction in group and at the office or school, and self-report.

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

**Outcome #3:** 80% of clients will improve pro-social behaviors as demonstrated by increased engagement in education/work while attending the program, participation in extracurricular activities, and/or engaging in community service.

*Results: 100% of the successful completers demonstrated improved pro-social behaviors through engagement in community, school and/ 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 agency follow up.

*Results: 100% of the successful completers did not re-offend while participating in the program.*

- *Juvenile Justice Information System (JJIS) report indicates 4% of youth re-offended while in SAC program services; statewide the average is 5%.*
- *JJIS report indicates 7% of youth re-offended after completing SAC program services; statewide the average is 11%.*
- *According to Florida Department of Juvenile Justice, recidivism rates youth on probation without offering diversion services averages 20%.*
- *DJJ encourages the use of best practice programs like civil citation and diversion because the data supports a reduction in recidivism similar to what we are seeing with our program in Indian River County.*

## Sunshine Physical Therapy EARLY THERAPY INTERVENTION

**Grant:** \$10,000

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

**Total Children Served:** 7 / **Cost Per Child:** \$50

**Focus Area Addressed:** Early Childhood Development

**Taxonomy #:** PT 2251N0400X; OT 225XP0200X; ST 235200000X

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.

### OUTCOMES

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

Occupational Therapy Results: A total of 2 children received 37 visits in Occupational Therapy with this funding.

- *Child 1 was seen for 2 visits with a diagnosis of Delayed Milestones with Torticollis. She made gains in object manipulation (from 16th percentile to 28th percentile); fine motor (from 25th percentile to 42nd percentile) and visual motor (from 9th percentile to 32nd percentile). She was discharged in the first quarter due to other illness and limited attendance.*
- *Child 2 was seen for 35 visits with a diagnosis of Syringomelia with Arnold-Chiari Type I Compression of Brain Stem. He made gains in object manipulation (from 61st percentile to 65th percentile); and in fine motor and visual motor (from 49th to 52nd percentile). He was discharged as he needed a new Physician to authorize his care.*

Physical Therapy Results: A total of 3 children received 119 visits in Physical Therapy from this funding.

- *Child 1 received 30 visits for a diagnosis of Fractured Clavicle (collar bone) which occurred at birth. He met all goals, using both arms symmetrically, and scoring ahead of peers in standardized testing (PDMS) and was discharged to a home program.*
- *Child 2 received 85 visits for a diagnosis of Delayed Milestones with Hypotonia and Seizures. He is now walking independently with falls, due to reduced balance reactions. He is gaining in transfer skills, currently working on transferring down from a chair/couch. He is functioning at the level of a 13-month old per the PDMS. His course of therapy is expected to be long-term and on-going.*

- *Child 3 received 4 visits, beginning in September, for a diagnosis of Developmental Coordination Disorder with Gait Abnormalities and Muscle Weakness. He has been fitted with arch supports which have helped to align his posture, and he is showing gains in balance and strength. His Bruininks- Oseretsky Test of Motor Proficiency 2nd Edition scores place him in the 3rd percentile, equivalent to the 5-year 4 months level. He will require continued therapy for an additional 6 months.*

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

Speech Therapy Results: A total of 2 children received 44 visits in Speech Therapy from this funding.

- *Child 1 received 25 visits for a diagnosis of Phonological Disorder. He decreased his error rate on the Goldman-Fristoe Test of Articulation from 30 to 17, with intelligibility Long Term Goal at 80%. He was discharged due to poor attendance.*
- *Child 2 received 19 visits for a diagnosis of Severe Feeding/Swallowing Disorder. He continues to have great difficulty with all stages of feeding: oral preparation, oral phase, pharyngeal phase, and esophageal phase. He is considered severely developmentally delayed per the PLS-5 normative data; receiving a standard score of 76 and a percentile rank of 5 for Expressive Communication. He will require continued therapy in speech for an additional 6 months.*

**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.

Results: *Seven children gained immediate access to therapy services through this funding. At this time, there is a short waiting list for speech therapy (less than 6 children waiting), and we are actively working to enter these children into the program. The increase in funding beginning 10/1/2019 will allow us to continue to add children to the program as referrals are received, eliminating waiting lists and allowing for early intervention towards their therapeutic goals.*

## The Learning Alliance (TLA) MOONSHOT READING ROCKET

**Grant:** \$40,000

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

**Total Children Served:** 6,413

**Focus Area Addressed:** Early Childhood Development

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

Since our first Moonshot Reading Rocket engagement in October 2016, we have held over 969+ duplicated and non-duplicated literacy engagements for students, teachers, community partners, and children with families. Schools, early learning centers, communities, and MCAN partners throughout Indian River County have been impacted by the Rocket's literacy and social-emotional engagements in support of our collective reading goals and Moonshot Moment model.

As a collectively owned symbol of community collaboration and commitment to the Moonshot Vision, the Moonshot Reading Rocket has inspired unprecedented collaboration between Indian River County service agencies. Some partnerships include: The School District of Indian River County, Big Brothers Big Sisters, Literacy Services of IRC Boys and Girls Club, independently-owned preschools, Vero Beach Museum of Art, Fellsmere Police Department, Vero Beach Police Department, Sebastian Police Department, Indian River County Sheriff's Department, Gifford Youth Achievement Center, Environmental Learning Center, Kindergarten Readiness Collaborative, Fellsmere Action Community Team, Childcare Resources of Indian River County, McKee Botanical Garden, Indian River County Library System, ORCA, Redlands Christian Migrant Association (RCMA) in Fellsmere, Sebastian Subsidized housing communities (Victory Park and Orangewood Park Apartments), Vero Beach Karate and Adrenaline Martial Arts, Campaign for Grade Level Reading and Pacesetter communities, Indian River County Head Starts, 21st Century Community Learning programs, SDIRC VPKs, Dasie Hope, Churches.

### OUTCOMES

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

*Results: The Moonshot Reading Rocket has delivered over **969+** duplicated and non-duplicated engagements since 2016 to build awareness of our literacy goals and to provide enriched literacy engagements for children and families. Enriched literacy integrates foundational, applied and social emotional learning to help support the development of the whole child.*

- *1st and 2nd Quarter – the Reading Rocket created and facilitated 131 interactive literacy engagements and impacted 2,217 children.*
- *3rd Quarter – the Reading Rocket held 65 interactive literacy engagements and impacted 1,846 children.*
- *4th Quarter – the Reading Rocket held 29 interactive literacy engagements for 2,350 children and families throughout the summer.*

*The Rocket’s Literacy in Action program, inspired by the international research-based program Music Together, develops early literacy skills in young children through joyful and developmentally appropriate learning. The program integrates and models the practice of using music and movement to support early childhood developmental milestones in five domains of learning: Social Emotional Development, Approaches to Learning, Language and Literacy, Physical Development, and Creative Expression. Bridget continues to develop the Literacy in Action program to integrate visual literacy strategies in melodic learning, and is expanding its outreach to include more early learning centers throughout the county.*



## The Learning Alliance (TLA) MOONSHOT ACADEMY

**Grant:** \$100,000

**Total Funds Used:** \$100,000

**Total Children Served:** 606 / **Cost Per Child:** \$165

**Focus Area Addressed:** After School/Summer Recreational Activities/Academic Enrichment

**Taxonomy #:** B04.03, Afterschool Enrichment

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

We collaborate with the administration, literacy coaches, and teachers at partner schools (Beachland, Citrus, Fellsmere, Glendale, 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. We partnered with Kurt Wootton, co-author of "A Reason to Read" and founder of The Lab School at Brown University, for our winter academy. He co-created the professional development and Moonshot Academy with The Learning Alliance team. This summer we also collaborated with The Vero Beach Museum of Art, Ballet of Vero Beach and ORCA. They either came onsite to provide hands on experiences for the students, or the students went on field trips to engage in authentic, project-based activities at their locations.

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

Results: Six of our eight Moonshot Academies offered summer programs on their campuses, varying in duration and intensity. Beachland had 20, 3 hour sessions; Citrus had 20, 3.5 hour sessions; Glendale had 20, 4 hour sessions; Indian River Academy had 15, 4.5 hour sessions; Rosewood had 20, 3 hours sessions; and Vera Beach Elementary had 20, 4.5 hour sessions. Two hundred sixty-one (261) 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 1.25 months.
- 42% 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.

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

**Grant:** \$24,042

**Total Funds Used:** \$24,042

**Total Children Served:** 59 / **Cost Per Child:** \$457

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

**Taxonomy #:** PS-9800.9900

The Alternative to Out of School Suspension (ALTOSS) program provides a supervised activity for middle and high school youth who have been suspended from school. While suspended, youth will be provided with the instruction to complete missing school work and the skills to learn how to prevent future suspensions by addressing the root cause of the suspension. At the end of the day, there will be a service opportunity for participating youth to support our community, as the community is supporting them in this initiative. Collaborations include the Indian River County School District and Gifford Youth Achievement Center (GYAC).

**OUTCOMES**

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

Results: *93% of students have not received a second suspension during the remainder of the school year based on data collected through Indian River County School District.*

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

Results: *88.5% of students with at least one suspension prior to services experienced no subsequent suspensions 3 months post-completion based on data collected through the Indian River County School District.*

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

Results: *100% of students completed the program with increased knowledge in related areas of suspension based on pre/post-tests provided upon enrollment and discharge from the program.*

**NOTE:** ALTOSS reached the expected outcomes for each goal, but we did not meet the expected goal of serving 250 students. We have continued our outreach efforts with the Indian River County School District. This school year we have ability to contact the suspended student's parent directly and have seen an increase in the number of students attending in just a few short weeks. We will continue to work closely with all of the schools to improve the referral process and reach the projected total.

**Tykes & Teens, Inc.**  
**INFANT MENTAL HEALTH**

**Grant:** \$69,150

**Total Funds Used:** \$69,150

**Total Children Served:** 85 / **Cost Per Child:** \$223

**Focus Area Addressed:** Early Childhood Development and Build Parent Capacity

**Taxonomy #:** PH-1400.5000-100, Adult/Child Mentoring

Tykes & Teens provides infant mental health services to children 0-5 years of age 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 are 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.

**OUTCOMES**

**Outcome #1:** 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 to post-test.

*Results: 100% of clients successfully discharged from October 1, 2018 thru September 31, 2019, exhibited a 20% increase in the Parent Infant Relationship Global Assessment of Functioning (PIR GAF) at the time of discharge when compared to the admission pre-test.*

**Outcome #2:** 90% of children who complete the program and had a suspension 30 days prior to admission will decrease the total number of suspensions reported 30 days prior post treatment.

*Results: Not applicable due to none of the clients discharged had a history of suspensions. Tykes & Teens recently noticed that childcare centers are not using the word "suspension" to refer to the process of asking a parent not to bring the child to the center. This is making it very difficult for Tykes & Teens to track. Consequently, a new measurement will be proposed for next fiscal year.*

**Outcome #3:** 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.

Results: 100 % of clients discharged from October 1, 2018 thru September 31, 2019, scored higher in the ASQ-SE administered upon termination of treatment than the one administered upon admission.

**Outcome #4:** 90% of participants who attend Trauma Informed Care (TIC) training will increase their knowledge and understanding of how trauma affects children and their behaviors by scoring a minimum of 80% on post measure.

Results: Tykes & Teens conducted a TIC Training in May 2019. A total of 60 childcare center staff participated in the training and successfully scored a minimum of 80% on post measure. Tykes & Teens projected to serve more kids and childcare center staff this fiscal year; however, staffing issues negatively impacted our projection. As of today, new staff have been hired which we hope will allow us to meet our projections for the new fiscal year.

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

**Grant:** \$20,000

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

**Total Children Served:** 366 / **Cost Per Child:** \$54

**Focus Area Addressed:** After School/Summer Recreational Activities/Academic Enrichment

**Taxonomy #:** N02.02

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 spirit of baseball. Using America's favorite pastime sport, baseball, as the metaphor for life, the RBI League and Fun At Bat program imparts values and skillsets needed to become resilient and to overcome barriers, obstacles, and the adversity children face in their lives.

**OUTCOMES**

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

*Results: 98% of RBI participants engaged in the sport of baseball and/or physical activities for the spring and early summer season. Currently, 98% of the season children and youth have spent at least five hours a week participating in baseball practice, games, and team sports/physical activities. Overall involvement and participation during the academic year was excellent. The Fun at Bat children and youth of Indian River County received an additional 32 hours of physical fitness during the after school component. This benefit continued in the spring and early summer seasons for team play as players was physically active for 70+ hours beyond the regular school day.*

**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, pre/post assessments, and/or discipline reports.

*Results: 96% of RBI participants has performed on grade level and/or showed positive gains in their knowledge and self-awareness of positive behaviors and decisions measured over the course of the academic school year by based on report cards and/or pre/post assessments. Fun at Bat made it possible for children to gain an additional 32 hours of reading time from participating in the afterschool program.*

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

*Results: 87% of RBI participants did not exceed 5 or more unexcused absences from school and 100% of participants were not processed by the juvenile justice system. Sports engagement is a huge deterrent from negative behavior and associations as well as serves as a motivator for children and youth to attend school.*

**Outcome #4:** BASIC (Baseball Academic Instructional Course) summer participants will improve math and reading content areas according to the STAR system; 65% of students will receive a 3 point gain in math and/or reading over a 5-week course as measured by STAR assessment system.

*Results: 59% of Fun at Bat participants improved in the content areas of math and reading according to the STARS assessment. Modifications to intervention periods will be made to the future weekly schedules to ensure participants receive additional individualized support for both math and reading subjects.*

**Conclusion:** The 2018-2019 academic and baseball season made a year of great impact for Vero Beach RBI and all of its programming. Building a reenergized culture for learning while having fun and being active, is truly rewarding to witness within Indian River. Great success was achieved in Fun at Bat summer edition as well as the first annual Nickelodeon Nights with the St. Lucie Mets fundraiser. The new summer component was a great addition. It is amazing how many children and youth need the additional academic support in the content areas of math and reading. More often than not, children are not drawn to those subjects because it's typically not "fun" but this summer we were able to bring a new look to math, reading, and science. We engaged the minds of children in the summer which has set them up for success in the 2019-2020 school year.

**Youth Guidance**  
**M.E.L.T. CHILD ABUSE**  
(Mentoring, Education & Leadership Training)

**Grant:** \$10,000

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

**Total Children Served:** 316 children (14 enrolled in MELT program) / **Cost Per Child:** \$31

**Focus Area Addressed:** After School/Summer Recreational Activities/Academic Enrichment

**Taxonomy #:** PH-1400.5000-100, Adult/Child Mentoring

The M.E.L.T. Child Abuse program will be infused into our Mentoring Academy Curriculum and combine our traditional core component of group mentoring with child abuse prevention education activities. We are addressing the large gap in academic enrichment efforts and the need to develop positive out of school outlets for children. Services are designed to increase awareness and enhance the civic engagement efforts of our youth. Our collaboration include: Community Church, Sebastian Exchange Club, Exchange Club of Indian River County, and Treasure Coast Exchange Club. We continue to work with Miss B's Learning Bees to provide academic enrichment.

**OUTCOMES**

**Outcome #1:** By September 30, 2019, increase the knowledge, attitude, and behavior skills of program participant peer relationships by 70% as measured by pre and post-test.

*Results: 100% of students increased their understanding of child abuse prevention issues. Students attended a camping trip designed to build leadership, communications and team building skills. Speakers taught how to sample water for contamination and about preserving the health of the Indian River Lagoon. They also attended a workshop on sea turtle rescue and preservation from a representative of the IWRG, Steve Traxler. Students attended our summer camp program that included a mix of educational and recreational activities designed to foster camaraderie and positive peer interactions. They received drug abuse prevention training from a SAFIR representative.*

**Outcome #2:** By September 30, 2019, increase the level of civic engagement of all youth participants by 70% as evidenced by pre and post-test surveys.







*Results: 100% of participants in the program increased their level of civic engagement. Students were involved in the service project "Youth in Action" with the Kiwanis of Vero and the Treasure Coast. Students helped clean landscapes and paint buildings. Two of our students were presented with the ACE (Accepting the Challenge of Excellence) from the Indian River Exchange Club. This award represents excellence in civic engagement by students. Students volunteered and attended the honor flight send-off at Vero Beach airport. This activity honors wounded veterans who fly to Washington, D.C. accompanied by volunteers. The students were at the airport to honor and spend time with them as they*



*awaited boarding through 2:00 am and wrote letters to the veterans simulating their receiving letters from home during wartime. They also volunteered at the July 4th parade handing out flags to attendees.*

**Outcome #3:** By September 30, 2019, increase the level of knowledge of parents by 50% in the area of Child Abuse Prevention as evidenced by pre and post-test surveys.

Results: *The parent workshop on child abuse prevention education was presented by the student participants at the Exchange Club of Sebastian meeting on March 20, 2019. Students presented again to adults at the Florida District Exchange Conference May 4, 2019 and the Youth Guidance Parent meeting on May 23, 2019. Responses and changes in level of knowledge on adult/parent participants surveys:*

- 1. Knew what child abuse was:**
  - 100% Pre-test            100% Post-test
  
- 2. Knew that child abuse includes any victim 17 years of age and younger:**
  - 83% Pre-test            100% Post-test
  
- 3. Knew that neglect was the most common type of child abuse:**
  - 25% Pre-test            100% Post-test
  
- 4. Knew that a child was most likely to witness domestic violence if they lived with a divorced or separated mother:**
  - 50 % Pre- test            100% Post-test
  
- 5. Knew that all racial demographics are equally affected by child abuse:**
  - 91% Pre-test            100% Post-test
  
- 6. Knew where or how to report child abuse:**
  - 25% Pre-test            100% Post-test

**Academic Enrichment and Tutoring Achievements:** The Academic Enrichment program had a wonderful year. Individual Education Plans were established, and initial assessments completed for each participant. According to the data collected, 98% of participants averaged a 30- to 40-point gain in the online learning program. This type of gain is equal to a year of growth. We were able to accomplish such gains due to strategic components we incorporated this year; for example, incorporating a unique ratio of volunteers to students. Each of these unique strategies allowed us to better serve a population of children that lack time, resources and support.