



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

**ANNUAL REPORT  
October 1, 2020 - September 30, 2021**

*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
Focus Areas .....	6
Children’s Services Funding .....	7
Year End Reports .....	8

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## **CHILDREN'S SERVICES ADVISORY COMMITTEE 2020-21 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 1997-17 as an advisory board to the Indian River County Board of Commissioners, the Children's Services Network was established. The name was later amended to Children's Services Advisory Committee on January 19, 1999 (Ordinance 1999-01.)

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
- (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.

There are two standing subcommittees - Needs Assessment and Planning, and Grant Review and Program. Subcommittees are comprised of three (3) members minimum and are chaired by an advisory board committee member. All committee and subcommittee members serve without compensation.

## **ACCOUNTABILITY**

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

## **COLLABORATION**

The role of the advisory committee is to advocate for children of Indian River County by increasing quality resources within the community without duplication of services. This is

accomplished by a variety of strategies which involve collaborating with other agencies and children service providers.

It is the policy of the Indian River County Board of Commissioners to work in a cooperative venture with (but not limited to) such entities as the United Way, for profit and not-for-profit organizations, municipalities within Indian River County, the Indian River County School District and all public agencies. In this way, CSAC serves Indian River County by providing, or continuing to provide, both effective and improved children's services.

### **GRANT PROCESS**

Each year the Needs Assessment and Planning subcommittee is responsible for surveying and identifying the needs of children in Indian River County. Through a needs assessment and asset mapping, funding priorities are established and a request for proposal (RFP) is released. The Grant Review and Planning subcommittee receives and reviews all funding requests and recommends program funding allocations to the advisory committee. Upon approval, the recommendation for funding is submitted to the Indian River County Board of Commissioners who have final authority of tax dollars allocated for Children's Services for the next fiscal year.

### **FOCUS AREAS**

During this reporting period, the Needs Assessment subcommittee, with regard to the 2019 Children's Needs Assessment of the current social, health and public safety services in Indian River County, established the Focus Areas of Need for 2020-21. Ranked in order of funding priority, the Focus Areas are as follows:

1. Early Childhood Development (Age 0-5)
2. Build Parent Capacity
3. Quality after school and summer enrichment programs that include a meaningful component of social emotional skill building and academic instruction and remediation
4. Middle and High School programs that address risky behavior

Beyond the scope of the focus areas, the increasing cycle of poverty was considered. 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. Mental health interventions were also evaluated within each focus area.

## CHILDREN'S SERVICES FUNDING

Funding for Children's Services is provided through a payment up to 0.125 mills of county ad valorem property taxes. For the fiscal year October 1, 2020, through September 30, 2021, the Indian River County Board of Commissioners approved funding in the amount of \$2,205,912. Twenty-eight (28) agencies were awarded funding in support of thirty-nine (39) children's programs. The total funding expended was \$2,131,423 (97%).

<u>AGENCY</u>	<u>PROGRAM</u>	<u>AWARD</u>	<u>ACTUAL</u>
Big Brother Big Sisters	Community Based Mentoring	15,000	15,000
Big Brother Big Sisters	Passport to Early Literacy	85,000	85,000
Boys & Girls Clubs	Afterschool and Summer Program	30,000	30,000
Catholic Charities	The Samaritan Center	33,320	31,612
Childcare Resources	Children in Center	250,000	250,000
Childcare Resources	Community & Family Services	134,536	121,177
Children's Home Society	Teen Life Choices	60,000	33,868
Crossover Mission	Building the Future of Crossover	80,000	80,000
Dasie Bridgewater Hope Center	DHC Tutorial and Mentoring	27,500	27,500
Education Foundation	STEP into Kindergarten	171,182	171,126
Environmental Learning Center	STEAM Explorers	10,000	10,000
Economic Opportunities Council	Early Bird - St. Helen's	25,000	25,000
Feed the Lambs	FTL Academic Enrichment & Mentoring	10,000	10,000
Gifford Youth Achievement Center	After School Education Program	60,680	60,680
Gifford Youth Orchestra	Staging for Success	25,000	25,000
Healthy Start Coalition	Babies & Beyond	62,650	62,650
Healthy Start Coalition	Coordinated Intake & Referral	20,000	20,000
Healthy Start Coalition	Community Doula	50,000	50,000
Healthy Start Coalition	Nurse-Family Partnership	15,000	15,000
Healthy Start Coalition	Parents as Teachers	33,000	33,000
Hibiscus Children's Center	SafeCare	35,000	35,000
Hope for Families Center	HFC - Shelter Children	30,000	30,000
Mental Health Association	School Violence & Suicide Prevention	41,000	41,000
Miss B's Learning Bees	Project COAEP	20,000	20,000
Pelican Island Audubon Society	Audubon Advocates	20,000	20,000
Redlands Christian Migrant Association	CCEP/School Readiness Match	75,000	42,516
Redlands Christian Migrant Association	Enhancing Infant and Toddler Care	75,500	75,500
Safe Families - Treasure Coast	Safe Families	20,000	20,000
Substance Awareness Center	School -Based Prevention	100,000	100,000
Substance Awareness Center	Re-Direct	90,000	90,000
Sunshine Physical Therapy Clinic	Early Therapy Intervention	20,000	20,000
The Learning Alliance	Family Connection Centers	55,000	55,000
The Learning Alliance	Moonshot Academy	180,000	180,000
The Learning Alliance	Moonshot Reading Rocket	40,000	40,000
Tykes & Teens	ALTOSS	42,984	42,984
Tykes & Teens	Healthy Families	32,000	32,000
Tykes & Teens	Infant Mental Health	84,810	84,810
Willis Sports Association	RBI - Fun at Bat	21,000	21,000
Youth Guidance	Mentoring Academy	<u>25,750</u>	<u>25,000</u>
		\$ 2,205,912	\$ 2,131,423

## **YEAR END REPORTS**

Agencies are required to submit four quarterly reports during the grant year. The fourth quarter report is a final year-end summary of the program's goals and activities, as defined in the grant application, and the cumulative outcome for each. In some instances, reports include the cost per child/client served. Because CSAC funds a wide variety of programs addressing children's needs in Indian River County, it should be understood that the following variables affect the average cost per child reported in the year end reports:

- 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 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.

In summary, agencies report having served 17,293 unduplicated clients combined across all programs funded through CSAC. This total includes 1,087 adult family members or caregivers. The average cost per child was \$123.25 in CSAC funding.

**Big Brothers Big Sisters of Indian River County**  
**1846 18<sup>th</sup> Avenue, Vero Beach, FL 32960**  
**COMMUNITY BASED MENTORING PROGRAM**

**Grant:** \$15,000

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

**Total Children Served:** 30 unduplicated children

**Cost Per Child:** \$500

**Focus Area:** Quality after school and summer enrichment programs that include a meaningful component of social emotional skill building and academic instruction and remediation

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

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

## **GOALS AND OUTCOMES REPORT**

**Goal 1: 75% of the targeted population who have participated in the Community Based Mentoring Program for three months or more will increase achievement in one or more academic subjects. Baseline: Grades reflected on report cards from first grading period for the 2020-2021 school year.**

As noted in our 3<sup>rd</sup> Quarter report, we are thrilled that 92% of our Community Based Program participants increased their academic achievement in at least one subject area during the 2020-2021 school year! Matches continued to meet during the summer months, with Mentors providing academic activities along with life experiences. School resumed in August, and baseline academic data for the 2021-2022 school year will be established upon receipt of the first 2021-2022 report card. Matches are meeting in person but continue to follow all CDC guidelines for Covid-19 safety measures.

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

As previously reported, overall for the 2020-2021 school year, of the 24 students who participated in the Program for 3 months or more, 23 students (95%) showed an improvement in attendance. School resumed in August, and baseline data for attendance will be established upon receipt of the first report card for the 2021-2022 school year.

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

As previously reported in the 3<sup>rd</sup> quarter, 26 matches total were made for the 2020-2021 school year. Progress within the individual YODP's was reflected for 20 of the 24 students receiving services for 3 months or more. The YODP is addressed at each match meeting and progress/concerns noted for each student. YODP's are individualized to the specific areas of need for each youth. Monitoring is ongoing for each of the students, with continued support from their Big and their Match Support Specialist. All YOS, YODP, and CDP's are refreshed annually at the beginning of the new school year.

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

As noted in the 3<sup>rd</sup> quarter report, both of the high school seniors served during the 2020-2021 school year successfully graduated from high school in May. We are so proud of the progress they made during their time in the Community Based Program! Both students, due to the extraordinary help from their Big, have the confidence to move forward in the adult world. One student secured a job that will enhance his technical skills in the HVAC field as well as provide him a decent living wage. He has already moved into his own apartment (as was his goal) and his Big promises to maintain contact with him and provide continued support. The second graduate entered the Army and is looking forward to a long career serving our country. School resumed for the 2021-2022 school year in August, and new/refreshed YOS, COS, and YODP's are being created for the high school students in this program.

**Big Brothers Big Sisters of Indian River County**  
**1846 18<sup>th</sup> Avenue, Vero Beach, FL 32960**  
**PASSPORT TO EARLY LITERACY**

**Grant:** \$85,000

**Funds Used:** \$85,000

**Total Children Served:** 182 (including 26 students in-person during school year and 20 in-person during summer)

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

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

**2020-2021 Monitoring:** Due to COVID-19, the 2020-2021 school year looked very different from previous years. BBBS Reads Members completed online lessons for VPK students and the program delivered three VPK engagement bags to 140 students and four book bags to 162 students, BBBS Reads Members were able to return for summer VPK tutoring at Bridges Early Learning Center. Two tutors worked with 20 VPK students at Bridges in one-on-one tutoring over the summer.

### **GOALS AND OUTCOMES REPORT**

**Outcome #1: 80% of youth who have participated in VPK Mentoring for five months or more, will meet or exceed expectations on the phonological awareness, print knowledge and oral language/vocabulary domains of the Florida VPK Assessment by June, 2021.**

**Q1 Progress:** Members have not been tutoring individual students in the schools. Members will return to one school in January 2021. Baseline data will be collected and available for Q2.

**Q2 Progress:** Based on the Assessment Period 1 data, students showed the following baselines: 23 of 26 students were tested; 3 students were not tested at parent/guardian requests.

- Print Knowledge: 19 students or 73% of students were below expectations
- Phonological Awareness: 12 students or 4% of students were below expectations
- Oral Language: 8 students or 31% of students were below expectations
- Math: 21 students or 81% of students were below expectations
- Average: 48% of students are below expectations for the four domains

**Q3 Progress:** Assessment Period 3 (end of year) data was collected and all students have moved in at least one domain; 23 of 26 students were tested; 3 students were not tested at parent/guardian requests.

- Print Knowledge: 7 students or 30% of students were still below expectations

- Phonological Awareness: 1 student or 4% of students were still below expectations
- Oral Language: 1 student or 4% of students were still below expectations
- Math: 1 student or 4% of students were still below expectations
- Average: 9.75% below expectations for the four domains

**Q4 Progress:** Due to COVID-19, summer VPK programming through public schools did not allow outside volunteers to assist and members were unable to serve at the local elementary schools. One private school, Bridges Early Learning Center, did allow members to serve and two members served 20 summer VPK students. No data was collected as VPK students are not tested during summer.

**Outcome #2: To improve the socialization skills of 85% of targeted youth, mentored 5 months or more, by June, 2021.**

**Q1 Progress:** Members will complete the baseline Pre- Dessa Mini Student Strengths Assessment on students after 3 months of service. This assessment is a strength-based, nationally standardized, valid and reliable tool for screening and progress monitoring of social-emotional competence.

**Q2 Progress:** BBBS Reads members completed baseline Dessa Mini assessments on students and the data shows the following:

- 3 students or 11 % of students were below developmentally appropriate expectations
- 22 students or 85 % of students were just at typical expectations
- 1 student or 4 % of students were above typical expectations

**Q3 Progress:** Members completed the Post-Dessa Mini Strengths Assessment on students and the data shows the following:

- 1 student or 4% of students were below developmentally appropriate expectations
- 22 students or 85% of students were just at typical expectations
- 3 students or 12% of students were above typical expectations

**Q4 Progress:** VPK Students are not evaluated on their social-emotional competencies during summer months due to the members not spending the specified amount of time serving with the students.

**Outcome #3: 80% of the VPK students, who have participated in five months or more in Passport to Early Literacy mentoring, will be ready for Kindergarten by June, 2021**

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

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

**Q3 Progress:** 24/26 students or 92% were deemed Ready for Kindergarten by June, 2021

**Q4 Progress:** 92% of the 2020-2021 school year students were deemed Ready for Kindergarten. 90% (18/20 students) of summer VPK students were deemed Ready for Kindergarten.

**Success Story: VPK Success from 2021-2022 School Year as told by VPK Member, Carol Boulet**

Gwyneth Lorange is just four years old, but she is already making an impression on me, her VPK tutor. Gwyneth is a bubbly, energetic little girl; however, this doesn't keep her from focusing and learning. She has already mastered naming all the letters of the alphabet and all the numbers from 1-20. She can put Pom-Poms on letters and get their names correct even when they are out of order - that's not memorizing the song - that's recognition! Gwyneth enjoys using my "pointer" which is a little silver star on a stick; she calls it my magic wand. She is now working on remembering her birthday and "counting how many" using our little pumpkin heads and Clifford the Dog's bones! Onward! Next, we will move on to counting syllables and rhyming. I'm sure Gwyneth's enthusiasm will continue to grow with each new skill she learns!



**Boys & Girls Clubs of Indian River County**  
**Vero Beach, Sebastian, Fellsmere**  
**AFTERSCHOOL AND SUMMER PROGRAM**

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

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

**Total Children Served:** 410

**Focus Area:** Quality after school and summer enrichment programs that include a meaningful component of social emotional skill building and academic instruction and remediation

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

**Collaboration:** Habitat for Humanity, Indian River State College, Hope for Families Center, Indian River County School District, SAFIR/SAC, Moonshot Community Action Network, Mental Health Association.

**GOALS AND OUTCOMES REPORT**

**Outcome #1: Quality after school & summer enrichment.**

*Youth will perform at or above grade level in core subjects. Underperforming youth identified in Q1 of the 2020/21 school year will be tracked throughout the year. Underperforming is defined as earning a D or F in either English, math or science.*

(A) During the 2020/21 school year, 85% of Club members' classes taken in math, English and science will result in a GPA of 2.0 or greater. Aggregate progress will be tracked by monitoring changes in GPA for middle and high school students and incremental changes in letter grades for elementary students. We will compare Q1 grades to subsequent quarters.

(B) In addition, those students identified as performing below grade level standard in Q1 will be tracked over the school year. Education room staff will assist members with their homework during Power Hour and monitor areas of concern. Grades are obtained through the school district's FOCUS program. The goal is to improve quarter 1 grades from D's and F's to better grades by Q4. We hope to see an improvement of at least 50%.

**Baseline:** During the fourth marking period of the 2019/20 school year, 93% of courses taken resulted in and A, B, or C. The average GPA for all courses was 3.08.

Those 106 members underperforming in Q1 ended the year with a 39% improvement in English; a 51% increase in math; and an 82% improvement in science.

**Results (A) All Members:**

- Goal met. 85% of students earned a C or better.

- 290 reports cards and 928 classes in English, math and science were analyzed. It must be noted that some students take more than one class in each subject, e.g. biology and chemistry in the same semester.
- During the first marking period of the 2020/21 school year, the average GPA was as 2.72.
- In Q4 85% of classes taken in English, math, or science resulted in an A, B, or C.
- In Q4 15% of classes taken in English, math or science resulted in a D or F.

**Part B:** In Q1 we identified a cohort of 86 students enrolled in 140 courses of English, math/science who were underperforming. These students will be tracked over subsequent quarters to watch for improvement and intervene where necessary.

**Outcome #2: Middle and high school programs that address risky behavior.** *\*Because of our limited numbers due to Covid, we included results from all BGC members for this outcome.*

*All members completing a prevention program will have an average post test score of 85% and demonstrate an average 15point increase from pre to post survey. This will demonstrate an increase in knowledge on ways to keep themselves healthy, safe, and understanding the dangers of alcohol/tobacco/illicit drug use, risky behavior and the benefits of physical activity and healthy eating.*

Baseline: In Q4 of 2019-20, the average post test score was 84%, an 18-point increase from pre to post test. The post test scores suggest that members are learning about the dangers of illicit substances.

**Results:** Goal Partially Met: Of the 40 members who began a prevention program, 33 members completed, or 83%. The average pre to post test score increased by 22 points ending with an average post test score of 79%.

**Outcome #3: Quality after school & summer enrichment.**

*Teens will participate in programs that teach life skills, job readiness training, and positive youth development thereby preparing them for life after high school.*

Participation in the Destinations Teen program will be monitored; milestones are tracked and recorded. Pre and post surveys are administered for measurable programs to gauge aptitude and improvement in subject matter. Of those that complete the program, a post survey score of 80% is desirable.

Baseline: During the 2019/20 school year, the average post test score was 89% with a 31-point increase from pre to post survey.

**Results:** Goal met. We had robust participation in our Youth of the Year and Jr. Youth of the Year programs. Both programs fall under the leadership umbrella. The post test score of 93 improved by 11 points from the pre-test score of 82.

Below is a table of other initiatives and outcomes in the Destinations program.

Month: **BGC Career Counselor Report: July/August/September**

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**Volunteer**

Date	Location	Number of Volunteers	Hours Completed
7/12, 7/13	Car Wash for Surfside Donations	7	2 per member
7/24/2021	Treasure Coast Waterway Cleanup	4	2 per member
8/22/2021	ELC – Trail Maintenance (VERO)	7	1.75 per member
8/24/2021	Van Cleaning (VERO)	11	.75 per member
8/26/2021	Cards for Homebound Elderly (FELLSMERE)	13	.75 per member
9/13/2021	Covid Bundles (VERO)	10	.25 per member
9/18/2021	International Coastal Cleanup (VERO)	3	2.5 per member
9/24/2021	Young Entrepreneurs Market – Craft (VERO)	4	.4 per member
9/27/2021	Young Entrepreneurs Market – Craft (VERO)	2	.4 per member

**Guest Speakers**

Date	Location	Number of Attendees
7/15/2021	Electrician Job Talk (VERO)	11
7/19/2021	Supervisor of Elections – Career Talk and Democratic Process (VERO)	10
7/21/2021	Job Talk – Immigration Attorney Job Talk (VERO)	10
8/18/2021	Job Talk – Triforce Welding (VERO)	10
9/3/2021	Job Talk – Boating Industry (VERO and SEBASTIAN)	18
9/24/2021	Job Talk – Veterinarian (VERO)	10

**Workshops and Presentations**

Date	Location	Number of Attendees
7/6, 7/7, 7/9, 7/13, 7/15, 7/19, 7/21, 7/23	Orientation: Destinations Presentation (Zoom, ALL CLUBS)	(parents)
7/14/21	Presentation: History of Pride (VERO)	11
7/16/21	Workshop: Career Exploration	9

7/20/21	Presentation: Research University vs Liberal Arts College (VERO)	9
7/21/21	Workshop: Career Exploration (VERO)	4
7/22/21	PERT Study Session: Reading and Writing (VERO)	3
7/23/21	Keystone Mental Health Seminar (VERO)	10
7/23/21	PERT Study Session: Math (VERO)	5
8/24/21	Workshop – Writing a Professional Email (VERO)	9
9/29/2021	Discussion – Difference between associate’s, bachelor’s, and master’s degrees (VERO)	13

**College Tours**

Date	Location	Number of Attendees
7/8/2021	FAMU Virtual Tour (VERO)	7
7/20/2021	UCF Virtual Tour (VERO)	10
8/20/2021	IRSC Vero (VERO)	5
8/20/2021	IRSC Vero (FELLSMERE)	3
9/29/2021	Virtual College Tour – FSU (VERO)	13

**Program Results July 1, 2021 to September 30, 2021**

	Name of Program	# Starters	# Completers	% Completers	Pre-Test Score	Post-Test Score	+/- Test Score
<b>Outcome 2</b>	Healthy Habits 10-12	14	11	79%	54	89	35
	Healthy Habits 6-9	16	15	94%	68	88	20
	Healthy Habits 8-9	10	7	70%	50	60	10
	Total	40	33	83%	57	79	22
<b>Outcome 3</b>	Jr. Youth of the Year	6	5	83%	76	96	20
	Jr. Youth of the Year	26	22	85%	76	89	13
	Jr. Youth of the Year	12	9	75%	84	84	0
	Youth of the Year	9	7	78%	93	97	4
	Youth of the Year	6	4	67%	83	100	17
	Total	59	47	77%	82	93	11

## **2020/21 Year in Review**

During the 21-22 Fiscal Year, we served 410 unduplicated members through our afterschool and summer programs.

We ran a total of 42 programs at our three locations.

- 14 programs addressed social emotional wellness.
- 15 focused on bullying and making good decisions.
- Excluding the Destinations program, 9 teen programs focused on leadership and career choices.
- 4 programs focused on healthy habits, both physical fitness and diet.

During our summer program, we lifted the mask mandate for the kids. Once the Delta variant began to spread through the Clubs in late July, masks were required again. We had to quarantine several groups and we closed the Fellsmere Club for one week. Several staff contracted Covid and two were hospitalized. Unvaccinated employees are required to get a weekly rapid test. All new hires must be fully vaccinated.

Our ratio of staff to members is 1:17 on average. If we fare well during the holidays, we hope to resume the 1:25 ratio in January. We have worked very closely with the Health Department, the Mental Health Association and Whole Family Health Center this past year. In spite of it all, the children remained resilient.

THANK YOU, CSAC!



**Catholic Charities of the Diocese of Palm Beach**  
**3650 41<sup>st</sup> Street, Vero Beach, FL 32967**  
**THE SAMARITAN CENTER**

**Grant:** \$33,320

**Funds Used:** \$31,612

**Total Children Served:** 27 unduplicated children

**Cost Per Child:** \$1,181.48

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

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

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

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

## GOALS AND OUTCOMES REPORT

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

**Result:** Post-test results indicate a cumulative average of 8.75% increase in resident children's self-esteem. Resident children scored an average of 84.25% on pre-tests and 93% on post-test indicating positive decision making based on increased self-esteem.

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

**Result:** Post-test results indicate a cumulative average of 20.94% increase in resident children's social behaviors and character values. Thirty-one (31) behavior observations were conducted with an average pre-test score of 70.72% and an average post-test result of 91.66%.

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

**Result:** Post-test results indicated a cumulative average of 19.33% increase in adult residents' life skills development. The Samaritan Center adult clients participated in the following workshops in the fourth quarter: Gary Chapman's Love Languages; Identifying My Parenting Style; and a book club study on "The 7 Habits of Highly Effective People" by Sean Covey.

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

**Result:** The Children's Coordinator collects the progress and report cards from the school aged children's parents throughout the funding period. The cumulative results indicate that 100% of the children increased their academic performance with an overall GPA increase of 1.00. Additionally, the children were absent from school on average 0.04% or two days a quarter. The stabilization of housing for the families at the Samaritan Center serves increases children's opportunities for educational success. Educational success helps break the cycle of poverty.

A message about COVID-19 operations: During the fourth quarter reporting period, the Samaritan Center facilitated all lifeskills workshops, case management, parent meetings and mental health counseling sessions through the Zoom platform. Surges in COVID-19 cases in July required the adherence to strict policies and procedures to ensure the safety of staff, clients, and volunteers.

**Childcare Resources of Indian River  
2300 5th Ave #149, Vero Beach, FL 32960  
CHILDREN IN CENTERS**

**Grant:** \$250,000

**Funds Used:** \$250,000

**Total Children Served:** 160 (54 through contracting centers)

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

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

**GOALS AND OUTCOMES REPORT**

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

- 100% of Childcare Resources staff met this outcome
- 100% of Contracting staff met this outcome

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

- 91% of Childcare Resources children scored within normal limits
- 9% of Childcare Resources children scored showing a level of need
- 88% of Contracting Center children scored within normal limits
- 12% of Contracting Center children scored showing a level of need

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

- 98% of Childcare Resources children met this outcome
- 100% of Contracting Center children met this outcome

**Childcare Resources of Indian River**  
**2300 5th Ave #149, Vero Beach, FL 32960**  
**COMMUNITY & FAMILY SERVICES**

**Grant:** \$134,536

**Funds Used:** \$121,177

**Total Served:** 6 children and 229 adults (unduplicated)

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

**Program Description:** The professional development program provided the education and the support early educators need in order to implement strategies which create an atmosphere most conducive to early learning. The program included four workshops with technical assistance, on-site coaching, center director support and a credentialing program for early educators. The Wellness and Early Intervention Program enables Childcare Resources to provide access to mental health services for families. Mental health services are conducted through the Mental Health Association (MHA), at the Walk-in Clinic, or another health care provider on an as needed basis. For counseling, the patient completes diagnostic screening, a therapist is assigned and treatment plans are put in place.

**GOALS AND OUTCOMES REPORT**

**1. Participants in the Credentialing Program for Early Educators success will be measured using course completion rates.**

Florida Childcare Professional Credential (FCCPC) courses listed below: *Total students completed their assigned course/s= 21 (one withdrew from school)*

- CHD 1220: Introduction to Child Development = 10 students (*one student withdrew*)
- EEC1202: Principles of Early Childhood Curriculum = 13 students
- CHD1332: Creative Experiences for Children = 9 students
- EEC1946 Practicum in CDA Assessment = 9 students

Childcare Center Management Certification (CCMS) Courses listed below: *Total students completed their assigned course/s = 15*

- EDF1021-Social Elements = 4 students
- EEX1013-Special Needs = 4 students
- EEC1601-Observing and Recording = 3 students
- EEC1947 - Practicum = 1 student
- CHD2800: Director's course = 10 students

Alumni Cont. Ed. = *Total students completed their assigned course/s = 20*

- EEC1947 - Practicum = 2 students
- EDF1021-Social Elements = 3 students
- EEX1013-Special Needs = 4 students
- EEC1601-Observing and Recording = 3 students
- EEC1730: Basic Childhood Nutrition = 3 students
- CHD2334: Early Childhood Language Arts and Reading = 8 students

Program total for course completion: 56 students. 98.3% completion rate.

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

Professional development workshops were offered virtually via zoom due to social distancing measures. Individual workshop materials were delivered to childcare development centers for registered early educators prior to each workshop, courtesy of our early education coaches, who in turn visited every participating center again post workshop to provide technical assistance and support of the skills and strategies addressed during each workshop.

- Dr. Marianne Gibbs - Fine Motor workshop was held on October 10, 2020; 81 early educators participated with an 80% average knowledge gain.
- Lisa Murphy - Ooey Gooley workshop was held on November 14, 2020; 85 early educators participated with an 83% average knowledge gain.
- Dr. Margaret Oliveira - Trauma-Informed Practice workshop was held on January 23, 2021; 92 early educators participated with an 87% average knowledge gain.
- Judy Jablon - Pathway to Quality workshop was held on March 13, 2021; 108 early educators participated with an 84% average knowledge gain.
- Kim Hughes, M.Ed. - Conscious Discipline workshop was held on April 10, 2021; 95 early educators participated with an 84% average knowledge gain.

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

As of 9/30/2021, 6 children and 13 adults enrolled in the Childcare Resources program were referred for therapy to the Mental Health Association.

- 4 adults were discharged from services
- 2 adults continue services
- 3 adults chose not to follow through on referral
- 2 adults chose to discontinue services
- 2 adults awaiting therapist availability
- 3 children continue services
- 1 child (parent) chose not to follow through with referral
- 2 children were discharged from services

**4. Coaching program, utilization of University of Florida Lastinger Center methodology, will show improvement in teacher classroom interactions.**

Due to COVID-19 pandemic and subsequent shut down of childcare facilities throughout Indian River County, Childcare Resources early education coaches were not able to complete pre and post observation coaching summaries. Therefore, this comparative data is not available. Coaching sessions did take place via Zoom.

**Children’s Home Society of Florida**  
**650 10<sup>th</sup> Street, Vero Beach, FL 32960**  
**TEEN LIFE CHOICES**

**Grant:** \$60,000

**Funds Used:** \$33,868

**Total Children Served:** 1,290

**Focus Area:** Middle and High School programs that address risky youth behavior

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

**Comment/2020-21 Monitoring:** During the 2020-2021 school year TLC successfully served 1,290 participants through our core curriculums. When Dating turns Dangerous and Baby think it over was successfully completed at Vero Beach High Freshmen Learning Center with FLC Virtual Students. Teen Life Choices in Indian River County also remains connected with community partners and were able to do conduct completely virtual life skills presentations. TLC continues to offer services throughout the community following CDC guidelines.

**GOALS AND OUTCOMES REPORT**

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

**Goal Met – Postponing Sexual Involvement was successfully presented during the first and third quarter. 77% and 82% of the students combined both in person & virtually increased their knowledge; 197 (77%) of 255 students overall.**

1st Quarter		2nd Quarter		3rd Quarter		4th Quarter	
# Served	%Achieved						
238	77%	n/a	n/a	17	82%	n/a	n/a

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

**Goal Met – 66% of the participants that participated in PSI during the 1<sup>st</sup> Quarter returned the homework sheet indicating a parent and student discussion. Presentation was not completed in the subsequent quarters. Worksheet not included in the modified virtual presentation.**

Teen Life Choices has adjusted the worksheet based on past data. Outcomes statistics will be available on the next report. No new data at this time.

1st Quarter		2nd Quarter		3rd Quarter		4th Quarter	
# Served	%Achieved						
238	66%	N/A	N/A	N/A	N/A	N/A	N/A

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

**GOAL MET –** During the second and third quarter of this fiscal year, Baby Think IT Over was presented to the Virtual HOPE classes at the Freshmen Learning Center and Indian River Charter High School. 87% and 78% of students who participated in the Baby Think It Over program increased their knowledge of the emotional, physical, psychological, social and financial consequences of teen parenthood. Baby Think It Over is not presented in the summer months. However, 6 homeschool students were able to participate in the modified version, and 100% of the participants were able to increase their knowledge of the emotional, social, and financial consequences of parenthood; 302 (86%) of 350 students overall.

1st Quarter		2nd Quarter		3rd Quarter		4th Quarter	
# Served	%Achieved						
0	N/A	312	87%	32	78%	6	100%

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

**GOAL MET –** During the 2020-2021 fiscal year, a total of seven hundred thirty-seven (737)\* students participated in life skill presentations. An average of 89% increased critical thinking & decision-making skills to distinguish between healthy and unhealthy decisions relative to the topic being covered.

\* Reported outcomes include duplicated numbers (unduplicated served: 179).

1st Quarter		2nd Quarter		3rd Quarter		4th Quarter	
# Served	%Achieved						
312	90%	130	86%	241	92%	54	86%

**Crossover Mission**  
**4425 US-1, Vero Beach, FL 32967**  
**BUILDING THE FUTURE OF CROSSOVER MISSION**

**Grant:** \$80,000

**Funds Used:** \$80,000

**Total Children Served:** 89 unduplicated children

**Cost Per Child:** \$899

**Focus Area:** Middle and High School programs that address risky behavior; Quality after school and summer enrichment programs that include a meaningful component of social emotional skill building and academic instruction and remediation

**Program Description:** Crossover helps the kids in Indian River County who need us most, boys and girls ages 9-18, through a program of year-round basketball and one-to-one academic mentoring.

**GOALS AND OUTCOMES REPORT**

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

Outcome: For the academic year 2020-2021, we averaged a 94% participation rate (in the fourth quarter, the rate was 97%). As part of our culture to build good attendance habits and ensure accountability, Crossover's Education Director formally communicates with parents and guardians each time a member has an unexcused absence and reminds them that three unexcused absences per nine-week period may result in their child's suspension from the Crossover program.

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

Outcome: In the academic year 2020-21 academic year, and evaluating 46 Crossover middle and high school students, all but two (96%) were eligible to try out. Eleven students did not try out because of other sports involvement or need to increase skill level. Of the 35 students who tried out, 30 students (86%) were accepted onto their school teams--an increase of 80%. As tryouts are annual, we are reporting one annual figure for this outcome.

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

Outcome: For the academic year 2020-21: 99% of Crossover students have remained free of the juvenile justice system, and 100% have no known gang involvement and are enrolled in school either in a traditional or virtual school option; the same figures apply for the fourth quarter. We have only one student who is working through issues with community service and legal charges. We remain fully committed to this student and his parents who are struggling to navigate the system and manage the stress.

### **2021 Summer Program**

After the extraordinarily-difficult summer of 2020, Crossover was able to significantly expand its program offerings in 2021 and re-align our organization's pledge to more thoroughly meeting the needs of our existing roster of student athletes and other young people in our community who benefit from our high-impact sports and academic programming. In this reporting period, we achieved 86% perfect attendance over the three-weeks' July Math & Reading Camp, meaning that 86% of students were present every day of the summer program. All participating students demonstrated an improvement with their math skills based on their pre- and post-tests which assessed multiplication skills. While the average pre-test result on multiplication was 82%, the average post-test result improved to 95%. In measuring the speed in which students were able to complete the multiplication tasks, improved gains were also evidenced. While the average duration at the beginning of the program was 205 seconds/student, this figure dropped to 160 seconds/student when measured at the end of the summer program. Regarding the program's reading components, Crossover program staff assigned 30 hours exclusively to advance students' vocabulary development this summer, and a total of 434 new words were mastered by participating students. For high school members, both ACT and SAT prep courses were organized and 56 hours of programming led by professional tutors were delivered.

### **The startup of our Academic School Year 2021-2022**

Crossover Mission's 2021-2022 afterschool program formally began on August 10, 2021. There are currently 79 members enrolled at Crossover. Thirty trained and active volunteers support our program staff. Individual donations have enabled us to steadily strengthen our technology capacity specifically in an academic context. Crossover has worked both creatively and diligently to overcome transportation challenges in bolstering access to our afterschool programming. Young girls from Indian River County have been a part of our basketball training program for years and now we've built out an expanded program for girls: Transcendence Academy. Designed just for girls in middle and high school and emphasizing dignity and respect, Transcendence Academy requires girls to complete six courses to earn their symbolic crowns, including courses on the importance of education, active listening, relationships, emotional health, and healthy living.

**Dasie Bridgewater Hope Center**  
**8445 64<sup>th</sup> Avenue, Wabasso, FL 32970**  
**TUTORIAL AND MENTORING ACTIVITIES**

**Grant:** \$27,500

**Funds Used:** \$27,500

**Total Children Served:** 63

**Cost Per Child:** \$436.50

**Focus Area:** Quality after school and summer enrichment programs that include a meaningful component of social emotional skill building and academic instruction and remediation

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

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

### **GOALS AND OUTCOMES REPORT**

**Goal 1: Increase academic performance measured by grades on report cards and assessments. 70% of students attending the tutorial program that receive services will perform on grade level or above in Math & English. 2020-2021 GOAL MET.**

**Result:** 100% (63 of 63) students improved grades/on grade level for 4<sup>th</sup> academic quarter.

**Goal 2: Students will be mentored, provided supportive relationships and parents will be involved in the academic process. 80% of students will show improvement in confidence, learning ability, and decision making measured by pre/post surveys. Baseline: Students 2020-2021 Pre/Post surveys. 2020-2021 GOAL MET.**

**Result:** As students are enrolled into our program, youth are given a pre-survey. They are also given a post-survey at the end of the program to determine progress and/or extended mentoring. Mandatory monthly parent meetings are held to inform parents of their progress and address any concerns they may have (virtually and at student pick-up). 100% (63 of 63) of students showed and responded to progress from mentoring and monitoring through academic and social skills activities and pre/post testing. Virtual students were monitored via computer access.

**Goal 3: High school students will receive academic support to graduate and gain 21<sup>st</sup> Century Workforce Skills (creativity, innovation, teamwork and leadership). 70% of high school students will graduate or gain career skills. \*\*This outcome is specifically for high school students\*\* Baseline: Students 2020-2021 report/discipline reports. **2020-2021 GOAL MET.****

**Result:** 100% (18 of 18) of high school youth (9<sup>th</sup>–12<sup>th</sup> grade) are engaged and taking college preparation (college selection/preparation/financial applications) for college entrance, test preparation (SAT/ACT) and academic readiness (grades) for graduation. Youth are exposed to online, in-person career presentations to encourage career selections. Parents participated in various workshops including several Saturday career workshops.

**Current Status:**

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

- We are in contact, on a continuous basis, with parents and students in person and through “What’s App” to assist with any homework and resources for families.
- Parent meetings and surveys provide updates and address issues and concerns.
- Cleveland Clinic IR Hospital and IRC Health Department have partnered with DHC to provide on-site COVID-19 vaccinations and medical support to the community.
- Our students have returned and are very much in need of academic support and counseling.
- Junior Achievement (mid/high school) has been added to our students’ activities with weekly participation.
- IRC Health Department provides a weekly agricultural experience. We are in the process of developing a “Community Garden,” funded through Whole Foods Kids, which includes parents, neighbors and DHC youth.
- We are staying in contact with Board Members (monthly meetings & weekly updates) through ZOOM.
- We have had the entire facility sanitized for safe use.
- Kids participated in Summer Life Skills classes conducted by The Substance Abuse Council of Indian River County.
- We collected school supplies for the upcoming school year.
- Safety precautions were put in place with the assistance of IRC Health Department staff.
- Youth engagement with IRC Health Department medical interns will resume in November 2021. Our STEM program will be involved.

**The Education Foundation of Indian River County**  
**PO Box 7046, Vero Beach, FL 33960**  
**STEP into Kindergarten**

**Grant:** \$171,182.00

**Funds Used:** \$171,126

**Total Children Served:** 234 unduplicated children

**Cost Per Child:** \$731.31

**Focus Area:** Early Childhood Development

**Program Description:** The Education Foundation of Indian River County (EFIRC), in partnership with the School District of Indian River County (SDIRC), seeks to increase kindergarten readiness rates by providing a summer enrichment transition program for those children, ages 4-5, who have completed a Voluntary Pre-Kindergarten (VPK) program. This evidence-based programming extends learning to help mitigate the negative effects of the summer slide and promotes a smooth transition to kindergarten for students and families. Dependent on the SDIRC Instructional Calendar and availability of SDIRC facilities, this bridge program is tentatively scheduled for June and July and offers a full day of academic and social emotional learning. This proposed program, titled STEP into Kindergarten (STEP — Summer Transition Enrichment Program), will give priority to students identified as homeless, migrant, or residing in school zones with the highest poverty rates.

**Collaboration:** The EFIRC collaborates with the SDIRC to leverage the community's investment in our schools, with the goal of achieving academic excellence for students and educators. The EFIRC works with other community agencies to fund, administer, and implement programs (like STEP into Kindergarten) to prepare children to arrive for kindergarten better prepared to begin their academic careers.

## **GOALS AND OUTCOMES REPORT**

**Goal 1: Students will demonstrate a 15% increase on assessed literacy and mathematical skills.**

**Baseline:** *Baseline data was generated using a pre-assessment at the start of the 2021 summer program during the 3<sup>rd</sup> quarter of the grant award.*

**Academic Outcomes for Summer 2021:**

- *Uppercase Letter Identification — 17% Growth*
- *Count to 31 — 22% Growth*
- *Initial Sounds — 26% Growth*
- *Lowercase Letter Identification — 14% Growth*
- *Identify Numbers to 20 — 5% Growth*

**Goal 2: Students will demonstrate a 25% growth rate as measured by the pre- and post-social/emotional/behavioral progress rating. Baseline:** Baseline data was generated using pre-assessment at the start of the 2021 summer program during the 3<sup>rd</sup> quarter of the grant award.

**Social/Emotional Outcomes for Summer 2021:**

- *Organizes Time, Tasks, and Materials — 250% Growth*
- *Demonstrates Respect for Property, Self, and Others — 207% Growth*  
*Works Cooperatively in Groups — 148% Growth*
- *Actively Listens and Responds — 49% Growth*

**A note about tracking progress:**

Pre- and post-assessments aligned to the Florida Early Learning and Developmental Standards for Four-Year-Old and the Florida State Standards for Kindergarten in English Language Arts and Mathematics were utilized. In addition, pre- and post-assessments aligned to the first quarter SDIRC Kindergarten expectations measure progress in social emotional skills. At the conclusion of the program, an outcome sheet is shared with partners (*attached*).

**Program Implementation Progress:**

The 2021 STEP into Kindergarten program was implemented at the following sites during the summer of 2021: Fellsmere Elementary School, Pelican Island Elementary School, and Vero Beach Elementary School. The four (4) week program commenced June 7, 2021 and concluded July 2, 2021. A total of 234 students were served during this year's program implementation.

**Service Capacity:**

Our goal of serving 225 children in the summer of 2021 was surpassed by 4%.

**Environmental Learning Center**  
**255 Live Oak Drive, Vero Beach, FL 32950**  
**ENVIRONMENTAL STEAM EXPLORERS PROGRAM:**  
**MENTORING TOMORROW'S LEADERS**

**Grant:** \$10,000

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

**Total Children Served:** 59 unduplicated children

**Cost Per Child:** \$169.69

**Focus Area:** Quality after school and summer enrichment programs that include a meaningful component of social emotional skill building and academic instruction and remediation

**Program Description:** The Environmental STEAM Explorer program provided students and families with quality STEAM education through an environmental lens during out-of-school time. To help ensure that students do not fall behind during school breaks and to boost interest in STEAM careers, this program included career exploration for middle and high school students and weekend STEAM exploration programs for multi-generational family units.

**Collaboration:** With social and physical distancing requirements on-going due to COVID-19, we re-examined and evaluated how we engaged with partners in this program to adhere to all safety measures, while still meeting our outlined goals. We were unable to partner with a single organization to host a group of students at a STEAM immersion program due to transportation and partner organization enrollment limitations, but we instead engaged with a variety of community partners to help make their participants aware of the school break immersion program and weekend workshops. Partners included Dasie Hope, Youth Guidance, and MCAN, as well as advertisements through the virtual backpack of Indian River County. Due to our extensive advertising efforts, we had high interest in the majority of the programs offered to date. Unfortunately, interest and registrations for programming has not always resulted in attendance. For several of the programs we offered, we filled our available registration spots but have had numerous children fail to attend due to various health, family, and other issues. We made every effort to ensure that our programs were full to capacity, including reminder emails and the implementation of a waitlist, and implemented additional program sessions to reach a wider number of youth.

Combined with attendance concerns, our COVID-19 precautions also led to increased cost-per-child throughout the duration of the grant period. Due to social distancing and group size restrictions, we limited the number of children who can enroll in each program session. To help alleviate this issue and increase the number of children reached, we added additional education staff and split groups into smaller cohorts. This strategy was highly successful over our Spring Break sessions, when we had 18 middle and high school students attend our three day program in two groups of nine. We also offered four opportunities for students to attend the program over summer break. Registration for all sessions were filled to capacity.

Additionally, while we limited our group size to maintain appropriate safety measures and were not able to engage with as many community mentors as planned, we were able to have two college interns, both from Indian River County, and a total of six high school interns, who are both interested in pursuing STEAM-focused careers, act as near-peer mentors for participants in our Winter, Spring, and Summer Break Immersion programs.

**GOALS AND OUTCOMES REPORT**

**Goal 1: Increase interest in STEAM Fields: Pre and post surveys in which participants are asked to report their interest and confidence in pursuing STEAM fields will be used to evaluate impact of the program. Participants will be asked to use a Likert-type scale to rate their interest and confidence in each of the STEAM domains. A three-month follow-up survey will measure long-term impact and behavior change by determining if participants have pursued any further STEAM learning opportunities.**

*Result: We had 59 participants in seven sessions of this program. 6 attended over Winter Break, 18 attended for 2 concurrent sessions over Spring Break, 10 attended during the week of June 7th, 11 attended the week of June 14th, 8 attended the week of June 29th, and 6 attended the first week of August. According to pre and post surveys, 63% of participants reported increased confidence and 61% of participants reported increased interest in at least one STEAM domain. Overall, students reported the following across the various domains of STEAM:*

	<i>% of student reporting increase in confidence in</i>	<i>Aggregated % increase on 5-point Likert-type scale</i>	<i>% of students reporting increase in interest in</i>	<i>Aggregated % increase on 5-point Likert-type scale</i>
<i>Science</i>	33%	14%	26%	10%
<i>Technology</i>	26%	7%	21%	6%
<i>Engineering</i>	48%	24%	26%	15%
<i>Art</i>	31%	6%	21%	1%
<i>Math</i>	26%	4%	22%	7%
<i>Average</i>	33%	10%	22%	10%

*Three month follow-up surveys have been sent two times to participants from the Winter and Spring Break sessions via email. Zero responses have been received to date, but we will continue to reach out to participants for feedback. Two families have inquired as to when and if their child could attend a second session.*

**Goal 2: Increase conceptual understanding of what STEAM is and who can achieve a STEAM career:** Participants will be asked to complete the Draw- A- Scientist evaluation, in which they draw their version of a scientist and associated tools while also listing three or more characteristics of a scientist. Participants will be asked if they self-identify with the characteristics listed. 40% of participant evaluations will reflect a broader conceptual understanding of STEAM and the type of person who can achieve a STEAM career.

*Result: 16% of participants who did not identify STEAM careers as possible future careers in their pre survey did so in the post survey, including one student who identified becoming a coder, two who identified becoming an engineer, one who would like to work as an environmental educator, one who would like to work as a herpetologist, one interested in a career related to astronomy, and three who identified an interest in an art-related career. In the Draw-A-Scientist evaluation, 72% of students included a new tool that may be used by a scientist or someone working in a STEAM career with drones, Remote Operated Vehicles, and seine nets featured in many of these students' drawings. Two female students included a representation of a female scientist in their post-survey drawing rather than a male or gender-neutral representation. On the post-survey, when asked to describe the character traits a person working in STEAM, 83% of participants identified themselves as having at least one character trait in common with a person working in STEAM, an increase from only 69% who identified themselves as having at least one character trait in common on the pre survey.*

**Goal 3: Increase career readiness skills:** Surveys, both pre-program and post-program, will be used to measure confidence and ability in workforce skills in addition to monitoring progress towards workforce skill development by ELC program staff members. 40% of applicants will self-report increased confidence or ability in key workforce skills.

*Results: In pre/post surveys, participants reported a 38% increase in their confidence that they have the skills needed to succeed in a STEAM career field, with 84% of participants indicating that the program provided them with opportunities to build skills needed for success in a STEAM career. Students specifically noted that they increased their observation skills, their ability to persevere and retry challenges, their understanding of engineering, and their teamwork and communication skills. 95% of participants reported that it was somewhat true, true, or very true that they planned on attending college, with 21% of participants reporting that they would be the first in their family to go to college. ELC program staff leading the program noted that the students in the summer sessions excelled in their ability to find creative solutions and work in inclusive teams.*

**Goal 4: Increase ability to provide at-home support in STEAM learning:** In post program surveys, caregivers will be asked to evaluate the program's effectiveness in increasing capacity and needed resources for providing at-home support in STEAM learning. A three-month follow-up survey will be used to understand if and how caregivers implemented ideas, strategies, and

**resources provided during the workshop. 25% of participants will have implemented one idea, strategy, or resource presented.**

*Results: We held our first program in January with 8 children/caregiver pairs in attendance, and our second program in April with 2 children/caregiver pairs in attendance. In post program surveys, parents reported the following:*

	<i>Strong Agree</i>	<i>Agree</i>	<i>Neither Agree or Disagree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
<i>The event was engaging for my child.</i>	75%	25%	0%	0%	0%
<i>The event helped increase my child’s knowledge of STEAM topics.</i>	75%	25%	0%	0%	0%
<i>The event helped increase my child’s interest in STEAM topics.</i>	50%	50%	0%	0%	0%
<i>The event provided opportunities for me to explore STEAM topics alongside my child.</i>	75%	25%	0%	0%	0%
<i>The event helped me feel like I have more knowledge on how to engage my child with STEAM topics at home.</i>	50%	50%	0%	0%	0%
<i>After the event, I feel more confident engaging my child with STEAM topics at home.</i>	63%	37%	0%	0%	0%
<i>I plan on using the take-home materials.</i>	63%	37%	0%	0%	0%
<i>The take-home materials will help me engage my child in STEAM topics at home.</i>	63%	37%	0%	0%	0%

*Follow-up surveys have been sent to participants, but zero responses have been received to date. We will continue to reach out to families for feedback.*

Economic Opportunities Council of Indian River County  
2455 St. Lucie Avenue, Vero Beach, FL 32960  
EARLY BIRD - ST. HELEN'S

**Grant:** \$25,000

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

**Total Children Served:** 8 unduplicated children

**Focus Area:** Early Childhood Development

**GOALS AND OUTCOMES REPORT**

**OUTCOME 1:** During the 20-21 school year, 8 at-risk, low income children, age 2, and their families have access to high-quality early childhood development experiences in an early childhood setting, which will prepare them to enter school ready to learn.

*PROGRESS: Outcome achieved.*

**OUTCOME 2:** By the end of the 20-21 School year, 8 of 8 children will be meeting or exceeding developmental milestones for their age.

*PROGRESS: Outcome achieved. We are pleased to report that all eight children are exceeding developmental milestones in the communication, fine motor skills and personal-social categories. Seven of eight children are exceeding development-al milestones in gross motor skills and problem solving. One child is meeting expectations in these two categories. No children are below expectations. They are curious and eager learners, have made tremendous progress, and have developed strong bonds and friendships. They are well prepared to move into our 3-year-old Head Start classroom next year.*

**OUTCOME 3:** By the end of the 20-21 school year, 8 of 8 parents/guardians will increase their knowledge of early childhood growth and development and will be supported in achieving family goals.

*PROGRESS: Outcome achieved. The parents of all 8 children have participated in home visits, goal-setting, and parent-teacher conferences. The parents of 4 children have participated in parent trainings. One parent is serving on our Head Start Policy Council.*



**Feed the Lambs Enrichment Program Inc.**  
**1615 18th Avenue SW, Vero Beach, FL 32962**  
**ACADEMIC ENRICHMENT & MENTORING PROGRAM**

**Grant:** \$10,000

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

**Total Children Served:** 27 youth through after school tutoring and 50 in summer camp

**Focus Area:** Quality after school and summer enrichment programs that include a meaningful component of social emotional skill building and academic instruction and remediation

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

**Collaboration:** We are currently collaborating with Oslo Middle School, Preserve at Oslo Apts., Palms at Vero Apts. and local volunteers Indian River County.

### **GOALS AND OUTCOMES REPORT**

**GOAL 1: Increase academic performance measured by grades and absenteeism records on report cards and assessments. 70% of students attending the receiving tutorial services will perform on grade level or above in math and English.**

We assisted a total of 27 students at the Oslo Middle School Tuesday-Thursday. Our goal for the year of 2020/ 2021 was to help & tutor students who are failing in their math, reading, science, homework and missing assignments that are causing them to fail. We are proud to say that 85% of our students have improved in their grades. Five were getting F's and now they are getting A's & B's. The remaining 15% are students who raised their grade and stop coming or did not return.

**GOAL 2: Increase the ability of parents to communicate with their children about their learning and to assist with homework assignments.**

PIE (Parents Improving Education) this year has been very difficult to bring them together face to face because of COVID-19. We could communicate with the parents when they pick-up their child from the program. We encourage them to encourage their child on how important it is to have an education and to complete their school work so that they could get better grades. We also gave invitation to the parents to call us if they need help with answering question or with any subject interest.

**GOAL 3: The FTL summer camp will increase knowledge, confidence and positive life choices of students.**

We were able to serve fifty youth this summer and offer them education and recreation and mentorship. We offered healthy breakfast, lunch, snack for the nutrition of their psychical bodies. We offered recreational activities, exercising activities, field trips, and tutoring for math & reading to prepare them for the new school year. This summer camp was able to keep our youth safe for the summer and keep them from getting in trouble and having fun, traveling, and learning to keep a positive mind.

**GOAL 4: RRR Mentoring will provide learning opportunities, foster positive relationships and give support to develop young people's assets and prevent risky behaviors.**

We were to serve fifty youth twice a week this summer for our RRR mentorship program. We presented them with local speakers such as the Indian River County Sheriff, City of Vero Beach Police, Marine Bank, Spiritual Leader, and local Volunteer to share their life experiences. This was our way to teach our youth how to make the right choices so that they would not ruin their lives. They also were encouraged not to use drugs, alcohol, or have sex. It is very important that parents and leaders work together to train our children in the right way so that they make the right choices. We also hire 6 teens to train while they work so that they could prepare themselves for the real world. They were able to learn what it takes to get a job, dress right, be on time, following directions, and be respectful. They did very good and hey have an opportunity to work next summer along with new hirers.

**Gifford Youth Achievement Center**  
**4875 43<sup>rd</sup> Avenue, Vero Beach, FL 32967**  
**AFTER SCHOOL EDUCATION PROGRAM (ASEP)**

**Grant:** \$60,680

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

**Total Children Served:** 270

**Cost Per Child:** \$2,771

**Focus Area:** Quality after school and summer enrichment programs that include a meaningful component of social emotional skill building and academic instruction and remediation

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

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

### **GOALS AND OUTCOMES REPORT**

- 1. 93% of middle/high school students will improve their emotional/social skills.**

***Results: Goal Met. 95% of students improved their emotional/social skills using the tools available through "Ripple Effects" and the support of GYAC's Guidance Counselor.***

*Destination Knowledge – Ripple Effects* is a research-based tool to help children build resilience and handle non-academic issues that may impact their success in school. Students use this program to improve their social/emotional skills in decision-making, assertiveness, impulse control, empathy, and community connection. Students showed resilience as they continued to deal with the impact of COVID-19. Despite the many challenges they faced, students remained focused on their academics.

During the 4<sup>th</sup> quarter, GYAC's Guidance Counselor resigned to focus on their private counseling practice. GYAC hired a new guidance counselor (now called a Student Support Specialist), and she has met with students experiencing social/emotional and behavioral issues. The Specialist has contacted school staff and the parent to gain additional insight into students' issues.

One student referred by a GYAC teacher was threatening suicide. The Specialist met with the student and the parent, and the student was referred for immediate

services, and subsequently, Baker Acted. Follow-up with the parent continued during the student's hospitalization.

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

**Results: Goal Met. An average of 95% of students completed their homework assignments before leaving.** The primary focus of the after-school program is the completion of homework and any academic assignments before the student leaves for the day. Teachers and volunteers provide the assistance needed for students to complete this goal. Report cards are reviewed and monitored to ensure there are no negative comments regarding homework completion.

During the 4<sup>th</sup> quarter, approximately 95% of students complete their homework before leaving.

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

**Results: Goal Met. Approximately 92% of students improved their grade of a "C" or lower in Reading, English, and/or math by the 3<sup>rd</sup> nine-week grading period.** Forty percent (40%) of students made the A/B Honor Roll for the 3<sup>rd</sup> quarter of the 2020-2021 school year. The trend for students improving grades of "C" or lower continued into the 4<sup>th</sup> nine weeks grading period. Approximately 42% of students improved their grades during the 4<sup>th</sup> nine weeks grading period.

Report cards for the 1<sup>st</sup> nine weeks of the 2021-2022 school year will be issued on 10/15/21.

COVID-19 impact: COVID-19 impacted GYAC's 2020-2021 after-school program. Enrollment was limited to allow for social distancing in the classroom, and GYAC served fewer students.

During the summer of 2021, an after-school brochure was mailed to residents in the "32967" and "32962" zip codes in anticipation of the 2021-2022 school year. Enrollment would be at pre-COVID levels with no social distancing in the classrooms. The total number of students served has increased from 146 through 6/30/21 to 270 through 9/30/21. The surge in enrollment can be attributed to the brochure mailer, marketing materials placed in the Gifford community, and the capacity to serve more students due to the 2019 expansion.

**Gifford Youth Orchestra**  
**8 Vista Gardens Trail #102, Vero Beach, FL 32962**  
**STAGING FOR SUCCESS:**  
**AFTER SCHOOL YOUTH ENRICHMENT/MUSIC EDUCATION**

**Grant:** \$25,000

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

**Total Children Served:** 58 unduplicated children

**Cost Per Child:** \$432.00

**Focus Area:** Quality after school and summer enrichment programs that include a meaningful component of social emotional skill building and academic instruction and remediation

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

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

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

**Collaboration:** Activities during this quarter included collaboration involved our Summer Camp collaborating with the Gifford Youth Achievement Center for space, the Gifford Aquatic Center for space and swimming, the Gifford Community Center for the Summer Performance, and The Source for food. All instrumental classes were virtual.

**July 2021** The GYO Staff presented its first in-person activity since Covid. The GYO Summer Camp was held at the Gifford Aquatic Center and in the two GYAC portable modules during the week of July 12 – 16<sup>th</sup>. Twenty-Three children attended: 16 from the GYO classes and 7 from various communities in Indian River County. Camp was an all-day event including classes in violin, cello, piano, voice, drama, art, and ensemble. Additional sessions for swimming, outdoor activities, and 2 meals were included. The staff consisted of five paid teachers and six volunteers. The Camp Director was a highlight for the GYO – Marissa Rollins, GYO graduate in 2015 returned to Vero Beach from her public-school teaching position to organize and supervise this 2021 Summer Camp! Following are three photos from the Summer Camp:



2 Art Class at the GYAC



1 Summer Program at the Gifford Community Center



4 Lunch Served by the Source's Food Truck



3 Daily Outdoor Activity at the Victor Hart Complex Park

**August 2021:** All students continued with their virtual classes.

**September 2021:** A new collaboration with the School Board of Indian River County and the Gifford Middle School where 3 classrooms for the GYO to hold classes was offered. During the month, all the necessary paperwork was completed and insurances were secured to position the GYO to begin to hold classes there in October.

## GOALS AND OUTCOMES REPORT

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

Goal met – 100% of beginning students enrolled as a 4th Quarter violin student had learned to read and play new music for the Black History Program and performed their solos by February. They are currently working on music for the November 6<sup>th</sup> Annual Concert.

**Outcome #2: 75% of 2nd Year Students enrolled will increase their ability by 100% and be able to read and play music at the Advanced Beginner's Level.**

Goal met – 100% of 2<sup>nd</sup> year students enrolled as a 4th Quarter violin student continued to improve their ability to hold the bow correctly and used the correct posture for playing. It is an ongoing process. They all learned new music and performed solos in the Black History Program in February. One student performed with the intermediate and advanced students on the click-track group ensemble video. Several of these students performed in the video presentation of the GYO Board's fundraising event, Crystals by the Beach in April. All students are currently working on music for the November 6<sup>th</sup> Annual Concert.

**Outcome #3: 60% of 3rd Year Students enrolled will increase their ability by 100% to read and play music at the Intermediate and Advanced Level.**

Goal met – 100% of students enrolled as Intermediate Students performed in the annual GYO Board's Fundraising event (Crystals by the Beach) in April and performed solos via the internet. The link to that video is: <https://studio.youtube.com/video/MVYsZg4Z7hw/edit>. Additionally, because all of the 3<sup>rd</sup> year students had private lessons during 2021, their ability to read and perform music at the Intermediate level moved all of them to the advanced level. They are currently working on music for the November 6<sup>th</sup> Annual Concert.

In addition: All classes that were converted from group lessons to individual lessons and now being converted back to a combination of individual lessons and group ensemble classes.

- Strings 32 students actively participating; Piano 21 students actively participating; Vocal Coaching 5 students actively participating. Waiting List = 7.
- Sue Lorimier Piano students (21 active – 100% participation) including the June Piano Recital with 100% of piano students performing.
- Lynn DiMenna Vocal students (5 active – 100% participation). Four of these students performed in the Crystals on the Beach Fundraiser.
- Abby Lorimier/Intermediate and Beginner violin and Cello students (12 active – 100% participation)
- Matt Oodsky/Advanced and Intermediate violin students (9 active 100% participation). Four of these students performed in the Crystals on the Beach Fundraiser.
- Courtney Diaz /Intermediate and Beginner violin students (11 active – 100% participation)
- Joan Haar/New Zoom classes, Supervising teachers, Instrument repair and assignment of students

OVERALL PARTICIPATION RATE THIS QUARTER = 100%

**Healthy Start Coalition**  
**1555 Indian River Blvd. Suite B241, Vero Beach, FL 32960**  
**BABIES AND BEYOND**

**Grant:** \$62,000

**Total Funds Used:** \$62,000 (Q1 = \$15,624.99 + Q2 = \$15,624.99 + Q3 = \$15,689.28 + Q4 = \$15,060.74)

**Total Pregnant Women Served:** 969 (Q1 = 255 + Q2 = 231 + Q3 = 210 + Q4 = 273; includes participants delivering out of county (OOC))

**Cost Per Client:** \$63.98

**Focus Area:** Building Parent Capacity

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

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

## **GOALS AND OUTCOMES REPORT**

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

**Goal Results: 92.3% Overall**

- **100% (22 out of 22)** prenatal program participants understand the importance of breastfeeding by indicating their intention to breastfeed their infant at birth and beyond. Data pulled from prenatal classes. IRCHSC experienced a transition in class educators.
- **100% (273 out of 273)** new mother and family participants received education of infant safe sleep practices at actual bedside (postpartum). Data pulled from bedside education.
- **77% (211 out of 273)** served postpartum program participants have self-efficacy to perform proper infant feeding habits to help newborn infants to thrive. Includes those clients' receiving referrals for additional education and/or feeding support by an International Board-Certified Lactation Consultant (IBCLC) or Healthy Start. Data pulled from Nurse Home Visitation.

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

***Goal Results: 90.5% Overall***

- **100% (72 out of 72)** prenatal women and family participants increased their knowledge and awareness of labor and delivery techniques that enhanced a positive birth outcome/experience. Data pulled from prenatal classes. IRCHSC experienced a transition in class educators.
- **81% (211 out of 261)** postpartum program participants received a preventative care home visit by a registered nurse who counsels and identifies possible adverse conditions of the mother and developing infant. Data pulled from Nurse Home Visitation.

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

***Goal Results: 89.5% Overall***

- **87% (238 out of 273)** all mother's giving birth at Cleveland Clinic Indian River Hospital will initiate breastfeeding at the bedside. Data pulled from bedside education.
- **92% (250 out of 273)** program participants received support by a home visit, follow-up phone calls at 3-days, and 6-weeks, as well as, referrals to IBCLC professional when necessary. Data pulled from Nurse Home Visitation.

**Healthy Start Coalition**  
**1555 Indian River Blvd. Suite B241, Vero Beach, FL 32960**  
**COORDINATED INTAKE AND REFERRAL/**  
**PRESUMPTIVE ELIGIBILITY FOR PREGNANT WOMEN (PEPW)**

**Grant:** \$20,000

**Total Funds Used:** \$20,000 (Q1 = \$5,000.01 + Q2 = \$5,000.01 + Q3 = \$5,000.01 + Q4 = \$4,999.97)

**Total Referrals Served:** 1,977 (Q1 = 472 + Q2 = 672 + Q3 = 455 (294 prenatal, 161 postnatal) + Q4 = 378 (235 prenatal, 143 postnatal))

**Cost Per Referral:** \$10.12 per family

**Focus Area:** Building Parent Capacity

**Program Description:** The Indian River County Healthy Start Coalition (IRCHSC) has a Connections Specialist embedded within Cleveland Clinic Indian River Hospital's obstetrics offices - Partners in Women's Health. This allows the Connections Specialist to visit with 93% of all Indian River County mothers. During this visit, a universal risk screen is provided. This universal risk screen is under Florida Statute 383.14 and requires that all pregnant women be offered the State prenatal risk screening at their first prenatal visit. In addition to this screen, the new mom receives education and information on programs that she may be eligible. In an effort to streamline services, IRCHSC has collaborated with Cleveland Clinic Indian River Hospital to integrate IRCHSC's Coordinated Intake and Referral (CI&R) process with access to Presumptive Eligibility for Pregnant Women (PEPW). PEPW assists eligible pregnant women to immediately receive prenatal care through Medicaid for up to 45 days, while their eligibility for full Medicaid benefits is determined. The integration of CI&R and PEPW with Cleveland Clinic Indian River Hospital will allow staff to have additional access to mothers, babies, and families by being able to access labor and delivery.

**Collaboration:** Cleveland Clinic Indian River Hospital, Partners in Women's Health, Indian River County Health Department, Midwife Love, Kindergarten Readiness Collaborative, Department of Children and Families, and local OB Providers

## **GOALS AND OUTCOMES REPORT**

**Outcome #1: Indian River County mothers will receive early access to prenatal care (as measured by Trimester Prenatal Care Began (Provisional)).**

**Goal Results: 79.6% Overall** *\*Please note that this outcome will remain the same until 2020 verified data is release for the Florida Department of Health.*

- **79.6%** of mothers will receive early access to prenatal care (1st Trimester — 2019 data pulled for Florida CHARTS), compared to the State's average of 75.9%.

**Outcome #2: Indian River County families will be linked to appropriate programs based on risk and need.**

***Goal Results: 15% Overall compared to State's average 16%.***

- **16% (22 out of 134)** Prenatal referrals made to other services (home visiting services) will be comparable to State's average of 22%.
- **14% (19 out of 132)** Postnatal referrals made to other services (home visiting services) will be comparable to State's average of 10%.

**Outcome #3: Indian River County families will increase their knowledge of inter-conception care (ICC) and family planning methods measured by the ICC calls completed.**

- **170 out of 170** mothers who were referred or completed a screen will have at least one attempt of contact for inter-conception care.

**Outcome #4: Indian River County families will have increased knowledge of resources and local programs as indicated by the percent of initial intakes completed.**

***Goal Results: 52% Overall Compared to State's Average 56%.***

- **41% (97 out of 235)** prenatal referrals and screens will complete an initial intake compared to State's average of 48%.
- **63% (90 out of 143)** postnatal referrals and screens received will complete an initial intake compared to State's average of 64%.

\*Please note that COVID-19 restrictions continue to effect outcomes in many programs. IRCHSC addresses barriers to service, reviews trends in outcomes and adjusts processes to ensure that mothers, babies and families are receiving needed services.

**Healthy Start Coalition**  
**1555 Indian River Blvd. Suite B241, Vero Beach, FL 32960**  
**COMMUNITY DOULA**

**Grant:** \$50,000

**Total Funds Used:** \$50,000 (Q1 = \$12,499.98 + Q2 \$12,499.98 + Q3 \$12,500.00 + Q4 = \$12,500.04)

**Total Families Served:** 48 (Q1= 10 + Q2 =14 + Q3 =11 + Q4 =13)

**Cost Per Child:** \$1,041.66 per family

**Focus Area:** Building Parent Capacity

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

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

### **GOALS AND OUTCOMES REPORT**

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

***Goal Results: 23% Overall***

- **100% (12 out of 12)** program participants increased knowledge about pain management during labor, coping techniques during labor, comfort measures, procedures and terminology during labor, and pain medication used during labor. OB staff called a Doula for 1 client during delivery, this client did not receive prenatal education on pain management but received comfort measures, pain management and coping techniques during labor.
- **77% (10 out of 13)** program participants had a vaginal birth. 23% (3 out of 13) participants had cesarean sections performed for medical reasons.

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

***Goal Results: 96% Overall***

- **100% (12 out of 12)** program participants-initiated breastfeeding at birth.
- **92% (11 out of 12)** program participants continued breastfeeding postpartum. (Follow up pending on 1 client)

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

***Goal Results: 100% Overall***

- **100% (12 out of 12)** program participants completed all prenatal appointments. OB staff called a Doula for 1 client during delivery, this client was not tracked for prenatal appointments.
- **0% (0 out of 12)** program participants had low birth weight infants (2500gm). Goal for this indicator is low birth weight infants will be 7% or lower for program participants.

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

***Goal Results: 100% Overall***

- **100% (12 out of 12)** program participants increased knowledge of healthy preconception, prenatal and postpartum health.
- **100% (13 out of 13)** of program participants demonstrated increased knowledge of birth practices, medical terminology, and medical interventions.

**Healthy Start Coalition**  
**1555 Indian River Blvd. Suite B241, Vero Beach, FL 32960**  
**NURSE-FAMILY PARTNERSHIP**

**Grant:** \$15,000

**Total Funds Used:** \$15,000 (Q1 = \$3,000.01 + Q2 = \$3,999.96 + Q3 = \$3,999.99 + Q4 = 4000.04)

**Total Families Served:** 143 (Q1 = 29 + Q2 = 31 + Q3 = 42 + Q4 = 41)

**Cost Per Child:** \$104.90 per family

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

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

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

### **GOALS AND OUTCOMES REPORT**

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

***Goal Results: 100% Overall***

- Forty **(40)** active clients from previous period and one **(1)** new client enrolled between July 1, 2021 - September 30, 2021 (3 client dismissed).
- **100% (1 out of 1)** families will improve their knowledge of medical services available in their community. Please note that since 2018 to the end of this quarter, 61 out of 64 (total enrolled clients) families achieved this indicator; as well as 41 out of 41 families during this period.
- **100% (1 out of 1)** families will improve their knowledge of social services available in their community. Please note that since 2018 to the end of this quarter, 61 out of 64 (total enrolled clients) families achieved this indicator; as well as 41 out of 41 families during this period.
- **100% (1 out of 1)** families will demonstrate increased access of services available in their community. Please note that since 2018 to the end of this quarter, 61 out of 64 (total enrolled clients) families achieved this indicator; as well as 41 out of 41 families during this period.

**Outcome #2: Families have improved access to high-quality services that promote healthy**

**prenatal and postpartum healthy behaviors.**

**Goal Results: 20% Overall**

- **20% (1 out of 5)** referrals in the targeted community that are eligible for NFP will enroll in services. Please note that from 2018 to the end of this quarter, 64 out of 126 referrals have enrolled in the program, for a 50.8 % conversion rate of referrals to enrollment.

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

**Goal Results: 100% Overall**

- During this reporting period, 27 infants were served including two **(2)** newborns.
- **100% (2 out of 2) women** enrolled in NFP had a successful breastfeeding initiation rate at the birth of their child. Since 2018 to the end of this quarter, 35 out of 36 clients in NFP had a successful breastfeeding initiation.
- **100% (2 out of 2) infants** enrolled in NFP received their well-baby checks. 35 out of 36 infants enrolled in NFP received their well-baby checks. Please note that since 2018 to the end of this quarter NFP had 36 deliveries, including one set of twins, for a total of 37 babies enrolled in the program.

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

**Goal Results: 100% Overall**

- Currently, the program has (2) participants with an infant less than 6 months of age, (5) participants with infants at the 6-month period, (6) participants with an infant at the 12-month period, (7) participants with an infant at the 18-month period, and (4) participant with infant at the 24-month period. One **(1)** client reported a subsequent pregnancy during 26-month interval. (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. Since 2018 to the end of this quarter, 61 out of 64 clients have been educated on the importance of recommended 18-month interval between pregnancies. The program will continue to monitor program participants to the 12, 18, and 24 months postpartum.)
- **100% (1 out of 1)** program participants will increase knowledge of the importance of not getting pregnant until at least 18 months after the birth of their child. Please note that 41 out of 41 program participants have been educated in this indicator during this period.
- **100% (1 out of 1)** program participants will increase their knowledge of inter-conception health and Long-Acting Reversible Contraceptives (LARC). Please note that 41 out of 41 program participants have been educated in this indicator during this period.
- **100% (1 out of 1)** program participants will increase their knowledge of the life course model and utilize this model to plan their future pregnancies. Please note that 41 out of 41 program participants have been educated in this indicator during this period.

**Healthy Start Coalition**  
**1555 Indian River Blvd. Suite B241, Vero Beach, FL 32960**  
**PARENTS AS TEACHERS (PAT)**

**Grant:** \$33,000

**Total Funds Used:** \$33,000 (Q1 = \$8,250 + Q2 = \$8,250 + Q3 = \$8,250 + Q4=\$8250)

**Total Children Served:** 203 (Q1 =44 parents/caregivers/ 47children + Q2 = 49 parents/caregivers/ 52 children + Q3 = 51 parents/caregivers/55 children + Q4 = 47 parents/caregivers/49 children)

**Cost Per Child:** \$172.77 per family

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

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

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

## GOALS AND OUTCOMES REPORT

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

***Goal Results: 97% Overall***

- **96% (43 out of 45)** parents/caregivers increased their knowledge of their children's age-appropriate development. Of the 47 families enrolled, 38 were eligible for screening, and 38 completed this screening (Data pulled from ASQ3).
- **97% (37 out of 38)** parents/caregivers responded appropriately to developmental milestones. Of the 47 families enrolled, 38 were eligible for screening, 9 were not yet due for the screening during this reporting period (Data pulled from PICCOLO).
- **97% (37 out of 38)** parents/caregivers recognize and respond appropriately to the emotional needs of their child. Of the 47 families enrolled, 38 were eligible for screening, 9 were not yet due for the screening during this reporting period (Data pulled from PICCOLO).

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

**Goal Results: 94.5% Overall**

- **100% (38 out of 38)** parents/caregivers increased parent child interaction and age-appropriate play activities. Of the 47 families enrolled, 38 were eligible for this screening, 9 were not yet due for the screening during this reporting period (Data pulled from PICCOLO).
- **89% (40 out of 45)** children administered the age-appropriate developmental screening tool increased their language development and communicate needs on an age-appropriate level (ASQ-3). Of the 49 children enrolled, 45 were eligible for the screening, 4 were not yet due for the screening during this reporting period. Of the 5 that did not meet indicator, 2 are currently receiving therapy, 1 denied referral and 2 did not qualify for an Early Steps service. (Data pulled from ASQ3).

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

**Goal Results: 100% Overall**

- **100% (47 out of 47)** parents will be linked to at least one community resource as needed (Data pulled from Penelope).

**Hibiscus Children’s Center**  
**1145 12<sup>th</sup> Street, Vero Beach, FL 32960**  
**SAFECARE**

**Grant:** \$35,000

**Funds Used:** \$35,000

**Total Children Served:** 99

**Total Adults Served:** 70

**Cost Per Child:** \$413

**Focus Area:** Building Parent Capacity

**Program Description:** SafeCare is an evidence-based training program for parents who are at-risk or have been reported for child abuse and neglect. Families are referred by the Department of Children and Families as well as the community referrals. An intake assessment is completed with the family to evaluate parental stress scales and obtain a baseline on parenting skills. The program is approximately 18 weeks consisting of 3 modules or 6 sessions each. Each module includes a baseline session for assessing skills, practice sessions, and a post session.

**Collaboration:** The program is a collaborative program between Hibiscus Children's Center and Behavior Basics providing parents weekly home visits with strategic focus on safety, parent-child interaction, and health. SafeCare also collaborates with Communities Connect for Kids and the Department of Children and Families monthly to discuss referrals, case closures, successful closures, and overall program operations.

### **GOALS AND OUTCOMES REPORT**

**Goal 1: To maintain at least 95 percent or more of families served having no verified reports of abuse or neglect during services as measured by the ability to search FSFN (Florida Safe Families Network).**

- *Result (4<sup>TH</sup> quarter): 100% (14 of 14) families did not have any verified findings of abuse while receiving services.*
- *Cumulative Results: 100% (78/78) families did not have any verified findings of abuse while receiving services.*

**Goal 2: 90% of families served will have no verified reports of abuse or neglect 6 months and 12 months post services as measured by the ability to search FSFN (Florida Safe Families Network).**

- *Result (4<sup>th</sup> quarter): 100 % (11 of 11) families served had no verified reports of abuse or neglect 6 months and 12 months post services as measured by the ability to search FSFN (Florida Safe Families Network).*
- **Cumulative Results: 100% (58 of 58) families served will have no verified reports of abuse or neglect 6 months and 12 months post services as measured by the ability to search FSFN (Florida Safe Families Network).**

**Goal 3: 90% of parents completing services increased positive parenting outcomes as measured by comparing the pre- and post-assessment checklist results.**

- *Result (4<sup>th</sup> quarter): 100% (7/7) families who completed services this quarter increased positive parenting outcomes using the parental stress scale pre/post measures.*
- **Cumulative Results: 88% (14/16) of parents completing services increased positive parenting outcomes as measured by comparing the pre- and post-assessment checklist results.**

**Goal 4: To maintain engagement of clients in services. To maintain at least 80% of all clients referred for SafeCare services will be engaged (session 2+) in services as documented in home visit logs. Baseline is 80%.**

- *Result (4<sup>th</sup> quarter): 37% (3/14) families engaged in the program this quarter by completing 2 or more sessions. The SafeCare staff and DCF meet weekly to discuss issues with families not engaging in services.*
- **Cumulative Results: 47% (31/66) families engaged in the program this quarter by completing 2 or more sessions. The SafeCare staff and DCF meet weekly to discuss issues with families not engaging in services.**

**The Hope for Families Center**  
**720 4<sup>th</sup> Street, Vero Beach, FL 32962**  
**HFC - SHELTER CHILDREN'S PROGRAM**

**Grant:** \$30,000

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

**Total Children Served:** 209

**Cost Per Child:** \$143.54

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

**Program Description:** The Shelter Program is the first step for homeless families with children under 18 years of age to stabilize their lives by providing safe shelter, nutritious meals, clothing and other basic necessities through case management, referrals and enrollment assistance to services available within the community. The goal for each family is to achieve financial stability, employment and permanent housing. Adults are referred to service providers within the community for employment training/placement, parenting skills 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 obtain and maintain employment.

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

**COVID 19 – HFC's Response & Plan of Action:** In the 4<sup>th</sup> quarter of this grant cycle, the surge of the COVID Delta Variant had an impact at HFC. The shelter remained open and committed to serve families living in the shelter during this new surge, but due to active COVID cases in the shelter, heightened precautions were taken for the safety of the families. We are guided by the Department of Health and Centers for Disease Control on best practices, and have received support from the Hospital District and other agencies to help keep our staff and residents safe over the summer and the beginning of school. As such, our general policies for ensuring wellness includes a quarantined living area and taking temperatures now daily. All staff and residents are required to wear masks inside the shelter. Staff are required to always wear gloves, masks, and face shields while preparing and serving food, and are trained on maintaining hygiene and prevention of cross contamination. There is regular cleaning after every meal and shift in kitchen and dining area as well as all other common areas. In order to stay sanitized, cleaning of doors and all touch areas are done twice a day, and once daily cleaning of bathrooms is in protocol. We continue to keep our doors open to new families, but have established a quarantine wing where new families stay for two weeks while waiting for COVID test results. To date, we have had six

cases of Covid-19 with two of them being children. The families were isolated, and once cleared by the health department and school district, returned to normal activities. Because of the surge our numbers lowered for services. Summer programs, enrichment programs and daycares for the children went through periods of time during the reporting cycle where they were shut down, closed or on quarantine. We did open up our Reading Resource Room to residents so they could read with their children and use the computers for school registration, zoom meetings for the children and homework. In the later part of July, we had to hold intakes for two weeks due to the shelter having two families with active COVID cases at one time. This closure lasted two weeks. Cleveland Clinic sprayed our facility 2 times a week with a powerful electrostatic cleaner and the Department of Health worked with us to bring onsite vaccines to qualified residents and staff.

When a family enters the shelter, case management immediately begins to work with the adults to explain and develop an employment, budgeting, savings and rapid rehousing plan. They also work with the family to get the children into appropriate day care, school, after-school and summer, winter and spring camps. In order for the parent to work, the child must be in appropriate, supportive day care, school or other programs. The case manager responsible for Children's Programs then works with the parents/guardians to get all required documentation needed, completion of all required forms, scheduling of appointments and enrollment in day-care, school, after-school programs and other camps. The case manager responsible for Rapid Rehousing works with adults in locating appropriate housing once they have saved required money for rent. Both case managers work as a team to provide a multi-disciplinary approach for delivery of service to adults and children within the Center. All case management takes place at The Hope for Families Center.

The shelter is open 7 days per week, 24 hours per day, 365 days per year. Case management meets with the family at least once per week to review their progress within the program. The entire case management team meets weekly to review every case and progress toward family goals.

If the family does not have health insurance or Medicaid upon entry, case management works to secure Medicaid or works with providers to provide health services on a sliding scale. The first goal is to get every family, adults and children, established with primary care physicians. Most children have primary care physicians because of the needed immunizations and health records needed for school. Most adults do not have a primary care physician, unless they are medicated for an existing condition. We require all health records for children to assure immunizations. We do not require health records for adults unless there is an identified health condition. Every time a client goes to the doctor or emergency room, we require a printout of the diagnosis and treatment for our records

From October 1, 2020 through September 30, 2021, The Hope for Families Center has served 250 unduplicated clients. The data presented is cumulative from October 1, 2020 through September 30, 2021.

<b>Increase the number of families able to navigate the healthcare and social service systems</b>		
Indicator #1	percentage of adults and children who secure PCP or referred for mental/behavioral health	37%
Indicator #2	percentage of adults and children who are referred for health/mental/substance abuse/domestic violence support	16%
<b>Increase the number of children placed in after school programs or camps</b>		
Indicator #1	percentage of school-aged children placed in after school programs or camps	67%
Indicator #2	percentage of school-aged children transported to various programs	76%
Indicator #3	percentage of parents who complete the required documents for placement in programs	59%
<b>Maintain the number of non-school aged children placed in day-care facilities that provide early childhood development</b>		
Indicator #1	percentage of children who qualify for daycare and percentage placed	100%
Indicator #2	percentage of children transported to day care facilities	100%

**NOTES:**

**Indicator #1 (Number of families able to navigate the healthcare and social service system) -**

This percentage of 37% declined drastically because 58% of residents that checked into the shelter during this reporting period had an existing PCP or mental/behavioral health plan. Currently, this brings our percentage to 95% of clients with a PCP or mental/behavioral health plans in place at HFC.

**Indicator #1 & #2 (Increase the number of children placed in after school programs or camps)**

– Because of the surge of the Delta Variant over the summer and the beginning of school, Indicator #1 and #2 were lower due to programs closing or being forced into quarantine. HFC facilitated in-house programs to bridge the gap.

**Mental Health Association**  
**820 37<sup>th</sup> Place, Vero Beach, FL 32960**  
**MIDDLE & HIGH SCHOOL VIOLENCE & SUICIDE PREVENTION**

**Grant:** \$41,000

**Funds Used:** \$41,000

**Total Students Served:** 274

**Cost Per Student:** \$149.64

**Focus Area:** Middle and High School programs that address risky behavior

**Program Description:** The Middle & High School Violence & Suicide Prevention Program provides countywide services for Indian River County youth to educate students on mental health; ensure access to mental health care; provide crisis intervention to prevent avoidable harm and crisis; and give additional, ongoing support, and effectively treat emotional and behavioral concerns that can worsen if left untreated. The program's mental health clinicians:

- Facilitate within area schools, in collaboration with Substance Awareness Center for certain schools, Erika's Lighthouse psycho-educational intervention on depression awareness and suicide prevention as a universal precaution and Tier One intervention;
- Provide therapeutic intervention with students who request individual mental health intervention to meet unmet student treatment needs;
- Provide crisis intervention and mental health support to students in need of immediate assistance, to prevent harm to self or others, and to restore stability and functioning;
- Provide ongoing mental health treatment services to effectively address emotional and behavioral health needs of students with diagnosable mental health concerns; and
- Deliver critical incident support for traumatic events negatively affecting students, parents and/or staff to restore disrupted functioning and assist with healing.

**Collaboration:** Mental Health Association works collaboratively with the Indian River County School District and Substance Awareness Center to provide the Erika's Lighthouse depression awareness and suicide prevention model. To address unmet student mental health needs, MHAIRC is the sole provider for needed follow up therapeutic services to Indian River County middle and high school students as community partner for the Indian River County School District. Mental Health Association is additionally committed to providing the Erika's Lighthouse program to the Indian River County Charter High School, Imagine Charter, St. Edward's, and the Alternative Center for Education.

**Direct staff time in schools for Erika's Lighthouse psychoeducational class provision (from 7/1/2021 to 09/2021):** During the summer, there were no ELH classes held due to school break.  
**Year to date total prevention:** 169 hours

**Direct staff time in schools for Erika's Lighthouse individual follow-up with self-referred students (from 7/1/2021 to 9/30/2021):** During the summer, there were no school-based intervention provided due to school break. **Year to date total school-based prevention:** 117 hours

**Direct staff time in schools’ critical incident support (from 7/1/2021 to 9/30/2021):** No Critical Incident Support services were needed or provided last quarter. **Year to date critical incident support services:** 16 hours

**Walk-in & counseling center outpatient mental health treatment services for youth served through this program (from 7/1/2021 to 9/30/2021):**

<b>Outpatient Service</b>	<b>7/1/2021-9/30/2021</b>	<b>Year to Date</b>
Same day mental health screenings/crisis intervention	<b>22</b>	<b>106</b>
Child/Teen Diagnostic Assessments	<b>12</b>	<b>53</b>
Individual/Family Therapy	<b>147</b>	<b>653</b>

### **GOALS AND OUTCOMES REPORT**

**Goal 1:** Students who participate in Erika’s Lighthouse psycho-educational classes can self-refer for mental health care and specify if they need assistance from a mental health professional within the next school day or within the next week. Master’s level clinicians meet with those students requesting support within or before the specified timeframe, and consult with school guidance, as well as the mental health specialists in the Indian River County School District for family outreach in case the student is unavailable.

**Goal 1 Outcome:** From 7/1/2021-09/30/2021, there were no school-based activities due to summer break. As the 2021/2022 school year has begun, planning and scheduling are underway and we will be back in the schools starting in November at the Charter High School and Sebastian River Middle Schools. Continued planning for the other schools are in process.

***For year to date, 186 middle and high school students were seen for school-based intervention with the student per self-referral.***

**Goal 2:** MHA will co-facilitate, as mental health professionals, day one of Erika’s Lighthouse along with collaborating agency, Substance Awareness Center, for 6th grade at the four IRC middle schools and for 9th grade at two IRC high schools.

**Goal 2 Outcome:** From 7/1/2021-09/30/2021, there were no school-based activities due to summer break. School-based intervention will begin in November for the 2021-2022 school year.

***For year to date, 2,484 students at Storm Grove Middle School, Oslo Middle School, Sebastian River Middle School, Gifford Middle School, Freshman Learning Center at Vero Beach High School, and Sebastian River High School participated in prevention psychoeducational classes of Erika’s Lighthouse. Student survey yielded results of 89 to 91% of students learning from and benefiting from the program.***

**Goal 3:** Mental health intervention included open, same day access to walk-in mental health screening and crisis intervention. Activities for ongoing mental health treatment include diagnostic assessment, treatment planning, provision of individual therapy; caregiver and parent consultation about student needs; and/or provision of group therapy to students dealing with similar issues or concerns.

**Goal 3 Outcome:** From 7/1/2021 to 9/30/2021, this program provided 22 office-based, walk-in mental health screenings, 12 child/teen diagnostic assessments, and 147 individual/family therapy sessions. Beginning July 13<sup>th</sup>, we began a weekly female teen mindfulness group at our outpatient clinic every Tuesday. We have held 12 weekly groups serving 9 teens and will continue the group throughout the school year, admitting incoming teenaged females as needed.

***Year to date, 138 unduplicated middle and high school students were provided needed mental health services at our outpatient office.***

***For youth seen for mental health screening, assessment and/or ongoing therapeutic intervention through this program for year to date, 78% discharged from treatment services favorably by completing care and/or reducing presenting symptoms, achieving maximum benefit from services, or successfully transferring into needed treatment services. Additionally, care services reduced clinically significant admission anxiety per GAD7 anxiety scale an average of 6.9 points and PHQ9 depression scores reduced by an average of 4.8 points (decreases of at least 5 points are clinically significant). (GAD7 and PHQ9 score are for clients age 12 and older who had admission scores in the moderate range (10-14 or higher).***

**Goal 4:** Debriefing/processing individual and/or group services to promote healthy coping for the incident and minimize negative impact of the critical incident on individual functioning; Therapeutic services to individuals within area schools showing signs of distress resulting from critical incidents; and assistance to individuals within area schools to support readjustment when school resumes regular programming following a critical incident.

**Goal 4 Outcome:** We provided critical incident support for year to date during the third quarter. At the end of the 2020-2021 school year, when an IRC high school senior drowned on the last day of school for the senior class, MHAIRC was the first mental health agency on-site assisting students who witnessed the event and were present on campus when his death was announced to provide critical incident support. MHAIRC provided on-campus crisis support for those who witnessed the tragedy and/or were grieving his death to restore regular functioning and assist with adjustment. We continue to maintain communication with the School District of Indian River County and are on call to provider critical incident support if needed.

**SUMMARY:** The Middle & High School Suicide and Violence Prevention program provides evidence-based and needed psycho-educational prevention and therapeutic intervention services to Indian River County’s middle and high school within their schools as well as at MHA’s Walk-In & Counseling Center. Services focus on developing and reinforcing functional life and emotional coping skills critical for their ability to grow into a self-sufficient and responsible citizens and adults. The program overcomes access to care barriers families experience when seeking help like lack of service availability, provider waitlists, and/or parent inability to bring their child or teen to care services because of transportation difficulties or interference from work and other responsibilities.

MHAIRC, as the local affiliate of Mental Health America, uses national Mental Health America position statements and recommendations to inform and guide our agency policies, community outreach, advocacy and service delivery. MHAIRC focused on identifying and meeting unmet mental health needs and on overall mental health wellness through our mission, vision, programs, and services (MH America position #17, Promotion of Mental Wellness). We provide accessible, high quality mental health treatment and prevention services overcoming barriers experienced by those with disadvantages and serving the underserved (MH America position #71, Health Care Reform). Timely intervention and effective mental health care are key for our community to be mentally healthier, to have reduced resident risk from avoidable harm and to support the productivity of individuals of all ages. It is particularly important for youth to have prevention services and open access to needed treatment for unmet needs as this reduces suffering and prevents development of more serious personal and societal concerns.

This youth skill-building program exemplify our prevention and early identification of emotional and behavioral health concerns (MH America positions #41, Early Identification of Mental Health Issues in Young People). It supports ongoing individual intervention for area youth, greatly increasing care access for children and teens with emotional or behavioral health concerns (MH America position #42, Services for Children with Mental Health Conditions and Their Families). The program holds even more relevant due to increasing mental health concerns related to the pandemic.

Our care service employ evidenced based intervention and promising practices (MH America position #12, Evidenced Based Healthcare) delivered with compassion and cultural sensitivity. We serve in our local community as mental health experts and advocates for recovery-based care and system transformation for care access and treatment equality (MH America position #11, In Support of Recovery-Based Systems Transformation). Our strength-based care services such as this program give messages of hope and empower youth to have balance and wellness in their lives.

**Miss B's Learning Bees**  
**4736 34<sup>th</sup> Avenue, Vero Beach, FL 32967**  
**COMMUNITY OUTREACH/ACADEMIC ENRICHMENT PROGRAM (COAEP)**

**Grant:** \$20,000

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

**Total Children Served:** 76

**Cost Per Child:** \$263.17

**Focus Area:** Quality after school and summer enrichment programs that include a meaningful component of social emotional skill building and academic instruction and remediation

**Program Description:** Project COAEP was designed to incorporate behavioral interventions and social emotional supports in addition to the time, support, and resources offered in the original Community Outreach Academic Enrichment program. Research reflects when these services are combined, the students increase in their academic achievement, social skills, and problem behaviors no longer exist. This project supports our mission by providing our students, teachers, and families the tools and supports they need to help them reach our ultimate goal of proficiency.

### **GOALS AND OUTCOMES REPORT**

**1. Decrease the number of days students were absent from school.**

With the onset of the pandemic the number of days absent could not be accurately measured. This is due to the global pandemic Covid 19. Last year, students were quarantined at home if they were sick or had come in contact with someone who was sick. The number of says for some students would reflect our data negatively. We will continue implementing our plan this year to decrease student absenteeism.

**2. Decrease the number of days students enrolled in the program receive discipline during school hours.**

98% of our students reduced behaviors that removed them from the classroom determined by discipline data collected in Focus. We utilized the number of student referrals to determine the effectiveness of the behavioral program.

**3. Decrease the number of behaviors students are displaying while in school.**

We utilized a behavioral intervention system that reinforced classroom behaviors such as sitting in the seat, staying on task, etc. The intervention system allowed teachers to utilize intermittent schedules of reinforcement to help students learn acceptable classroom behavior. The research also revealed some students needed additional medical support to help them learn. One of our greatest success stories in the program is a Kindergartner who was in preschool during the onset of the pandemic. As you can imagine he began the year behind and did not have the skills needed to sit and learn. Over the past year we implemented the intervention program with fidelity. Upon returning to school this year he was named Student of the Month and the Pride of the Tribe!

**4. Increase the number of high-quality after school and summer enrichment programs in South County and Central Vero Beach using proof of occupancy.**

We increased the number of high-quality afterschool and summer enrichment programs in the community by continuing to offer academic support through Zoom. This was due in large to parents not being comfortable with their children exposing themselves to others and the difficulty we found in identifying additional space in the Central Vero Beach community. To date, we continue looking for additional space throughout the South County and Central Vero Beach communities, but have come to an understanding that we really need our own space.

**5. Increase the number of children from deep pockets of poverty that are proficient in the areas of reading and math using data collected from the FSA.**

The FSA is taken by students in grades 3-11 only. Students were told it was a “hold harmless” year and the scores would not count. Therefore, the data collected is not consistent and does not reflect the growth of our students. Instead, we chose to utilize progress monitoring using the online learning program, IXL. Data collected reflect about 57% of students maintaining their growth from May to August. Others averaged gains of 10 to 50 points in the areas of reading and math. The data provided also show several students who only show initial data. This reflects the population increase we have experienced. I-Ready data will also be used to also help monitor student progress. We will begin collecting this data soon and will be available in the next update.

**6. Increase the number of learning gains in reading and math by all students using data collected from the FSA.**

As mentioned above the data collected from the FSA last year was not in accurate measure of our students’ abilities. However, we utilized our online learning program to determine student progress and growth. 93% of students showed increased on their diagnostic pre and post assessment. We utilized the analytical data collected from the online learning program.

**7. 100% of all students will make learning gains on the FSA using data collected from the FSA.**

Again, the data collected was not accurate so we utilized data collected from the online learning program. The data reflects about 91% of students making or maintaining the learning gains made last year. Although close, we did not meet our goal of 100% by all students. The fluctuation is believed to be the result of loss of loved ones and the emotional and mental stress of living in the pandemic.

**8. Increase the number of parents that are actively engaged in their child’s education using data collected from attitudinal surveys.**

The results of the attitudinal surveys revealed parents felt extremely supported by receiving guidance and support from the Parent Engagement Program. They specifically mentioned the support needed to help them understand what is needed to help the children become successful. They also agree that we are extremely resourceful when helping them to identify available resources in the community.

Project COAEP has proven to be what our community needs right now. In the upcoming year we will continue with our goal of giving our most disadvantaged students the tools and resources

they need to become proficient in the areas of reading and math. The opening of the school year has been absolutely unprecedented. Our student population in Project COAEP has increased by a whopping 42% since the previous year. We also have a growing waiting list. Our parent survey revealed the huge population increase is in reference to the many student not doing well in school once returning to school full time afterschool. We have also had an increase in our Hispanic population. In response it has required us to hire additional staff who are bilingual and are able to assist our students that do not speak English as well and in need of academic support. We are happy to be an available resource to parents looking for resources that are available and accessible to their children to help them with school. The surge in the population has caused us to purchase additional laptops, site licenses, and an additional room at the Intergenerational Center. In an effort to help control our rising cost the Chairman and myself met with County Admin to revisit our contract. We were able to negotiate a flat rate for weekly room usage at \$165.00 per week. The flat rate removes the additional cost for tables and chairs. It also allows us additional load in load out time that add about an hour to the 2 hours we were using both rooms. This has been a huge success for our bottom line and monthly cost. We are grateful to the County Administration for working diligently with us to resolve the unforeseen increase in our student population.

The Food program has also continued to fare well for the afterschool program. We were able to increase our reimbursable food grant from \$35,000 to \$45,000. This is excellent news since we are now averaging about \$4,000 per month on food alone. The Food program continues to be an integral component of the afterschool program. Due to the impact of the pandemic several of our families have experienced extreme food insecurities. The Food program has allowed us to feed our students and eliminate some of the burden on our families.

The transportation need has also increased. We are now transporting about 50% of our student population. The majority of the students on the waiting list also require transportation to receive academic enrichment. The current contract with Wabasso Church of God by Faith is still in effect but, one van is no longer enough. We are in need of (3) 15 passenger vans to help us continue meeting the ever-increasing need for the services we provide to our targeted population. Please remember, one of the greatest barriers in our community for families accessing services they so desperately need is transportation.

Thank you to the Children's Services Advisory Committee for continuing to support our efforts of making our targeted population more proficient. We hope that we can interest you in coming out to see the program in action so that you can see how we are changing lives in the community each day.

**Pelican Island Audubon Society**  
**195 Oslo Road, Vero Beach, FL 32962**  
**AUDUBON ADVOCATES AFTERSCHOOL PROGRAM**  
**AND ADVENTURE CAMP**

**Grant:** \$20,000

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

**Total Children Served:** 120

**Cost Per Child:** \$166.66

**Focus Area:** Quality after school and summer enrichment programs that include a meaningful component of social emotional skill building and academic instruction and remediation

**Program Description:** Our after-school program for 5<sup>th</sup> graders is conducted at Audubon House and Oslo Riverfront Conservation Area (ORCA). All participants focus on conservation clean-up at county parks and/or on a spoil island, as well as visits to local, county and state sites, and continue to learn about the diverse habitats of Indian River County. Several parents of these adventure/nature club students have asked to join the field trips and have brought along other siblings.

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

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

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

### **GOALS AND OUTCOMES REPORT**

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

**Result:** Audubon Advocates had a successful Fall 2021 semester with 47 of the 52 (90%) students from four different south county elementary schools completing the program. Spring 2020 semester had 50 of the 52 students actively participating in the program when it ended abruptly. Latest scores for the January-May 2020, semester showed an increase in student pre and post course test scores, from 67.2%-88.2% for the four schools combined. Below is the breakdown per school. Spring 2021:

- Vero Beach Elementary: 60.9%-79.1%
- Citrus Elementary: 67.4%-88.3%
- Pelican Island Elementary: 72.2%-93%
- Indian River Academy: 68.5%-92.4%

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

**Result:** We provided a Spring Break Camp for 8 students from the Hope for Families center. We also ran 5 weeks of summer adventure camp for 31 students aged 10-17.

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

For ongoing Audubon Advocate semesters, we will continue having in person lessons with students at the Audubon House. We will run another 14-week program for the spring 2022 semester. We plan on having 52 students participating. These students were not included in overall total since the program has not yet begun.

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

**Redlands Christian Migrant Association (RCMA)**  
**402 W Main Street, Immokalee, FL 34142**  
**CHILD CARE EXECUTIVE PARTNERSHIP (CCEP)/**  
**SCHOOL READINESS MATCH PROGRAM**

**Grant:** \$75,000

**Funds Used:** \$42,516

**Centers Served:** Children enrolled at Whispering Pines, Robert Covill, and Childcare Resources (Partner)

**Focus Area:** Early Childhood Development

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

### **GOALS AND OUTCOMES REPORT**

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

- Twenty (20) children were enrolled through this quarter
  - Fourteen (14) children enrolled at RCMA centers.
  - Six (6) children enrolled at Childcare Resources of Indian River.
  - Both agencies will continue to recruit and enroll children as eligible families apply.

**Outcome #2: 100% children will be screened with the Ages and Stages Questionnaire (ASQ) to determine whether they have any developmental issues to be addressed.**

- A total fourteen (14) children enrolled at RCMA sites received ASQ screenings within 45 days as well as during their birth month.
- Six (6) children enrolled at Childcare Resources site received ASQ screenings within 45 days as well as during their birth month
- Four (4) passed and two (2) failed (from previous quarter) within the area of concern, have been referred and receiving support services.

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

- All fourteen (14) children at RCMA have received hearing and vision screenings and six (6) who have been referred in the previous quarter are still receiving services.
- Childcare Resources: all six (6) passed the vision and hearing screenings as well as being up to date with their physical and immunizations.

**EOY Summary:** For the contractual year a total of 124 children have been enrolled in the program. Some have had low attendance while others leave mid-way through the program. 100% children of the children enrolled were screened with the Ages and Stages Questionnaire (ASQ) to determine whether they have any developmental issues to be addressed. 100% Children receive vision and hearing screenings within 45 days of enrollment and referred for services if needed. Children who have failed or show concerns on any of the assessment tools were referred to receive additional services and supports.

**Redlands Christian Migrant Association (RCMA)  
Whispering Pines Child Development Center  
10076 Esperanza Circle, Fellsmere, FL 32948  
ENHANCING INFANT AND TODDLER CHILDCARE**

**Grant:** \$75,500

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

**Total Children Served:** 35 in the 4<sup>th</sup> Quarter/112 YTD

**Focus Area:** Early Childhood Development

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

### **GOALS AND OUTCOMES REPORT**

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

Thirty-five (35) infant/toddler children were enrolled during this quarter.

- 34 children obtained a physical exam and are up-to-date
- 34 children have their immunizations up-to-date
- 1 is scheduled to be screened

Hearing screenings

- 33 children passed and are up-to-date
- 1 failed – referred for follow-up
- 1 is scheduled to be screened

Vision screenings

- 33 children passed and are up-to-date
- 1 failed – referred for follow-up
- 1 is scheduled to be screened

COR Assessments completed through this quarter.

- All children have shown overall gains as compared to baseline assessments.

**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-five (35) children were enrolled during this 4<sup>th</sup> quarter reporting period.
- Four (4) teachers are staffed to maintain proper teacher-child ratio in both classrooms.
- Teachers are receiving professional development to further assist with classroom support.

**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.**

- Eighty-eight percent (**88%**) of children assessed exited our program meeting or exceeding expectations in social emotional skills for their age. Children of all ages had the strongest scores in the skills of building relationships with other children.
- Ninety-five percent (**95%**) of children assessed exited our program meeting or exceeding expectations in approaches to learning, language literacy, physical and cognitive development. Children of all ages scored best in gross motor skills.
- Teachers use the results in order to individualize classroom activities to enhance skill development in the focus areas of improvement.
- Results are also discussed with parents.

**EOY Summary:**

- During this contract year the agency was able to serve a total of **112 children** (all 4 quarters combined). The agency uses a waiting list to replace children as they leave the program so that we continuously provide services to children and their families in need of quality care and education in Indian County. **100%** of eligible children enrolled in the program were able to be assessed based on their enrollment date.
- Classrooms were staffed with multiple teachers to maintain proper teacher-child ratio.
- Overall developmental gains were indicated in the COR assessment conducted this contracting period.
- Over 90% of the children served in RCMA early childhood education programs met or exceeded expectations increasing their language, literacy and communication skills to a developmentally appropriate level.

**Safe Families for Children – Treasure Coast**  
**1400 27<sup>th</sup> Street, Vero Beach, FL 32960**  
**SAFE FAMILIES**

**Grant:** \$20,000

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

**Total Unduplicated Children Served:** 80 (Year Goal) **ACTUAL:** 127

**Total Unduplicated Adults Served:** 20 (Year Goal) **ACTUAL:** 88

**Cost Per Person:** \$200

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

**Program Description:** Safe Families for Children (SFFC) is a volunteer movement that gives hope and support to families in distress by reframing how families are supported during a crisis. SFFC directly addresses a root cause of neglect, social isolation, by hosting vulnerable children and creating family-like support for desperate families.

**FUNDS USED: \$20,000**

Quarter 1	Quarter 2	Quarter 3	Quarter 4
4,964.16	3,312.70	7,708.92	4,014.72

**CHILDREN SERVED: 127**

Quarter 1	Quarter 2	Quarter 3	Quarter 4
29	27	23	48

**PARENTS SERVED: 88**

Quarter 1	Quarter 2	Quarter 3	Quarter 4
17	17	18	36

**TOTAL SERVED: 215**

Quarter 1	Quarter 2	Quarter 3	Quarter 4
46	44	41	84

**GOALS AND OUTCOMES REPORT**

**Early Childhood Development**

1. Deflect from child welfare

Families (**88** parents) (**127** children) who were at risk for child welfare involvement were deflected and supported by through SFFC

2. Reduce likelihood of abuse or neglect

Each of the families/parents (**88**) and children (**127**) were supported by hostings or family friend arrangements (mentoring/support with children (childcare, extra-curricular activities, transportation, employment/housing support) through the support of a family coach and a host of volunteers.

3. *Building a caring safety net for children whose families are in crisis* -each family we have served in crisis - which made up children this quarter – **31** hosted, **88** Family Friend Arrangements

### **Build Parent Capacity**

4. Parents will have an extended support system - every parent (**88**) through the help of our volunteers (hosting families, family friend arrangements, family coaches and resource friends) extended the parents network to create support for families in need). We also see the Five Protective Factors increase.

Safe Families for Children incorporate the **Five Protective Factors** - an evidence-based framework that supports the notion that when these factors are present in a family, the likelihood of abuse and neglect diminish. Research also shows that these factors create healthy environments for the optimal development of all children.

1. Parental resilience: Managing stress and functioning well when faced with challenges, adversity and trauma.
2. Social connections: Positive relationships with others that provide emotional, informational, and spiritual support.
3. Knowledge of parenting and child development: Understanding child development and parenting strategies that support the development of their children.
4. Concrete support in times of need: Access to concrete support and services that address a family's needs and help minimize stress caused by unmet needs.
5. Social and emotional competence of children: Family and child interactions that help children develop the ability to communicate clearly, recognize and regulate their emotions and establish and maintain relationships.

**20-21 YEAR END Notes:** Our themes this year were ...

1) a significant increase in support needs to families through Family Friending Support! Though we continue to offer the hosting option, many times it comes after we have gotten to know the families – which is ideal! Because hosting can be a big ask for many volunteer families, it's exciting to see how we have been able to engage many more volunteers as they serve in so many ways. This has allowed us to blow past our goals this year in the number of parents and children served.

2) Our relationship continues to grow with DCF as we are seen as a great resource to families to keep our mission strong – keeping children safe and families intact!

3) After COVID ups and downs, it's encouraging to see more volunteer recruiting momentum! We are poised to engage several other churches this coming year as the foundation has been laid. MorningStar Church continues to allow us their church building for trainings, Pillar Community Church has a large number of volunteers engaged for a smaller church, First Methodist Church continues to engage the congregation to volunteer with SFFC– so many more but these are key mentions! Each church also gives financially to SFFC.

4) We continue to work closely with several key collaborations – notable ones this year are: Hope for Families Center and assisting several parents and grandparents that are residents there. Our growing relationship with DCF, supporting grandparents raising grandchildren in strategic ways through Families of the Treasure Coast. Our relationship with Homeless Children’s Foundation and their unique way to support homeless families through spring and winter break camps, after school programming, door to door transportation and sharing case work (coaching from us!). Noteworthy mention is the Foster Closet at Good Shepherd Church that continues to serve our volunteer families as well as families in need! Finally, we are so grateful for United Against Poverty’s facility where we office from as well as multiple services available that are assisting our families.

5) We have actively assessed the Protective Factors with parents at intake with SFFC and at specific intervals while we engage with them (more specific data in next years’ reports!).

**Substance Awareness Center of Indian River**  
**1507 20<sup>th</sup> Street, Vero Beach, FL 32960**  
**SCHOOL BASED PREVENTION**

**Grant:** \$100,000

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

**Total Students Served:** 5,489

**Focus Area:** Middle and High School programs that address risky behavior

**Program Description:** The Substance Awareness Center of Indian River County (SAC) is licensed by the Florida Department of Children and Families (DCF) to provide Universal Prevention Services. SAC believes all youth are capable of success. SAC's prevention programs aim to build the skills necessary to achieve success and reduce the likelihood of substance use and other health risk behaviors. SAC's team of trained prevention specialists deliver evidence-based programming in the classroom at their respective schools.

**Evidence Based Prevention Programs offered through SDIRC and Community Partners:**

**LifeSkills Training (LST)** is an evidenced based universal direct prevention program proven to reduce the risks of alcohol, tobacco, drug abuse, violence and other health risks by targeting the major social and psychological factors that promote the initiation of substance use and other high-risk behaviors. LST focuses on drug resistance skills, personal self-management skills, and general social skills.

**Prevention Plus Wellness (PPW) Sport and Vaping** is an evidenced based universal direct prevention program designed to increase health and behaviors like physical activity, sports participation, healthy eating, adequate sleep and stress control. PPW identifies wellness enhancing behaviors along with substance use habits that interfere with reaching wellness goals and a positive self-image.

**Erika's Lighthouse (ELH)** is an evidence informed, adolescent depression and suicide prevention program that raises awareness, reinforces healthy skills and protective factors, encourages conversation, promotes early identification and prevention, and helps show adolescents that they are not alone. Erika's Lighthouse, a depression awareness and suicide prevention program developed its program based on the foundation of hope, light, conversation and community without shame or stigma.

**Everfi** is an evidenced based learning platform measuring knowledge, attitudes, and planned behaviors of students. Everfi believes the choices we make and the habits we form while we are young become the foundation for the lives we lead as adults, Everfi's health and wellness resources teach students to make healthy choices in a safe environment. Their curriculum includes introduction to mental health, understanding mental health disorders, coping strategies and helping self and others.

**Program Update:** This summer we wished a fond farewell to our Prevention Director Christina DeFalco and two prevention specialists who moved onto positions with the School District. We hired and trained 4 new prevention specialists who are cross-trained to provide both universal and indicated prevention services. Our prevention specialists began direct program implementation in the schools in October.

**Outcome Data:** Each year the Substance Awareness Center collects and analyzes matched pre/posttest survey data to determine the effectiveness of our program. Outcome measures are analyzed to determine if change is statistically significant. Attached are full completed reports. Unmatched pre and post test scores are listed in the table below. **The average post test score is increased at every school representing statistically significant increase in knowledge.**

School-ID	Pre-Test			Post-Test		
	Number of completed tests	Average Score	Standard deviation	Number of completed tests	Average Score	Standard deviation
Gifford	444	0.72	1.67	443	0.85	1.37
Oslo	292	0.67	1.56	355	0.71	1.45
SRMS	847	0.65	1.61	731	0.75	1.88
SGMS	710	0.68	1.67	757	0.78	1.66

**Substance Awareness Center of Indian River  
1507 20<sup>th</sup> Street, Vero Beach, FL 32960  
RE-DIRECT PROGRAM**

**Grant:** \$90,000

**Funds Used:** \$90,000

**Total Clients Served:** 187

**Clients Successfully Completed:** 123

**Clients Referred to a High Level of Care:** 3

**Unsuccessful:** 5

**Focus Area:** Middle and High School programs that address risky behavior

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

During this report period 7 youth were identified in our high-risk track requiring more intensive monitoring, services, and intervention.

### **GOALS AND OUTCOMES REPORT**

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

- *100% of the indicated successful completers demonstrated reduced ATOD as evidenced by negative drug tests.*
- *Post-test survey demonstrates the 85% of participants stated they would refuse if someone asked me to drink alcohol.*

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

- *100% of the successful completers demonstrated increased positive coping skills as demonstrated by group participation and survey.*
- *Post-test survey demonstrates 82% of participants stated when faced with a problem or difficult decision they would take a deep breath and tell themselves they could figure it out*
- *Post-test survey demonstrates 82% of participants would refuse someone who is trying to get them to do something they don't want to do.*

- *Post-test survey demonstrates 81% of participants would use a goal setting model to create and make progress towards achieving a goal.*
- *Post-test survey demonstrates 74% of participants would do a breathing exercise to reduce stress.*
- *Post-test survey demonstrates 74% of participants said that when they want to understand other people they would repeat back in their own words to make sure they understood them correctly.*
- *Post-test survey demonstrates 89% of participants believe the skills they learned in the program will help them in their relationships with friends.*
- *Post-test survey demonstrates 82% of participants believe the skills they learned in the program will help them in their relationships at school.*
- *Post-test survey demonstrates 85% of participants believe the skills they learned in the program will help them in their relationships at home.*
- *Post-test survey demonstrates 93% of participants believe the skills they learned in the program will help them in their relationships at work (now or when they get a job).*

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

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

Prevention youth served with delinquency referral after release from program: 0% 4<sup>th</sup> quarter/  
YTD 2.78% (JJIS).

**One thing I learned from the program is:**

Think about your decisions.

To don't do dumb things

Not to smoke

How to make decisions

PROPS

Stress is bad.

How to control my stress in a safe way

Decision making is important

How to relieve stress

There are 2 types of communication: verbal and non-verbal

The way you sit (body language) can say a lot about the way you feel

Communication

Use better coping mechanisms when I am stressed

How to handle stress

Learned how to say no

To stay out of trouble

Be yourself, not what other people want you to be

Being myself and to start setting goals  
To focus in school and get good grades  
Do things right the first time  
Effective communication  
To think before I do something/ and watch my self-talk  
You can always say no  
Long term goals

**One thing I enjoyed was:**

Learning different ways to better myself  
Being here  
Meeting new people  
The communication and the not judging of others  
The class in general  
How the classes worked  
Group  
Talking  
Meeting new people  
Talking and doing group discussions  
Group chat/talking  
Introducing myself  
The teacher pushed us to talk sometimes  
Talking  
The lessons we talked about

**Sunshine Physical Therapy Clinic**  
**1705 17<sup>TH</sup> Avenue, Vero Beach, FL 32960**  
**EARLY THERAPY INTERVENTION FOR UNINSURED AND UNDERINSURED**  
**CHILDREN IN INDIAN RIVER COUNTY**

**Grant:** \$20,000

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

**Total Children Served:** 9

**Cost Per Child:** \$55.00 per visit

**Focus Area:** Early Childhood Development

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

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

For the period October 2020 through September 2021, we served 9 unduplicated children for a total of 368 visits. Breaking it down further, there were 8 unduplicated children receiving physical therapy for a total of 207 visits. We served 4 unduplicated children receiving 59 visits for occupational therapy. For speech therapy we served 4 unduplicated children for a total of 102 visits. We utilized the full \$20,000 in grant money to serve these beautiful children.

Your support to allow us to provide continued intense numerous therapy sessions over the years is critical for our patients. For example, we have an adorable happy little boy who has been coming for therapy here at Sunshine since February of 2017. He just turned 6. He started in 2017 without a defined diagnosis and came to therapy due to Delayed Milestones and muscle weakness as well as seizures. At the time he was almost 2 years old and was not able to sit by himself and used rolling as means of locomotion to get to toys. This patient started to crawl and grab onto furniture to stand at age of 3. He stood up independently a few months after that, but only started to walk when he was 5. At this age he was also diagnosed with a rare genetic disease called STXBP1, characterized for a specific protein playing a role in neurotransmitters and associated to infantile epileptic brain issues. He is now doing well and his medications are keeping seizures under control for the most part. He has progressed and because of your continued support he can now walk up and down the stairs holding onto the rail. He loves playing with light up toys and balls, but his favorite thing is playing in the water and follow his little brother around. The single mom is grateful for your support.

Another patient is a 3 1/2 year old cute little girl who is very shy. She started therapy here at Sunshine when she was 18 months. She did not have a diagnosis and came to therapy due to Delayed Milestones and low muscle tone. Her little brother started therapy here as well in May of this year for the same reasons. This beautiful child had a head tilt to the right as a baby and she struggled enormously to keep seated by herself. She started to crawl when she was 14 months and she could barely hold onto the furniture and stand by herself. She started to walk about one year ago and still walks with poor balance. She has knocked knees and flat feet. She is still scared to transition from one surface to another and holds the therapists hand to do it every time. The patient can now go up and down stairs holding the rail and she also started to kick a ball by herself. In the last evaluation she stood up on one foot for 2 seconds as well. She is coming a long way and we are very proud of her accomplishments! We thank you for bringing a ray of light into her life.

### GOALS AND OUTCOMES REPORT

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

*Results: The PDMS-2 is an early childhood motor development program that provides both an in-depth assessment and training or remediation of gross and fine motor skills for children from birth to 5 years of age. Scores include 1) a Gross Motor Quotient which is a composite of the Reflexes, Stationary, Locomotion and Object Manipulation subtests, 2) a Fine Motor Quotient, a composite of the Grasping and Visual-Motor Integration subtests, and 3) a Total Quotient, a combination of the gross and motor subtests. In occupational therapy we assess object manipulation, fine motor skills and visual-motor skills.*

*Object manipulation skills lead to competency enabling a child to participate in partner and group motor activities and games. Fine motor skills enable a child to develop the use of the hand as a tool. Visual-motor skills assess the ability to detect shape and image; examples are visual attention, visual discrimination, and visual figure-ground and spatial discrimination.*

#### Occupational Therapy

*There were 3 children seen in occupational therapy for this quarter under this grant.*

Child 1 (WH) Patient is a 5 year old male with a diagnosis of Delayed Milestones with Hypotonia and Seizures, seen for a total of 11 visits this quarter. As compared to his peers, he continues to demonstrate significant fine motor control and grasping deficits, and generalized core/limb weakness, all of which interfere with his daily routine, ability to appropriately explore his environment, and his ability to gain independence with self-feeding. He is making very slow progress toward goals but is showing improvements in areas of play skills and visual motor integration that are not easily measured on standardized testing. He did not make any gains on standardized testing, however he continues to make progress with his OT goals.

Child 2 (AL) Patient is a 4 year old male with a diagnosis of autism and a skin sensation disturbance, seen for a total of 10 visits this quarter. He has made notable progress toward all skills tested on the PDMS--2, improving from 2% > 5% for object manipulation, from 1% > 5% for grasping and from 9% > 25% for visual motor integration. He has also made considerable improvement with social interaction and ability to attend to task during therapy. He has also demonstrated good ability to transition to and from therapy and between therapy disciplines approximately 50% of the time; he continues to struggle with regulation and sensory processing and does display aggressive behavior at times (hitting, screaming, kicking). He has made good progress toward all goals in his plan of care.

Child 3 (LM) Patient is a 7 year old male with a diagnosis of unspecified lack of expected normal physiological development, psychological development, and congenital hypotonia, seen for a total of 12 visits this quarter. Results of the PDMS-2 show that he is making subtle gains in each skill area; he demonstrated an increase from 5th percentile to 9th percentile for Object Manipulation, an increase from 1st percentile to 2nd percentile for Grasping and an increase from 9th percentile to 16th percentile for Visual Motor Integration. He is making good progress toward all of his short and long term goals for OT.

#### Physical Therapy

*There were 6 children seen in physical therapy for this quarter under this grant.*

*In Physical Therapy we assess Gross Motor Skills and movement quality, including posture and gait, balance, coordination, and safety in a variety of environments.*

Child 1 (JB) – Patient is a 11 year old male with a diagnosis of Developmental Coordination Disorder with Gait Abnormalities and Muscle Weakness, seen for a total of 6 visits this quarter. He has demonstrated an improvement in gross motor milestones from 8th to 10th percentile BOT2 gross motor subsections of tests, with improvements in strength, balance, coordination. Patient has increased flexibility and toe walking decreased to 10%.

Child 2 (DB) - Patient is a 7 year old male with a diagnosis of spastic quadriplegic cerebral palsy seen for a total of 6 visits this quarter. He is wheelchair bound. Patient can hold his head for 5 seconds now. He is tolerating stretch of scoliosis on belly, showing initiation of movement of hands.

Child 3 (WH) – Patient is almost a six years old male with a diagnosis of Delayed Milestones, Hypotonia, Ataxia and Seizures due to a rare disorder called STXBP1 Encephalopathy. Patient was seen for 6 visits this quarter. He is continuing treatment as a previous recipient of funding from this source. Patient presents with significant gross motor delay and scored on less than the 1<sup>st</sup> percentile of the population compared to his peers, according to the PDMS-2. He is improving in motor planning, obstacle negotiation. He can now climb the steps on slide with minimal assistance and scoot to the edge and back down independently. His course of therapy is expected to be long-term and on-going.

Child 4 (KM) – Patient is a 3 year old female with a diagnosis of Delayed Milestones, Gross Motor Delay, Hypotonia and Low Tone, seen for a total of 14 visits this quarter. She is continuing treatment as a previous recipient of funding from this source. She presents with significant proximal weakness, delayed milestones and gait dysfunction. Patient Improved on hopping and is now able to hop about 5 inches forward. She has difficulty pedaling the tricycle and needs maximum assistance to do it. She is in the 1<sup>st</sup> percentile of the population for Gross Motor Skills compared with her peers, according to the PDMS-2. Her course of therapy is expected to be long-term and on-going.

Child 5 (LM) Patient is a one year old male who presents with torticollis, Hypotonia and Delayed Milestones, seen for 13 visits. His big sister also receives therapy here at Sunshine. Left cervical muscles are tight with about 20 degrees of head tilt to the left. He also presents with trunk and core weakness. He just recently started to sit independently for a few seconds and to army crawl on his stomach. He is considered to be on the 10<sup>th</sup> percentile of the population compared to his peers, according to the PDMS-2. His course of therapy is expected to be long-term and on-going

Child 6 (HD) – Patient is a 5 year old male with a diagnosis of Autism with delayed milestones, seen for a total of 1 visit this quarter. Patient tested in the 4th percentile versus 9th percentile due to behavior and focus on testing. This does not reflect his usual performance. Patient has improved in strength, bilateral coordination, and gait.

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

*Result: The Preschool Language Scale Fifth Edition (PLS-5) was administered and is used to measure a variety of skills. Receptive language skills for the PLS-5 include items such as following direction, identifying pictures, identifying body parts, understanding verbs and pronouns, spatial and quantity concepts. Understanding use of objects, descriptive concepts, part/whole relationships, negatives, colors, grouping, and comparing objects are also items included in the receptive portion of the test. Expressive language skills for the PLS-5 include items such as answering “WH” and yes/no questions, using plurals and verbs, possessives and pronouns, answering questions logically and telling how an object is used. Use of prepositions, forms of past tense, defining words, and naming categories are also items included in the expressive portion of this test.*

### Speech Therapy

*There were 2 children seen in speech therapy for this quarter under this grant.*

Child 1 (WH) – Patient is a 6-year-old male with diagnosis of mixed receptive-expressive language disorder seen for a total of 8 visits this quarter. Based on results of his most recent recertification,

patient increased his joint attention and eye contact during songs and finger plays. He has met his long-term goals to 30% and his short-term language goals to 50%.

Child 2 (LA) – Patient is a 4-year-old male with diagnosis of autism, mixed receptive-expressive language disorder, and phonological disorder. He was seen for a total of 4 visits this quarter. Based on results of most recent re-evaluation, patient improved his receptive language skills to within normal limits for his age. He is able to follow multi-step directions, and answer a variety of “wh” and yes/no questions. Patient also improved his ability to identify body parts, clothing, colors and early spatial concepts. He improved his ability to produce VC, CV and CVC words containing his target sounds to 80% in structured, drill-type formats.

**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.**

*Result: Overall, 35 new unduplicated children were allowed immediate access to physical, occupational and speech therapies despite their uninsured or underinsured status. Between July and September, 26 physical therapy, 7 occupational, and 2 speech therapy developmentally delayed children were enrolled in our Support Fund. We currently have a waiting list for children needing speech therapy. However, there is a very high demand for speech therapists throughout the country and limited number of available speech therapists. We were fortunate enough to find and hire a quality Speech Therapist who will start in October.*

# KINDERGARTEN READINESS COLLABORATIVE

## A PROGRAM OF THE LEARNING ALLIANCE



# SPECIAL THANKS TO:



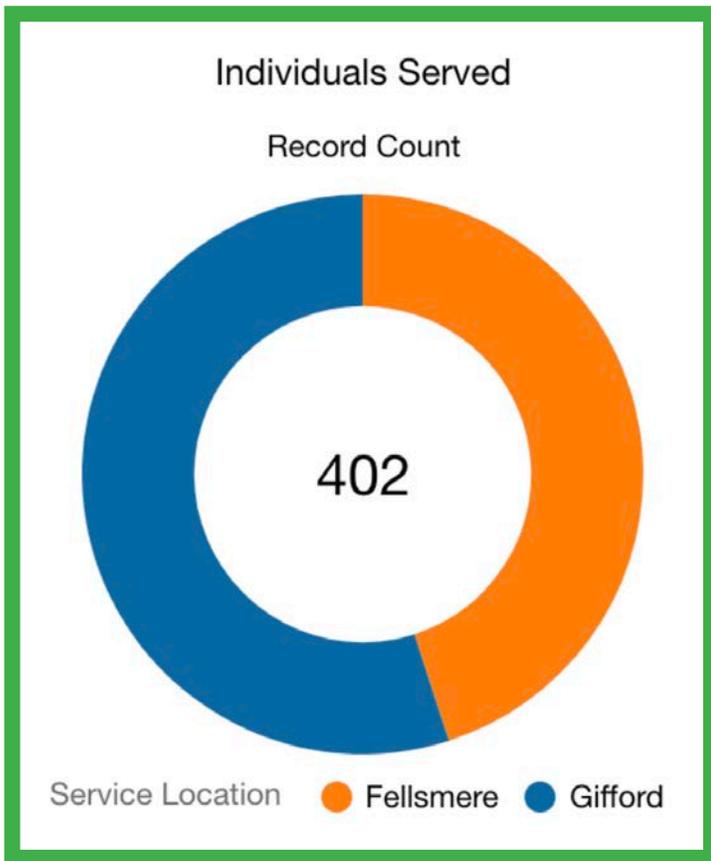
Indian River County  
Board of County Commissioners

[ircgov.com](http://ircgov.com)

## Children's Services Advisory Committee

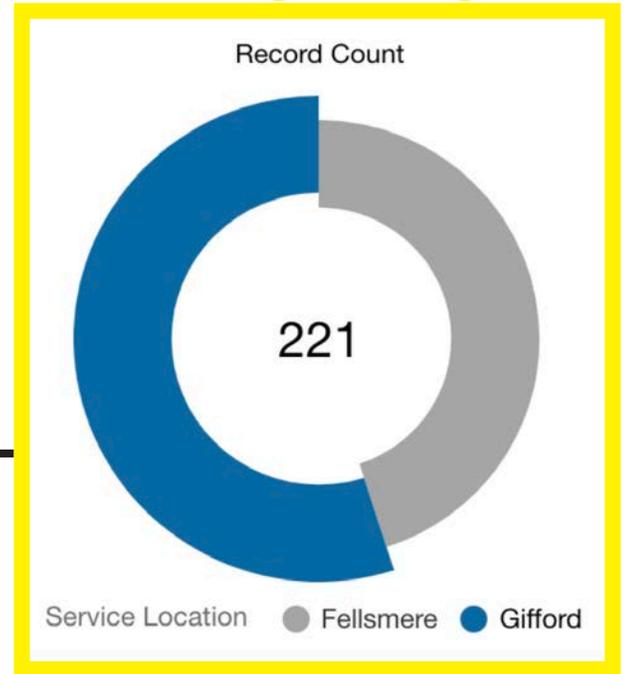
# AT A GLANCE...

## ALL AREAS SERVED



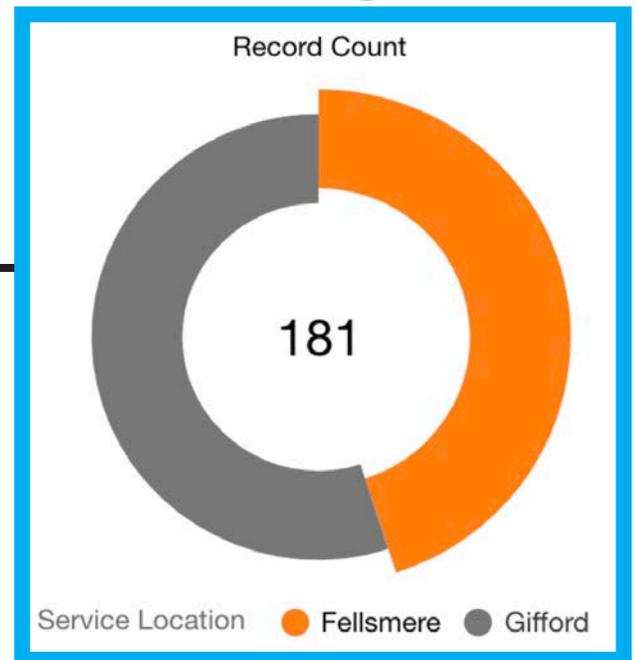
Over the course of the past year, Kindergarten Readiness Collaborative has grown to serve over 400 individuals throughout the Gifford and Fellsmere areas. Of 402 individuals shown in the visual above, 271 are children and 131 are adults.

## GIFFORD



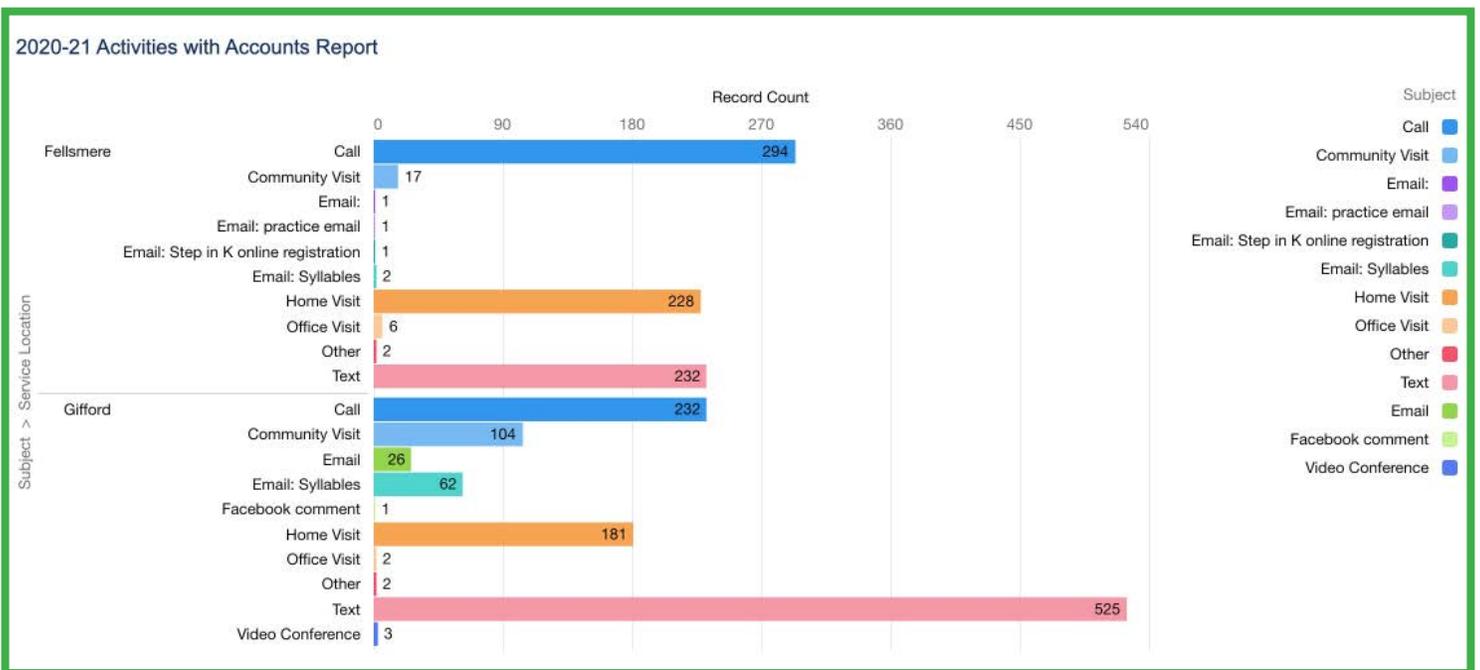
The KRC Gifford location serves 221 total individuals throughout the area.

## FELLSMERE



The KRC Fellsmere location serves 181 total individuals throughout the area.

# KRC TOUCHPOINTS



Source: Salesforce

 **EMAILS: 91**
 **CALLS: 580**
 **TEXTS: 774**
 **HOME VISITS: 774**
 **COMMUNITY VISITS: 136**

KRC is in constant contact with our families and communities in which we serve. Based on client preference, we reach out via email, phone calls, text messages, home visits and community engagements. The graphic above illustrates such touchpoints and are divided by service location. In all, **a total of 2,025 touchpoints** were made this fiscal year. The application of Salesforce, KRC's new database system, has become an extremely valuable tool in calculating such touchpoints; as well as, the other infographics that are demonstrated throughout this report.

**“Thank you for all your assistance in finding after school daycare programs for my children. I am so happy to know that my kids are in a safe place, and I’m now able to work more hours to provide for my family.”**

*-Kedna Montes  
A KRC Mom*

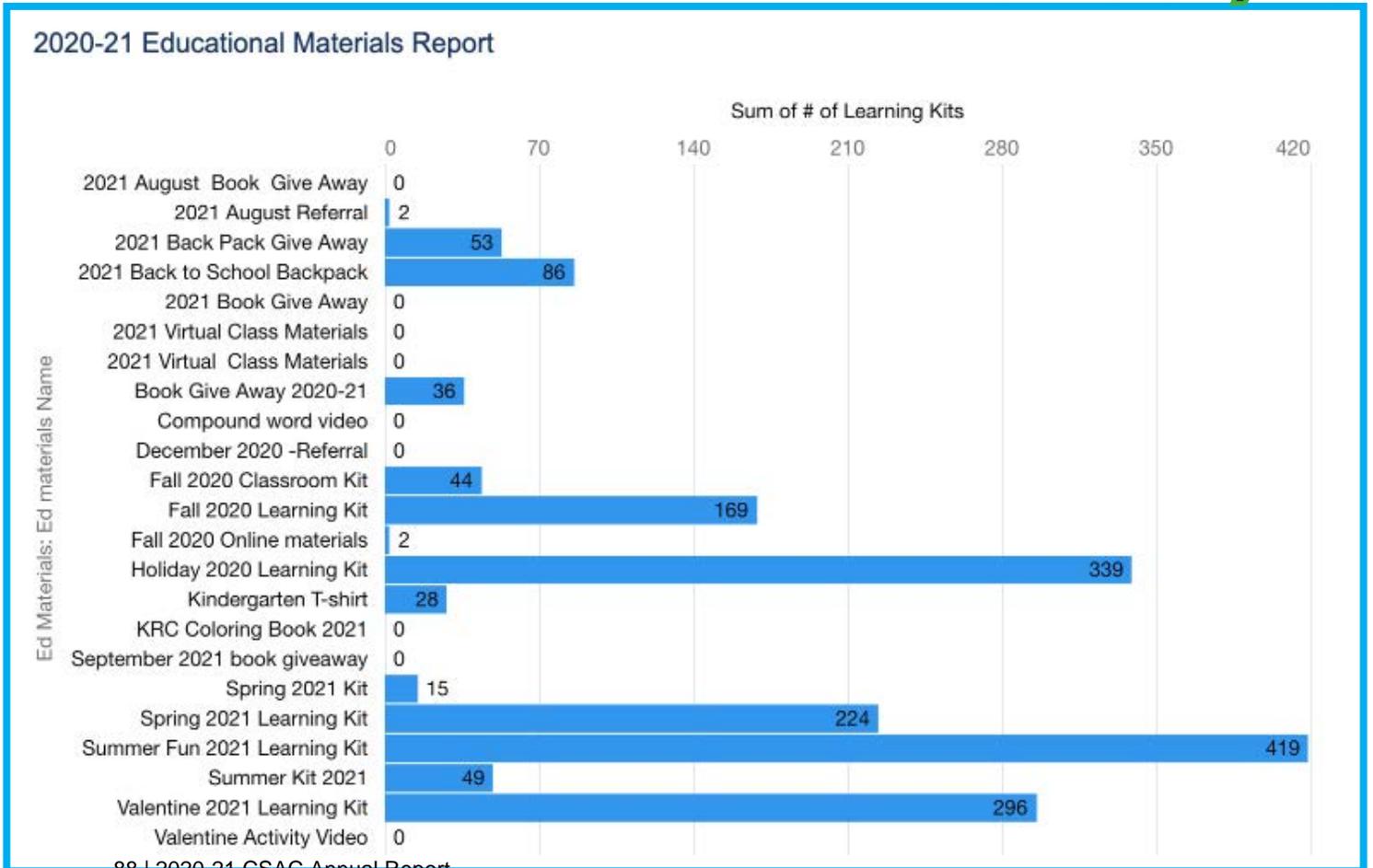
# LEARNING KITS



The use of learning kits have become an integral part of KRC's initiative to early childhood literacy. KRC families have now become accustomed to such kits and rely on the educational tools that come with them. Each child looks forward to reading their new books, practicing the alphabet and writing their new words. The graphic below demonstrates just how many we have distributed throughout this past fiscal year. From September of 2020 to September of 2021, KRC allocated a **total of 1,762 learning kits** to our Gifford and Fellsmere service areas; in addition to other

early childhood literacy programs throughout Indian River County. We added more than 200 learning kits from our last quarterly report, giving us the opportunity to reach more families than we have before. Not shown in the graph below is the additional **sum of 6,677 books** that were dispersed to KRC families and affiliates.

**Gifford: 334**    **Fellsmere: 303**    **Other: 1,115**



# SURVEY DATA

Before entering our KRC programs, we survey our families to understand individual family needs. It's our mission to encourage and implement stronger reading habits in the homes of the families we serve.



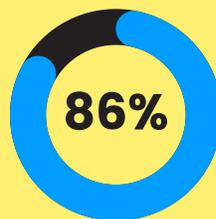
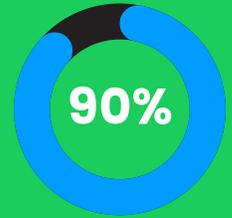
## OUR SURVEYS SAY...

This infographic is used to illustrate how our families incorporate literacy into their daily lives before entering our KRC programs.



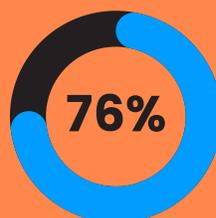
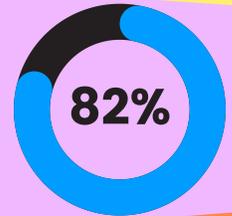
98% of our KRC families agreed that they have the confidence to build their child's brain. KRC and our families work in tandem to nurture the minds of tomorrow.

90% of our KRC families agreed that they incorporate literacy techniques into their daily lives.



86% of our KRC families agreed that they have access to necessary resources to support their child's brain development.

82% of our KRC families agreed that they know what is expected of their child before entering Kindergarten.



76% of our KRC families read to their child/children at least three to four times a week. Studies show that literacy starts before birth, and KRC encourages families to read as often as possible.



REFERENCES  
SalesForce



**The Learning Alliance**  
**2066 14th Avenue Suite 102, Vero Beach, FL 32960**  
**MOONSHOT ACADEMY**

**Grant:** \$180,000

**Funds Used:** \$180,000

**Total Children Served:** 425 unduplicated clients

**Focus Area:** Quality after school and summer enrichment programs that include a meaningful component of social emotional skill building and academic instruction and remediation

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

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

**Moonshot Academy, Fall 2020:**

Moonshot Academy Fall 2020 ran for 8 weeks on 5 campuses plus online and served 154 students. MSA students received 90 minutes a week of intensive 1:1 and small group tutoring to remediate reading deficits and 90 minutes a week of enriched literacy lessons in Moonshot Storytime Workshops. In an effort to reach more students and begin to scale the program, we have integrated our Moonshot Academy program with the district's Extended Day Program (EDP). This means that students already enrolled in the EDP are eligible for MSA tutoring should they qualify (scoring in the lower 50th percentile in reading). All EDP students are able to attend the Moonshot Storytime Workshops.

**Moonshot Academy Spring 2021:**

The Spring 2021 session of Moonshot Academy afterschool began on January 12, 2021, and expanded from 5 campuses in the Fall to 6 campuses (adding Dodgertown Elementary), plus online tutoring for about 22 students who are attending school virtually. The Spring session ran for 12 weeks and served 225 students. MSA students received 90 minutes a week of intensive 1:1 and small group tutoring to remediate reading deficits and 90 minutes a week of enriched literacy lessons in Moonshot Storytime Workshops.

**Moonshot Academy Summer 2021:**

Moonshot Academy Summer 2021 served approximately 150 students on campus and about 30 students online. MSA Summer ran from June 7th - July 2nd, 5 days a week, 5 hours a day. On-campus students received intensive small group reading and writing instruction for 90 minutes a day and engaged in enriching literacy-based activities the rest of the day. In

collaboration with ORCA, Ballet Vero Beach, VBMA, and the IRC Stormwater Division, students participated in project-based learning activities and field trips. Online students received 1:1 reading instruction and had opportunities to engage with community partners as well.

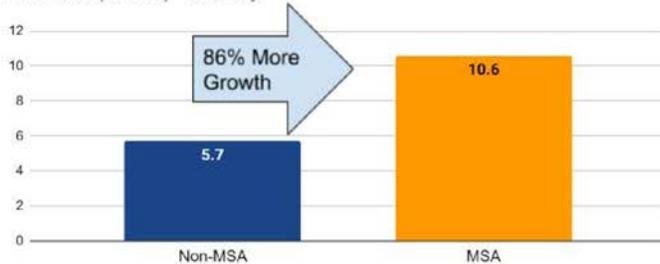
**Moonshot Academy Fall 2021:**

Moonshot Academy Fall 2021, launched on September 21st and will run through December 16th. In an effort to increase the dosage with students, we have extended the number of weeks from 8 to 12 weeks of programming. Although we had to delay the start due to school closures and Covid-19 surges, we are still offering 3 additional weeks of dosage as compared to last year. Enrollment for Fall Moonshot Academy is 135.

**GOALS AND OUTCOMES REPORT**

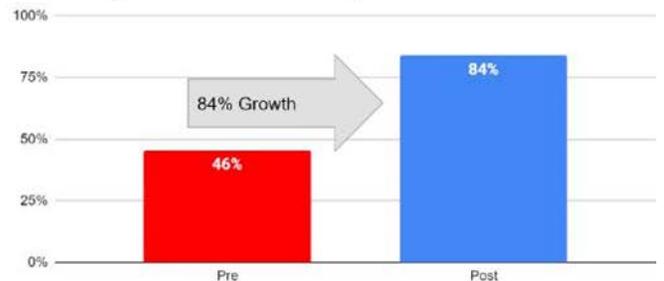
**Goal 1:** Increase reading proficiency in students that are currently in the lower 50<sup>th</sup> percentile.

Proficiency Growth Fall 2020 - Spring 2021, MSA Vs. Non-MSA Students (% Pts) - iReady



Students in 1st-3rd grade attending Moonshot Academy showed 86% more reading proficiency growth than peers not enrolled in Moonshot Academy from Fall to Spring during the 2020-2021 academic school year. Source: Glass Frog

Vocabulary Pre/Post Assessment, MSA Summer 2021



On average, MSA Summer students in 1st-3rd grades saw 84% growth in vocabulary acquisition during the 4 week program.

*-It helped build my daughter's confidence and get her reading better. She's now reading books I wouldn't have imagined her reading at the beginning of this year.*

*Parent Feedback*



**The Learning Alliance**  
**PO Box 2647, Vero Beach, FL 32961**  
**MOONSHOT READING ROCKET**

**Grant:** \$40,000

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

**Total Children Served:** 1,400 and 700 families

**Focus Area:** Early Childhood Development

**Program Description:** The Moonshot Moment Reading Rocket is a mobile literacy vehicle creating customized enriched-literacy experiences for children and families in Indian River County. The Reading 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 to the Reading Rocket's mission.

**Collaboration:** As a collectively owned symbol of our community collaboration and commitment to the Moonshot Moment literacy goal, the 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 (now part of TLA)
- Fellsmere Action Community Team
- Childcare Resources of Indian River County
- McKee Botanical Garden
- Indian River County Library System
- Ocean Research & Conservation Association
- Redlands Christian Migrant Association
- Campaign for Grade Level Reading
- Indian River County Headstarts
- 21<sup>st</sup> Century Community Learning programs
- Daisy Hope

- Churches
- Treasure Coast Community Health
- Ballet Vero Beach
- Healthy Start

## **GOALS AND OUTCOMES REPORT**

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

The Moonshot Reading Rocket has delivered over 1,150+ duplicated and non-duplicated engagements to build awareness of our literacy goals and to provide enriched literacy engagements for children and families. Enriched literacy integrates foundational, applied and social-emotional learning to help support the development of the whole child.

#### **Moonshot Rocket 4th Quarter Summary**

- The Rocket is collaborating with the Community One Initiative of Indian River County to develop and facilitate a unique Holocaust Education project for Kindergarten through Second Grade that supports the larger national Butterfly Project. This collaboration works with SDIRC to fulfill Florida State mandates. Our K-2nd grade project, "Butterfly Sky", promotes vocabulary, social-emotional learning, and focuses on promoting the life skill of *Empathy*. The anchor text we are using is "I Am Human" by Susan Verde and Peter Reynolds.
- We are currently working with all K-2nd grade children at Rosewood Elementary and at the Willow School.
- The Rocket supported the Back to School event at the IR Mall in July. We used Sean Sexton's book "Waldo's Mountain" to promote our local history as families worked together creating connections with sand art.
- Bridget Lyons began the Literacy in Action training with Ms. Schmid, mentor teacher at Douglas Headstart as planned. Unfortunately, due to a shortage of headstart teachers throughout out EOC's schools, we will resume this training as soon as Ms. Schmid is available. In the meantime, Bridget has reached out to Brooke Flood (Principal of SDIRC VPK) and have agreed to bring the Literacy in Action program to the VPK classes at Dodgertown Elementary weekly.
- Bridget Lyons flew the Reading Rocket to the Florida Alliance for Arts Education 2021 Summit in Ft. Myers the weekend of September 24th, 2021. There Bridget presented the Literacy in Action book and program, promoting our collaborative support of arts/literacy education throughout Indian River County.
- Bridget Lyons is facilitating the early literacy program Zoophonics for ESE VPK students at Dodgertown, 30 minutes twice per week. This program provides a multisensory

approach to learning alphabet sounds, symbols and letters.

- The Rocket represented The Learning Alliance as a community supporter at the SDIRC School Extravaganza held at the IG Center on October 9th, 2021.

### **The Learning Alliance's Puppet Project**

In an effort to enhance engagements, promote social emotional learning, and increase literacy and language impact around the current on-line platform due to Covid, the Reading Rocket has been researching and integrating the art and science of puppetry. Our TLA puppets (Moonshot, Bob and Purple) are an on-going working entity of the Moonshot Reading Rocket. Our work continues to include...

- Creating content for literacy videos in K-3<sup>rd</sup> grade classrooms
- Creating content for Moonshot Academy curriculum
- Promoting The Learning Alliance's social media campaign, "Alphabet for Humanity"
- Building relationships with community partners in taking a stand for children, including the Community School Partnership Program at Dodgertown Elementary.
- Creating interactive social media content to promote early language skills
- Collaborating with IRC Healthy Start to produce Moonshot & Friends Storytime videos using the children's books that are distributed by Healthy Start to over 300 families every month. These videos will be accessible to the families through a closed link.

Thank you for the generous support you have given to make the Moonshot Reading Rocket such a success in Indian River County. Please contact Bridget Lyons if you would like to view more examples of our work, and if you have any questions or feedback. Thank you, again.

Bridget Lyons [blyons@thelearningalliance.org](mailto:blyons@thelearningalliance.org)

**Tykes & Teens, Inc.**  
**1555 Indian River Blvd., Suite B241, Vero Beach, FL 32960**  
**ALTERNATIVE TO OUT OF SCHOOL SUSPENSION (ALTOSS)**

**Grant:** \$42,984

**Funds Used:** \$42,984

**Total Children Served:** 199

**Cost Per Child:** \$190.75

**Focus Area:** Middle and High School programs that address risky behavior

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

**Collaboration:** Indian River County School District

### **GOALS AND OUTCOMES REPORT**

**Goal 1: 85% of participants will have no new subsequent suspensions related to their first suspension within the current academic year.**

The School District of Indian River County provided revisions to the student code of conduct over the summer of 2020. Revisions included that the ALTOSS program is written in as a disciplinary option assigned to students, thus creating a true “alternative” for administrators to assign to students in lieu of an out of school suspension (OSS).

***Result: 94.5% of all students who have attended the program have had no repeat occurrences at ALTOSS related to their first referral to the program between 10/1/20 and 9/21/21.***

**Goal 2: 85% of student who complete the program will increase knowledge related to area of suspension based on results from their exit survey.**

Students complete an anonymous exit survey providing feedback on the program. It is important to note that because this exit survey is anonymous, it cannot be identified to individual students for the purpose of matching “items learned” to “reason for suspension.”

During the 2020-2021 school year, students were meeting with staff to complete a re-entry form that reported on topics covered. At the start of the 2021-2022 school year, ALTOSS and School District of Indian River County (SDIRC) staff met to consolidate the form for ease of use.

The intended purpose of the form was for school staff to utilize as students return to their referring school. When consolidated, the re-entry form no longer provides information on topics of student knowledge, but rather focuses on mental health, academic, and re-entry plans custom to the student's needs. Students still complete an anonymous feedback survey.

Unfortunately, at the start of the 2021 school year, ALTOSS staff faced many challenges in disseminating this survey. Challenges have been a direct result of the COVID-19 pandemic:

- ALTOSS received more student referrals/attendees in academic quarter one than ever before for a first-quarter period.
- ALTOSS served 4 students in academic quarter one of the 2020-2021 school year and served 30 students in the current academic quarter one.
- Students tend to show maladjustment to traditional school setting as many are regulating from virtual learning settings.
- Staff absences from both the referring school and at ALTOSS meant that the student-to-staff ratio is lower than desired.
- For ALTOSS, the lower number of staff means a heightened workload to ensure daily function as well as more students needing supervision.
- The ALTOSS program directly experienced staff members needing to quarantine due to COVID-19.

In addition to serving more students than ever before in an academic first quarter, we experienced staffing issues at ALTOSS due to the contract between SDIRC and Tykes & Teens being under review/renewal. As a result, Tykes and Teens was unable to have access to the site, and did not provide ALTOSS program services to any student from 9/21 to 9/30.

**Result:** *97.4% of all students completing the ALTOSS program completed the survey and reported increased knowledge either relating to academics, reason for suspension/self-reflection, or both from 10/1/20 through 9/21/21.*

**Goal 3:** **65% of student who participate in our program will NOT receive a second suspension during the remaining school year.**

Due to the changes in the code of conduct, no students who have attended the ALTOSS program have been suspended, rather are referred to ALTOSS as alternative to suspension. Only one student has been referred to attend the ALTOSS program a subsequent time but did not attend.

**Result:** *86% of all students did NOT repeat the program during the school year. 0.5% of students have been referred to attend the ALTOSS program a subsequent time.*

**Tykes & Teens, Inc.**  
**1555 Indian River Blvd., Suite B241, Vero Beach, FL 32960**  
**HEALTHY FAMILIES OF INDIAN RIVER COUNTY**

**Grant:** \$32,000

**Funds Used:** \$32,000

**Total Families Served:** 120 unduplicated (301 duplicated)

**Cost Per Child:** \$100

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

**Program Description:** Healthy Families Indian River County is an accredited home-visiting program for expectant parents and parents of newborns three-months and younger experiencing stressful life situations. The program improves childhood outcomes and increases family self-sufficiency by empowering parents through education and community support. Parents voluntarily participate in Healthy Families so they can learn how to recognize and respond to their babies' changing developmental needs, use positive discipline techniques, cope with the day-to-day stress of parenting in healthy ways, and set and achieve short- and long-term goals.

### **GOALS AND OUTCOMES REPORT**

**Goal 1: Children, and families have improved access to high quality preventative care.**

80% of children will have an improved and on time childhood immunization adherence. For the purpose of decreasing the risk of preventable childhood illnesses.

***Results:** 93.3% of all children had an improved and on-time childhood immunization adherence during the contract year.*

**Goal 2: Families will have increased access to mental health services.**

90% of participants will have the postnatal Edinburgh administered after the target child's birth, according to HFF policy.

***Results:** 91.2% of all participants were administered the Postnatal Edinburgh after the target child's birth.*

**Goal 3: Parent education to increase attunement and promote learning from birth.**

80% of families will have received at least seventy-five (75) percent of home visits as prescribed by the leveling system.

***Results:** 91.2% of all families received at least 75% of home visits, as prescribed by the Leveling System.*

**Tykes & Teens, Inc.**  
**1555 Indian River Blvd., Suite B241, Vero Beach, FL 32960**  
**INFANT MENTAL HEALTH (IMH)**

**Grant:** \$84,8100

**Funds Used:** \$84,810

**Total Children Served:** 58 unduplicated clients

**Cost Per Child:** \$584.53

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

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

### **GOALS AND OUTCOMES REPORT**

**Goal 1:** 80% of clients who complete the program will improve level of functioning by scoring a minimum of 70 on the Child's Global Assessment of Functioning (CGAF) or Parent-Infant Relationships Global Assessment of Functioning Scale (PIR-GAS).

**Result:** *86.36% of all clients that completed the program scored a minimum of 70 on either the CGAF or PIR-GAS (100%).*

**Goal 2:** 85% of clients will successfully complete treatment, as evidenced by the client having met all treatment plan goals and/or the closure being viewed as successful by the therapist or family, as reported in the Discharge Summary.

**Result:** *90.9% of all clients completed the program were successfully discharged.*

**Goal 3:** 75% of clients ages 2 months to 60 months, will score below 50 in the Ages & Stages Questionnaire: Social-Emotional (ASQ:SE) upon discharge.

**Result:** *68.2% of all clients scored at or below 50 on the ASQ-SE post assessment.*

*In the fourth quarter, two scores indicate success and should be noted (identified as Client A and*

B):

- *Client A had a closing score just above outcome goal, at 55.*
- *Client B, who started treatment with a severe/high risk score of 255, was able to significantly reduce risk as indicated by a closing score of 70.*

**Goal 4:** 95% of childcare staff will score 80 or higher in the Trauma Informed Care practices post-test at the end of the follow-up session.

**Result:** 99% (73 of 74) of all Trauma Informed Care Series Participants scored an 80 or higher on post assessment.

### **SUCCESS STORY**

Almost one year ago, the mother of two boys reached out to Tykes and Teens' Infant Mental Health program due to her concerns regarding her sons' behaviors. Per mother's report, her two-year-old exhibited daily physical aggression toward her and his brother while her four-year-old exhibited withdrawal, nightmares, and crying outbursts. Both children were exposed to domestic violence and were abruptly separated from their father as parents were going through a divorce.

There were many barriers during treatment such as: father's belief that therapist had developed a bias against him, father's guardedness, and refusal to discuss trauma and behaviors related to domestic violence, the parents' attempts in using sessions to discuss their personal feelings toward the other parent, and mother's belief that father is being manipulative toward therapist and could never change. There was a moment in therapy that the case was closed as father terminated services as he believed therapy was not beneficial and necessary. However, with much effort and rolling with father's resistance, the therapist and therapist's supervisor were able to reengage father by working collaboratively and explaining the psychological benefit of the children continuing to receive therapy.

Despite the many barriers listed above, there have also been many achievements and this case is truly a success. As of today, symptoms with both boys have reduced significantly. Both boys can verbalize their feelings and speak openly with their father about the domestic violence they witnessed. Father has identified domestic violence as a traumatic event for the children and demonstrates an increase of awareness of how this has impacted the children. The two-year-old client can identify his two homes and feelings associated with living in two different homes. The four-year-old understands the meaning of divorce and demonstrates comfort in asking his father about his father's aggression in the past. In addition, father can respond and give age-appropriate responses about his past behavior and reflect on mother doing the right thing to leave the relationship.

**Willis Sports Association, Inc.**  
**P.O. Box 1281, Vero Beach, FL 32961**  
**REVIVING BASEBALL IN INNER CITIES LEAGUE**  
**& FUN AT BAT PROGRAM**

**Grant:** \$21,000

**Funds Used:** \$21,000

**Total Children Served:** 350

**Cost Per Child:** \$60.00

**Focus Area:** Quality after school and summer enrichment programs that include a meaningful component of social emotional skill building and academic instruction and remediation

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

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

### **GOALS AND OUTCOMES REPORT**

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

*Result: 96% of Fun at Bat/RBI participants engaged in the sport of baseball and/or physical activities for the winter and spring season (1<sup>st</sup> -3<sup>rd</sup> quarters). The fourth quarter consisted of the summer program and 89% of summer program participants engaged in sport of baseball physical activities for at least five hours per week resulting in a composite total of 1,320 hours of physical activity during the summer months.*

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

*Result: 88% of Fun at Bat/RBI participants has performed on grade level and/or showed positive gains in their knowledge and self-awareness of positive behaviors and decisions as measured by the 4<sup>th</sup> quarter report cards.*

**Outcome #3:** 85% of students will have 8 or less unexcused absences from school and will not be processed by the juvenile justice system (arrested or detained) as measured by parent reporting and school reporting and/or report cards.

*Result: 80% of Fun at Bat/RBI participants has had 8 or less unexcused absences from school and 100% of Fun at Bat/RBI participants has not been processed by the juvenile justice system (arrested or detained) as measured by parent reporting and/or report cards for the 4<sup>th</sup> quarter reporting period.*

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

*Results: 77% of summer program participants reading scores increased according to the STAR assessment while math resulted in a 22% gain over the five week period.*

**Youth Guidance Mentoring Academy**  
**1028 20<sup>th</sup> Place, Vero Beach, FL 32960**  
**YOUTH GUIDANCE MENTORING ACADEMY**

**Grant:** \$25,750

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

**Total Children Served:** 150 children

**Cost Per Child:** \$171.66

**Focus Area:** Quality after school and summer enrichment programs that include a meaningful component of social emotional skill building and academic instruction and remediation

**Program Description:** Youth Guidance Mentoring Academy provides social skills, academic development, vocational training, and healthy meals for Indian River County children from low-income households. All programs and meals are offered free of charge.

Our services are delivered through two components:

**1. Group mentoring** – We operate 12-15 activity groups per week in eight- or nine-week semesters with approximately 10-12 children per group. Each group is led by a staff person (titled Group Leader) and is comprised of volunteer mentors and children. We strive for a 1:4 mentor to student ratio.

Activities include tutoring, STEAM (science, technology, engineering, arts, and math), vocational programs, life skills, sports, and recreational activities.

Children receive healthy meals as part of the group mentoring program.

**2. One-to-One Mentoring** – Children are assigned a mentor who agrees to a one-year commitment to meet with that student a minimum of 2.5 hours per week. One-on-one mentors provide an extra level of guidance and support. They help the children improve behavior and academics and introduce them to fun activities within the community.

*Numbers of Students Served:*

Youth Guidance Mentoring Academy served **150 total unduplicated children ages 5-18** from September 30, 2020 to October 1, 2021.

*Launching Tutoring & Transportation Service:*

Last school year, in the midst of COVID-19, Youth Guidance opened its doors nearly 12 hours a day, providing a safe haven where children could access state-of-the-art technology, receive up to three meals a day, and benefit from tutors to complete their virtual classes.

Now that our children have returned to their brick-and-mortar schools, we adjusted our services to meet their needs.

In August 2021, we started picking up children from local middle schools, including Storm Grove Middle School, Oslo Middle School, and Gifford Middle School. We will add more schools to our transportation route in the coming year.

Furthermore, we started offering additional hours of afterschool tutoring – children now receive homework help Monday through Friday from 2 p.m. until 5 p.m. Once they complete their work, they eat dinner and participate in evening mentoring programs until 7:30 p.m.

Fall Program Lineup:

- **STEAM** (Science, Technology, Engineering, Art, and Math): This semester’s STEAM programs included:

- Collaging: Children created vision boards, mosaics, and abstract art pieces with different art materials.
- Science Explorers: The kids hiked local nature trails and learned about plants, wildlife, landmarks and our ecosystem.
- All Systems Go: Children learned computer skills and how to use new programs in the technology lab.
- Music Theory I: The kids learned how to identify and play notes on the piano, chord structure, and basic songs.

- **Recreational Activities:** The kids participated in a new Camping & Nature program with expert campers Brian Cook and Robbie Wisecup. They learned how to pitch a tent, basic survival skills, and food preparation techniques.

At the end of the semester, the kids went on an overnight camping trip at the Environmental Learning Center where they put their skills to the test. They also went canoeing and experienced the touch tank!

- **Vocational Training & Life Skills:** Our life skills and vocational programs this semester included:

- CPR: Children received CPR training and obtained their CPR First Aid certification. The class was provided by Florida Heart CPR and the Michael Abt Jr. Have a Heart Foundation.
- Social Media Etiquette: Children learned what is appropriate to post online as well as how to identify and prevent cyberbullying.

**Collaboration:** This quarter, we collaborated with the Environmental Learning Center, the Indian River County School District, Florida Heart CPR, the Michael Abt Jr. Have a Heart Foundation, Christ Fellowship, The Source, and Target.

In addition, we were able to provide all of our children with backpacks full of school supplies thanks to donations from our community partners.

## GOALS AND OUTCOMES REPORT

**Goal #1:** Increase to 94% the number of children who possess at least three of the following Developmental Assets: 1. Positive, responsible adult role models; 2. involvement of the local community in projects; 3. service to others; 4. effective peer relationships; and 5. time spent in creative activities, for children enrolled in the Mentoring Academy, as measured by the Developmental Assets Profile (a standardized test for measuring the number of assets a child has).

*Baseline: 92% of children in the Mentoring Academy are building at least 3 assets.*

**Outcome:** **78%** of children in the Mentoring Academy are building at least 3 assets, as shown by conducting the Developmental Assets Profile for each student. Notably, we revamped the way we are collecting this data point, causing the shift in the percentage. We are now tracking the performance of individual students in the program instead of the general group. This allows us to better identify their needs so that we can tailor our programs and services accordingly.

**Goal #2:** Increase the number of economically disadvantaged children who stay in school, get promoted or graduate High School to a rate above the 2019 state measure of 87% as measured by continued enrollment in school, and eligibility for promotion to their next grade (or graduation), during the 2020-2021 school year.

**Outcome:** **97%** of students graduated high school or were promoted to the next grade level on time, as shown by monitoring report card data and progress reports from the Indian River County School District.

**Goal #3:** Increase the minimum amount of time a child spends in the Mentoring Academy from an average of 5.5. hours per week to 6.0 hours per week over a 48-week period annually.

**Outcome:** Youth Guidance students averaged **12 hours each week** for the 2020-21 year as shown by attendance logs for each student.