



# INDIAN RIVER COUNTY CHILDREN'S SERVICES ADVISORY COMMITTEE



## ANNUAL REPORT

**October 1, 2021 - September 30, 2022**

*Healthy Children in a Healthy Community*

Children's Services Advisory Committee of Indian River County

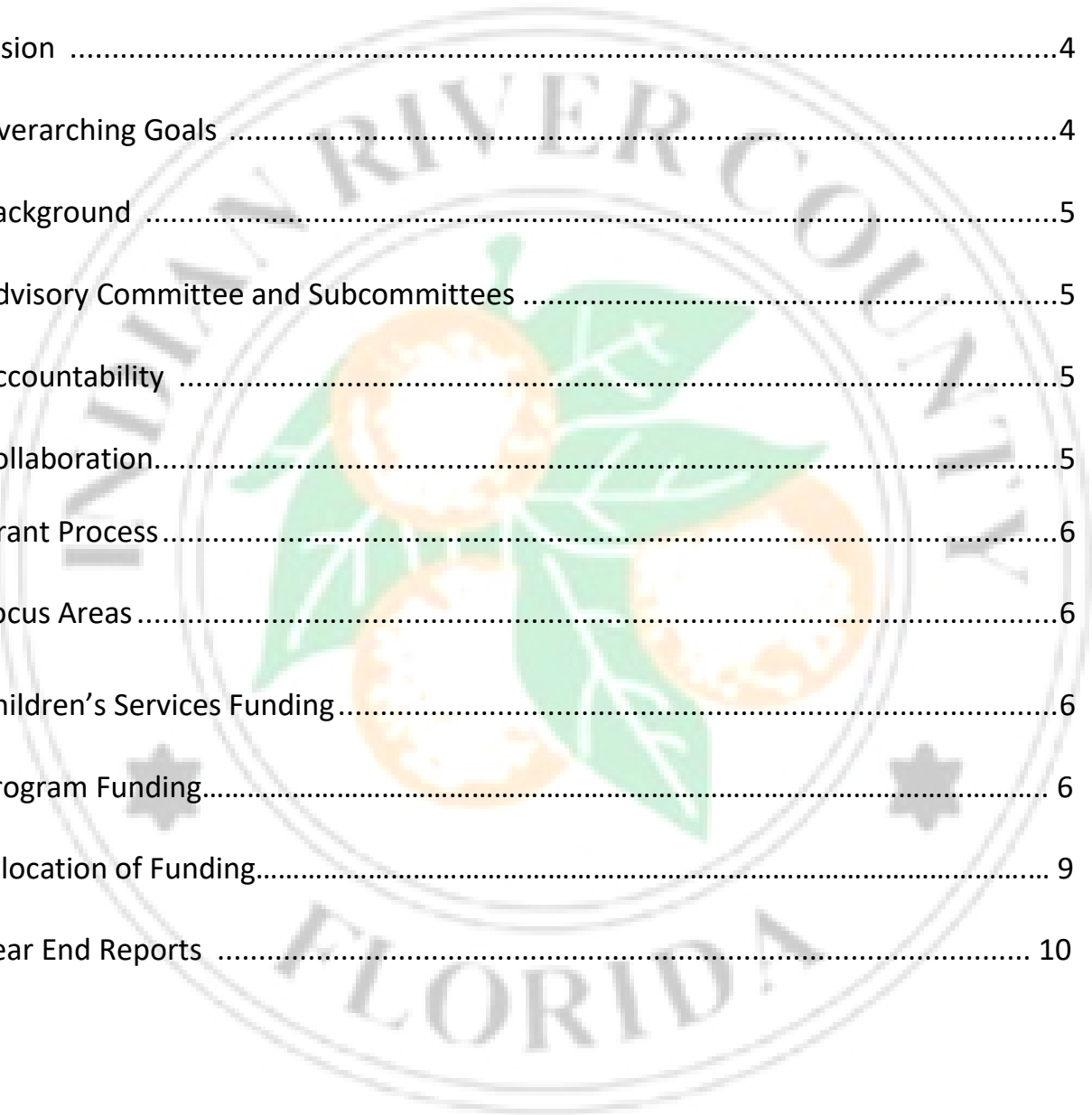
Human Services Division

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.....	6
Program Funding.....	6
Allocation of Funding.....	9
Year End Reports .....	10



**CHILDREN'S SERVICES ADVISORY COMMITTEE**

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## **CHILDREN'S SERVICES ADVISORY COMMITTEE 2021-22 ANNUAL REPORT**

The purpose of the Children's Services Advisory Committee (CSAC), working as an advisory committee to the Indian River County Board of County Commissioners, is to give Indian River County children, age 0-18, the opportunity to grow up as "Healthy Children in a Healthy Community." The term "health" encompasses the socioeconomic, physical, mental, social, emotional, environmental, and educational health 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 the CSAC, through the powers and functions of the Board of County Commissioners.

### **MISSION**

The mission of the 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.

The 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 the 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 County 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 County Commissioners on matters affecting the welfare of children in Indian River County.

## **ADVISORY COMMITTEE AND SUBCOMMITTEES**

The CSAC is organized in accordance with Florida Statute 125.901 for the purpose of providing preventive, developmental treatment, and rehabilitative services for children. For the fiscal year being reported, the advisory committee was 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 chaired by an advisory board committee member. All committee and subcommittee members serve without compensation.

## **ACCOUNTABILITY**

The CSAC is accountable to and functions under the direction of the Indian River County Board of County Commissioners, through the Human Services Division, 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 County 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, the 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 County 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 Indian River County Community Needs Assessment of the current social, health and public safety services in Indian River County, established the Focus Areas of Need for 2021-22. Ranked in order of funding priority, the focus areas were as follows:

1. Early childhood development (age 0-5)
2. Quality remediation and enrichment programs that include a meaningful component of social emotional skill building and academic instruction
3. Build parent capacity
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 was provided through a payment of 0.125 mills of county ad valorem property taxes. For the fiscal year October 1, 2021 through September 30, 2022, the Indian River County Board of County Commissioners approved funding in the amount of \$2,319,674.

### **PROGRAM FUNDING**

In 2021-2022, twenty-nine (29) agencies were awarded funding in support of forty-one (41) children's programs. The total funding expended was \$2,267,035 (98%).

AGENCY	PROGRAM	AWARD	ACTUAL	% USED
Big Brothers Big Sisters	Community Based Mentoring	15,000.00	15,000.00	100%
Big Brothers Big Sisters	Passport to Early Literacy	85,000.00	72,204.81	85%
Boys & Girls Clubs	Afterschool and Summer Program	30,000.00	30,000.00	100%
Catholic Charities	The Samaritan Center	34,820.00	34,820.00	100%
Childcare Resources	Children in Centers	250,000.00	250,000.00	100%
Childcare Resources	Community & Family Services	134,536.00	134,536.00	100%
Children's Home Society	Teen Life Choices	60,000.00	33,239.59	55%
Crossover Mission	Building the Future of Crossover	85,000.00	85,000.00	100%
Dasie Bridgewater Hope Center	DHC Tutorial and Mentoring	27,500.00	27,500.00	100%
Education Foundation	STEP into Kindergarten	136,182.00	136,163.62	100%
Environmental Learning Center	STEAM Explorers	11,650.00	11,650.00	100%
Economic Opportunities Council	Early Bird - St. Helen's	25,000.00	25,000.00	100%
Feed the Lambs	FTL Academic Enrichment & Mentoring	12,500.00	12,500.00	100%
Gifford Youth Achievement Center	After School Education Program	60,680.00	60,680.00	100%
Gifford Youth Orchestra	Staging for Success	25,000.00	25,000.00	100%
Healthy Start Coalition	Parents as Teachers	116,500.00	116,499.60	100%
Healthy Start Coalition	Babies & Beyond	62,650.00	62,650.00	100%
Healthy Start Coalition	Coordinated Intake & Referral	20,000.00	20,000.00	100%
Healthy Start Coalition	Community Doula	20,000.00	20,000.00	100%
Hibiscus Children's Center	SafeCare	35,000.00	35,000.00	100%
Hope for Families Center	HFC - Shelter Children	35,000.00	34,999.50	100%
Mental Health Association	School Violence & Suicide Prevention	46,833.00	46,833.00	100%
Miss B's Learning Bees	Project COAEP	20,000.00	20,000.00	100%
OCP Community Outreach	Purpose Driven Youth	10,000.00	10,000.00	100%
Pelican Island Audubon Society	Audubon Advocates	25,000.00	25,000.00	100%
Redlands Christian Migrant Association	School Readiness Match	50,000.00	50,000.00	100%
Redlands Christian Migrant Association	Enhancing Infant and Toddler Care	75,500.00	75,500.00	100%
Safe Families - Treasure Coast	Safe Families	20,000.00	20,000.00	100%
Substance Awareness Center	School Based Prevention	90,000.00	89,999.99	100%
Substance Awareness Center	Re-Direct	90,000.00	90,000.00	100%
Sunshine Physical Therapy Clinic	Early Therapy Intervention	20,000.00	20,000.00	100%
TT Hardy Online News Corp	Young Journalist	10,000.00	10,000.00	100%
The Learning Alliance	Early Learning SEL Coach	53,000.00	53,000.00	100%
The Learning Alliance	Moonshot Reading Rocket	40,000.00	40,000.00	100%
The Learning Alliance	Family Connection Centers	55,000.00	55,000.00	100%
The Learning Alliance	Moonshot Academy	200,000.00	200,000.00	100%
Tykes & Teens	ALTOSS	45,000.00	31,935.50	71%
Tykes & Teens	Healthy Families	36,800.00	36,799.98	100%
Tykes & Teens	Little Tykes	97,000.00	97,000.00	100%
Willis Sports Association	WSA-RBI - Fun at Bat	27,000.00	27,000.00	100%
Youth Guidance	Mentoring Academy	26,523.00	26,523.00	100%
<b>Total Expended – Children's Services</b>		<b>\$ 2,319,674.00</b>	<b>\$ 2,267,034.59</b>	<b>98%</b>

A total of 17,249 children were served at an average \$131.09 cost per child. The average

cost per is based solely on CSAC funding expended and not the agency's overall program budget.

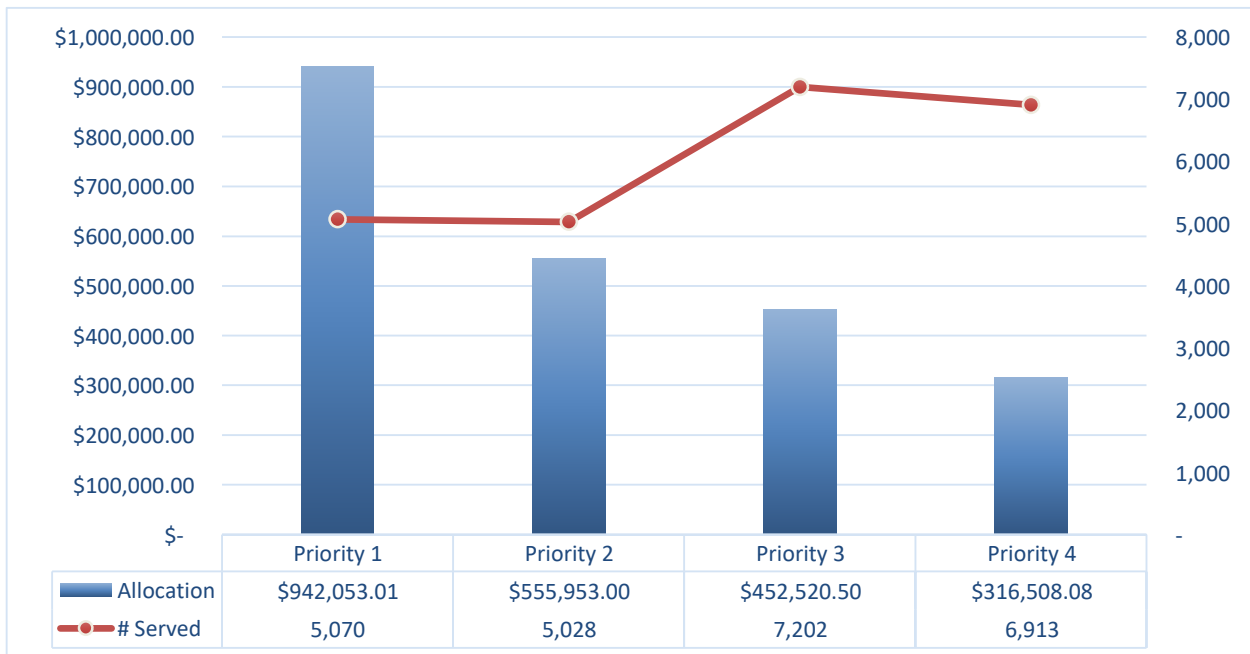
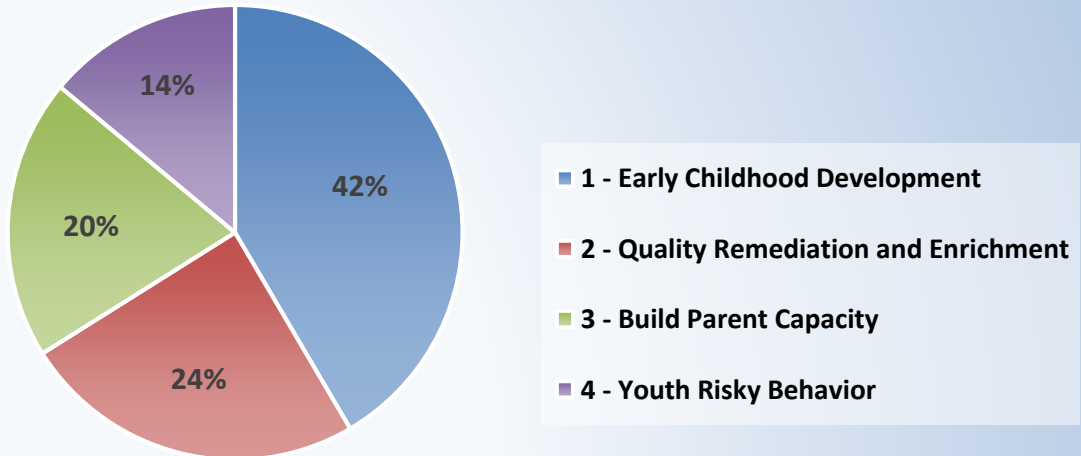
AGENCY	PROGRAM	ACTUAL	SERVED	COST PER
Big Brothers Big Sisters	Community Based Mentoring	15,000.00	30	500
Big Brothers Big Sisters	Passport to Early Literacy	72,204.81	166	435
Boys & Girls Clubs	Afterschool and Summer Program	30,000.00	664	45
Catholic Charities	The Samaritan Center	34,820.00	27	1,290
Childcare Resources	Children in Centers	250,000.00	165	1,515
Childcare Resources	Community & Family Services	134,536.00	299	450
Children's Home Society	Teen Life Choices	33,239.59	544	61
Crossover Mission	Building the Future of Crossover	85,000.00	86	988
*Dasie Bridgewater Hope Center	*DHC Tutorial and Mentoring	27,500.00	-	-
Education Foundation	STEP into Kindergarten	136,163.62	205	664
Environmental Learning Center	STEAM Explorers	11,650.00	49	238
Economic Opportunities Council	Early Bird - St. Helen's	25,000.00	16	1,563
Feed the Lambs	FTL Academic Enrichment & Mentoring	12,500.00	58	216
Gifford Youth Achievement Center	After School Education Program	60,680.00	259	234
Gifford Youth Orchestra	Staging for Success	25,000.00	95	263
Healthy Start Coalition	Parents as Teachers	116,499.60	206	566
Healthy Start Coalition	Babies & Beyond	62,650.00	861	73
Healthy Start Coalition	Coordinated Intake & Referral	20,000.00	1,531	13
Healthy Start Coalition	Community Doula	20,000.00	223	90
Hibiscus Children's Center	SafeCare	35,000.00	85	412
Hope for Families Center	HFC - Shelter Children	34,999.50	190	184
Mental Health Association	School Violence & Suicide Prevention	46,833.00	452	104
Miss B's Learning Bees	Project COAEP	20,000.00	69	290
OCP Community Outreach	Purpose Driven Youth	10,000.00	30	333
Pelican Island Audubon Society	Audubon Advocates	25,000.00	215	116
Redlands Christian Migrant Association	School Readiness Match	50,000.00	17	2,941
Redlands Christian Migrant Association	Enhancing Infant and Toddler Care	75,500.00	44	1,716
Safe Families - Treasure Coast	Safe Families	20,000.00	215	93
Substance Awareness Center	School Based Prevention	89,999.99	5,280	17
Substance Awareness Center	Re-Direct	90,000.00	265	340
Sunshine Physical Therapy Clinic	Early Therapy Intervention	20,000.00	8	2,500
TT Hardy Online News Corp	Young Journalist	10,000.00	106	94
The Learning Alliance	Early Learning SEL Coach	53,000.00	422	126
The Learning Alliance	Moonshot Reading Rocket	40,000.00	2,366	17
The Learning Alliance	Family Connection Centers	55,000.00	402	137
The Learning Alliance	Moonshot Academy	200,000.00	425	471
Tykes & Teens	ALTOSS	31,935.50	286	112
Tykes & Teens	Healthy Families	36,799.98	306	120
Tykes & Teens	Little Tykes	97,000.00	51	1,902
Willis Sports Association	WSA-RBI - Fun at Bat	27,000.00	403	67
Youth Guidance	Mentoring Academy	26,523.00	173	153
<b>Total Children Served</b>		<b>\$ 2,267,034.59</b>	<b>17,294</b>	<b>\$ 131.09</b>

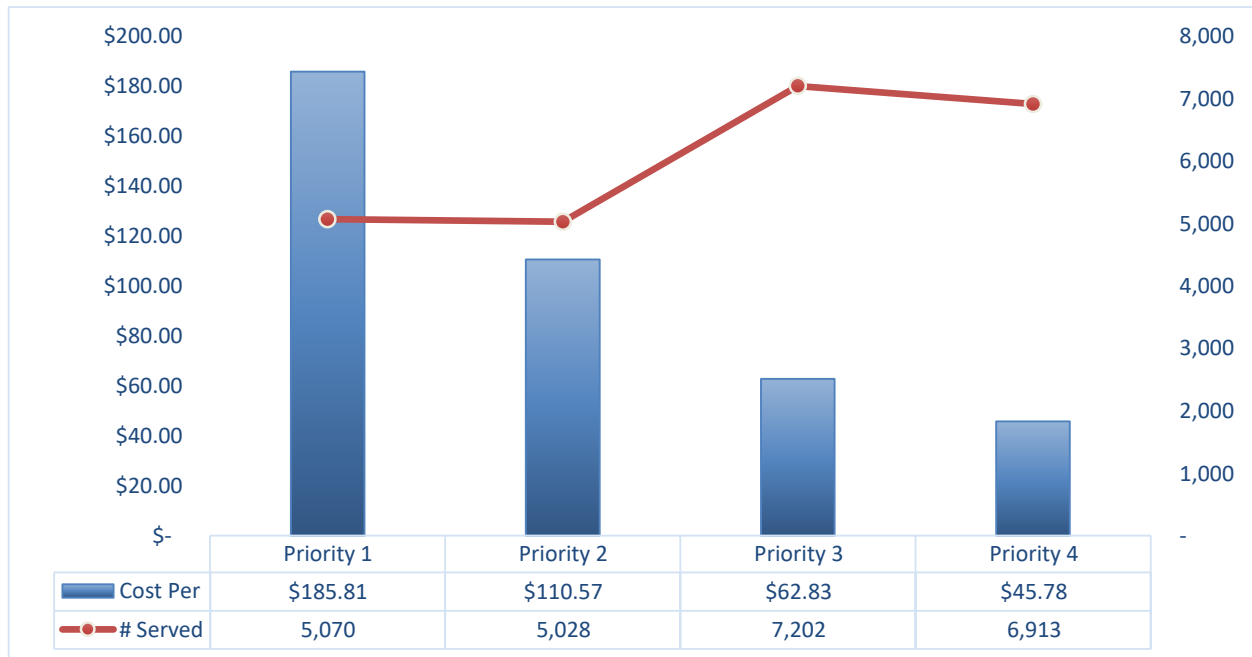
\* Data not available at the time of this report.



## ALLOCATION OF FUNDING

Priorities	Allocation	# Served	Cost Per
1 - Early Childhood Development	\$ 942,053.01	5,070	\$ 185.81
2 - Quality Remediation and Enrichment	\$ 555,953.00	5,028	\$ 110.57
3 - Build Parent Capacity	\$ 452,520.50	7,202	\$ 62.83
4 - Youth Risky Behavior	\$ 316,508.08	6,913	\$ 45.78





## 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.

## **Big Brothers Big Sisters of Indian River County Community Based Mentoring**

**Grant amount:** \$15,000

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

**Total children served:** 30 unduplicated children

**Cost per child:** \$500

**Focus Area:** Quality Remediation and Enrichment Program

**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.

**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 2021-2022 school year.**

Final report cards were obtained and reviewed by the Match Support Specialist. Baseline grades were compared to the year-end grades. As reported in the 3<sup>rd</sup> quarter report which aligns with the school year, all 30 of our students were successful in raising their grade in at least one academic subject in 2021-2022. Additionally, 28 of the students raised their grades in at least two academic subjects. The outcomes reflect a 100% goal achievement for Goal 1.

Twenty-six remaining matches continued to meet during the summer months when schedules allowed. The 2022-2023 school year began in August and all matches have resumed weekly meetings. Academic baseline data will be established upon receipt of the first nine weeks report card.

**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 2021-2022 school year.**

Final report card data for the 2021-2022 school year reflected two of our students were not able to improve their attendance/tardy rate for the school year. Five of our 30 students struggled with attendance at some point in the school year, and 3 of them were able to improve their rate by the end of the school year. Sixty percent of our students with attendance

issues were able to improve, missing our goal of 75%. However, we would like to note that 93% of our 30 students recorded a good attendance pattern over the course of the school year.

This was the first full year of in school learning after the pandemic, and attendance issues were markedly increased. Twenty-six of our students returned for the 2022-2023 school year, and official baseline data for attendance will be established upon receipt of the first quarter report card. During the match meetings, mentors have been stressing the importance of being in school every day. In fact, most of the mentors have their mentees giving them attendance updates during their weekly match meetings in an attempt to get ahead of any attendance issues.

**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.**

The YODP is addressed at each match meeting and progress/concerns are noted. YODP's are individualized to the specific areas of need for each youth, and the YODP is in effect throughout the tenure of the match. At the end of the 3rd quarter, all students were progressing with their individual plans, securing a 100% goal achievement at the end of the school year.

At the beginning of the 2022-2023 school year, individual YODP's were reviewed and updated. Monitoring is ongoing for each of the students, with continued support from their Big and their Case Manager to ensure success with the updated goals.

**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.**

There are 4 high school seniors enrolled in the Community Program for the 2021-2022 school year. Baseline data was established for each of the 4 seniors during September/October. The COS and YDP's were collaboratively established by the Case Manager, the Mentor, and the student. These plans proved to be very effective for the four students as all four successfully graduated from high school, one graduating with Honors. Two were accepted into college, one graduated with a technical certification that will enable him to join the workforce immediately, and one took time off to visit family members in New York before enrolling at IRSC.

For the 2022-2023 school year, we have three students in high school, one of whom is a senior. During the first month of school, new YOS and COS were administered to establish baseline data for the three high school students.

## **Big Brothers Big Sisters of Indian River County Passport to Early Literacy**

**Grant amount:** \$85,000.00

**Funds used:** \$72,204.81

**Total children served:** 166 including 15 summer VPK (23 students being tutored one-on-one on a daily basis in the 2021-2022 school year)

**Total adults served:** 11 (2021-2022 school year)

**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.

**2021-2022 Monitoring:** BBBS Reads distributed six book bags to five schools for the 2021-2022 school year. Bags were complete with a book (or two) for students to build their at home libraries, activities for families to do together and tip sheets for parents/guardians to work with their students on building literacy. BBBS Reads Members served at Bridges Early Learning Center and saw 23 VPK students for one-on-one tutoring. Due to COVID-19, the majority of family training and experiential community trips were postponed. BBBS Reads partnered with the Riverside Children's theater and had a total of 45 attendees. BBBS Reads members continued to serve at Bridges Early Learning Center for the summer and saw 15 PK3/VPK students. The BBBS Reads program has currently enrolled 82 students for the 2022-2023 school year and will add two more schools by the end of October. BBBS Reads has hosted one family experiential trip so far in the 2022-2023 school year. VPK students and their families were invited to McKee Botanical Gardens.

**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, 2022.**

Q1 Progress: Baseline data will be collected and available for Q2.

Q2 Progress: Based on the Assessment Period 1 data, students showed the following baselines: 20 of 23 students were tested; 3 students were not tested at parent/guardian requests.

- Print Knowledge: 16 students or 80% of students were below expectations
- Phonological Awareness: 14 students or 70% of students were below expectations
- Oral Language: 10 students or 50% of students were below expectations
- Math: 17 students or 85% of students were below expectations

Average: 71 % of students are below expectations for the four domains.

Q3 Progress: Final Assessment Period Data (AP3) was collected and all students have moved in at least one domain. 20 of 23 students were tested; 3 students were not tested at parent/guardian requests.

- Print Knowledge: 4 students or 20% of students were still below expectations
- Phonological Awareness: 3 students or 15% of students were still below expectations
- Oral Language: 1 student or 5% of students were still below expectations
- Math: 3 students or 15% of students were still below expectations

***Average: 14% of students were below expectations in the four domains for the end of the school year.***

Q4 Progress: Final AP data was collected in Q3 for the 2021-2022 school year. Due to the changes in diagnostic testing from the state, VPK students are no longer tested using the VPK Assessment Period but rather the FAST Diagnostic Testing. Students can be At/Above Benchmark, On Watch, Intervention, or Urgent Intervention. Baseline data for the 2022-2023 school year shows that on average 37% of VPK students in the program are at Intervention or Urgent Intervention, 12% are On Watch and 49% are At/Above Benchmark.

**Outcome #2: To improve the socialization skills of 85% of targeted youth, mentored 5 months or more, by June, 2022.**

Q1 Progress: Members completed 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. Baseline data shows:

- 6 students or 26% of students were below developmentally appropriate expectations
- 16 students or 70% of students were just at typical expectations
- 1 student or 4% of students were above typical expectations

Q2 Progress: Members are continuing to work with students on their social-emotional learning. Post-Dessa Mini will be conducted closer to the end of the school year in order to give students ample time to improve and learn social-emotional skills.

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

- 1 student or 5% of students were below developmentally appropriate expectations
- 15 students or 75% of students were just at typical expectations
- 4 students or 20% of students were above typical expectations

***Average: 85% of students improved socialization skills for the end of the school year.***

Q4 Progress: Post Dessa Mini scores for the 2021-2022 school year were collected on students during Q3. Baseline Pre-Dessa Mini assessments will be completed on 2022-2023 students during Q1 as the test recommends 3 months of service with the student before evaluating.

**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, 2022**

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

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

**Q3 Progress: 20/23 students or 87% were deemed Ready for Kindergarten by June 2022.**

Q4 Progress: Kindergarten Readiness scores for 2021-2022 were reported in Q3. Kindergarten Readiness scores for the 2022-2023 school year will not be available until the end of the school year.

**Boys & Girls Clubs of Indian River County  
Vero Beach, Sebastian, Fellsmere**

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

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

**Total unduplicated children served:** 664

**Focus Area:** Quality Remediation and Enrichment Program

**Program Description:** This program is designed to support the 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. The Q4 program includes our Summer Program that offered 9 weeks of Summer Camp with numerous enrichment opportunities for 9 weeks, ACT/SAT prep for our HS students, internship opportunities, and college visits.

**Outcome #1:** Youth will perform at or above grade level in core subjects. Underperforming youth identified in Q1 of the 2021/22 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 2021/22 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%.

**Results: Goal met.** During the fourth marking period of the 2021/22 school year, 87% of courses taken resulted in and A, B, or C. The average GPA for all courses was 2.81.

**Part A: General Results All Members:**

	Q1		Q2		Q3		Q4	
<b># Students</b>	290		281		335		333	
<b># Courses</b>	928		1,033		1,102		1112	
<b>ABC</b>	788	85%	907	88%	916	83%	963	87%
<b>DF</b>	140	15%	126	12%	186	17%	149	13%
<b>GPA</b>	2.72		2.79		2.62		2.81	

\* Reports cards and 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.



**Part B:** In Q1 we identified a cohort of 86 students who were underperforming in English, math and/or science. In Q4, that with the addition of new members before Q3 and the loss of a few members before Q4, that cohort was at 92 students across 138 courses.

Subject	Q1 Baseline # Courses	Q4 Baseline # Courses	Q4 Improved Courses (moved from D/F to a C or better)	% Improved
English	45	51	30	59%
Math	47	51	30	59%
Science	32	36	19	53%

**Results: Goal met.** *There is overall improvement in all core courses.*

**Outcome #2:** Middle and high school programs that address risky behavior. All members completing a prevention program will have an average post test score of 85% and demonstrate an average 15% increase from pre to post survey. This will demonstrate an increase in knowledge on ways to keep themselves healthy and safe and understanding the dangers of alcohol/tobacco/illicit drug use, risky behavior and the benefits of physical activity and healthy eating. **Results for all ages are included due to our lower numbers.**

In Q4 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. Nine (9) programs were run April 1, 2022- June 30, 2022, focusing on bullying, gang violence prevention, healthy habits, and how to cope with emotions.

**Results: Goal met.** *86% of members completed the programs they started in the 2021/22 school year. There was an average 10-point gain from pre to post-test, and the average post-test score was 85%.*

For Summer Camp, our programming was more geared to leisure activities. We did, however, provide programming in these areas:

- Diplomas to Degrees: 46 high school participants - an average 10-point gain from pre to post-test.
- Drama Matters: This program promotes creativity and boost self-confidence. We had a 21-point gain from pre to post test with 53 members participating.
- Smart Moves Emotional Wellness: This program assists in developing assertive decision-making skills, abstinence from drugs and alcohol use, and adolescent sexual behavior. There was an average 7-point increase from pre to post-test scores.

**Outcome# 3:** Quality after school & summer enrichment for teens. 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 tracked and recorded. Each grade level, freshman through senior, have different milestones to achieve during the year. The goal is to have 4/7 milestones completed by the end of the school year.

**Results: Goal somewhat met.** Year to date 2021- 2022, 29 of 43 (66%) teen members achieved 4/7 milestones, and 35 of 43 (81%) teen members participated in career programming.

## **Catholic Charities of the Diocese of Palm Beach The Samaritan Center**

**Grant amount:** \$34,820

**Funds used:** \$34,820

**Total children served:** 27 unduplicated children

**Cost per child:** \$1,289.62

**Focus Area:** Building Parent Capacity

**Program Description:** This program is designed to offer 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 training on the following: creating and maintaining a budget; learning and using positive parenting skills; employment and life skills; 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-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 collaborations, such as attending local summer camps as well as camps during winter and spring breaks for school aged children.

**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 9% increase in resident children's self-esteem. Resident children scored an average of 84% on pre-tests and 86% on post-tests indicating positive decision making based on increased self-esteem.

**Goal 2: Resident children aged 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 14.41% increase in resident children's social behaviors and character values. Twenty-seven (27) behavior observations were conducted with an average pre-test score of 76.19% and an average post-test result of 90.6%.

**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 facilitated workshops.**

**Result:** Post-test results indicated a cumulative average of 38% increase in adult residents' life skills development. The Samaritan Center adult clients participated in the following workshops in the fourth quarter which included ongoing Positive Parenting Workshop, Social- Emotional Development, “Brand New Me Complemented, Competed and Whole” book study. Residents also created Vision Boards, completed some independent reading from the 7 Habits of Highly Effective People and worked through Mindfulness: A 21-day Challenge to Happiness.

**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 in one or more subjects. Educational success helps break the cycle of poverty thus preventing families from experiencing housing instability.

**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 participates in several non-profit as well as professional business collaboratives in an effort to network together to connect, advocate, renew, educate, and strategize for the betterment of individuals and their families in our community at large.

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

## Childcare Resources of Indian River Children in Centers

**Grant amount:** \$250,000

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

**Total children served:** 165

**Contracting center children served:** 49

**Cost per child:** \$12,693.81

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

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

**Collaboration:** The following is a list of collaborative partners related to Children in Centers:

- **Agency Name: Kidz Closet Charities** - Childcare Resources provides a clothing closet for families enrolled in the program. Clothing is donated from Kidz Closet Charities.
- **Agency Name: Tykes & Teens** - Childcare Resources collaborates with Tykes & Teens to provide mental health services for children ages birth - 5 years old.
- **Agency Name: Redlands Christian Migrant Association** - Childcare Resources collaborates and contracts with RCMA on the school readiness Childcare Executive Partnership Program.
- **Agency Name: Mental Health Association** - Program provides counseling and psycho-educational evaluations to adults and children enrolled in the Childcare Resources program.
- **Agency Name: Alzheimer & Parkinson Association of Indian River County** - Childcare Resources and the Alzheimer & Parkinson Association participate in multigenerational activities collaboratively. Currently on hold because of Covid-19.
- **Agency Name: Homeless Children's Foundation** - Collaborative pilot project enrolling children referred by HCF into the Childcare Resources School.
- **Agency Name: Shining Light Garden** - Shining Light Garden provides fresh produce weekly to the families of Childcare Resources.
- **Agency Name: SAFE Families for Children** - Childcare Resources assists SAFE Families in providing childcare for families in crisis.
- **Agency Name: Moonshot Community Action Network (MCAN)** - Childcare Resources supports the Moonshot Moment by attending monthly Moonshot Community Action Network (MCAN) meetings. Childcare Resources also participates in Moonshot Moment goal initiatives and programs.

**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.**

**Indicator Measurements (Evidence):**

**100% of early childhood teachers will receive professional development as evidenced by Department of Children and Families professional development in-service logs.**

*Results: 100% of teachers received professional development during the 2021-2022 school year as evidenced by Department of Children and Family professional development in-service logs.*

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

**Indicator Measurements (Evidence):**

**80% of young children demonstrating developmentally appropriate social emotional skills for their age as evidenced by the E-Deca Assessment tool.**

*Results: 91% of program children demonstrated developmentally appropriate social emotional skills for their age during the 2021-2022 school year.*

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

**Indicator Measurements (Evidence):**

**80% of children will demonstrate developmentally appropriate gross motor skills as evidenced by the Ages and Stages Questionnaire (ASQ).**

*Results: 88% of children demonstrated developmentally appropriate gross motor skills for their age during the 20212022 school year.*

## **Childcare Resources of Indian River Community & Family Services**

**Grant amount:** \$134,536

**Funds used:** \$134,536

**Total adults and children served:** 290 adults and 9 children

**Cost per child:** \$1,198.65

**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, Conscious Discipline Immersion, 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. For counseling, the patient completes diagnostic screening, a therapist is assigned and treatment plans are put in place.

**Collaboration:** The following is a list of collaborative partners related to Community & Family Services:

- **Agency Name: Mental Health Association** - Program provides counseling and psycho-educational evaluations to adults and children enrolled in the Childcare Resources program.
- **Agency Name: Little Rising Stars** - Conscious Discipline Immersion Program collaborative partner
- **Agency Name: EOC of Indian River County HeadStart** - Conscious Discipline Immersion Program collaborative partner
- **Agency Name: The School District of Indian River County-VPK** - Conscious Discipline Immersion Program collaborative partner
- **Agency Name: Indian River State College** - Collaborative project with IRSC which allows Early Childhood Educators to fast track their Staff Credential or Director Credential in one semester at the Childcare Resources location.

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

Fall 2021 - Summer 2022 Credentialing Program for Early Educators courses offered:

- Florida Childcare Professional Credential (FCCPC) students completed their assigned course(s) = 28
- Alumni Continuing Education = 38 students completed their assigned course(s)
- Program total for course completion: 68 students. 97% 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.**

- Amanda Morgan Developmentally Appropriate Practice: Why Our Children Don't Need Pushing & What They Do Need Instead workshop was held on December 11, 2021 - 105 early educators participated.
- Amanda Morgan Teaching with Intention and Powerful Play was held on February 5, 2022 - 107 early educators participated.
- Conscious Discipline workshop with Kim Jackson was held on April 9, 2022 - 122 early educators participated.
- Conscious Discipline workshop with Mandy Lloyd was held on August 27, 2022 - 123 early educators participated.

*Results: There was an average knowledge gain of 83% among professional development workshop participants as demonstrated in pre-workshop and post-workshop test scores.*

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

As of 9/30/2022, 9 children and 23 adults, parents or other adult in the household enrolled in the Childcare Resources program were referred for therapy to the Mental Health Association.

- 5 adults continue services
- 12 adults chose not to follow through on referral
- 3 adults chose to discontinue services
- 2 adults discharged from therapies
- 1 child continues services
- 7 children (parents) chose not to follow through with referral
- 1 child (parent) chose to discontinue services
- 1 child discharged from therapies

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

The Classroom Assessment Scoring System (CLASS<sup>®</sup>) is an observation instrument that assesses the quality of teacher-child interactions in center-based preschool classrooms.

Pre-K CLASS<sup>®</sup> includes three domains of teacher-child interactions that support children's learning and development: Emotional Support, Classroom Organization, and Instructional Support.

Toddler CLASS<sup>®</sup> includes two domains of teacher-child interactions that support children's learning and development: Emotional and Behavioral Support and Engaged Support and Learning.



The CLASS® dimensions are based on developmental theory and research suggesting that interactions between children and adults are the primary way of supporting children's development and learning, and that effective, engaging interactions and environments form the foundation for all learning in early childhood classrooms.

Nine early education teachers participated in coaching during the 2021-2022 academic year.

- Teacher 1 maintained in all domains.
- Teacher 2 maintained in all domains.
- Teacher 3 maintained in all domains.
- Teacher 4 maintained in all domains.
- Teacher 5 maintained in two domains and improved in one domain.
- Teacher 6 maintained in two domains and improved in one domain.
- Teacher 7 decreased in one domain, maintained in one domain and improved in one domain.
- Teacher 8 was promoted out of the classroom.
- Teacher 9 left the profession.

**Children’s Home Society of Florida  
Teen Life Choices**

**Grant amount:** \$60,000.00

**Funds used:** \$33,239.59

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
\$3,299.03	\$3,600.70	\$10,918.49	\$15,421.37

**Total children served:** 544

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
278	0	206	60

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

**Outcome #1:** 70% 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 fourth quarter of 2021-2022 fiscal year there were 4 presentations conducted. For the year, 82% (303) of students increased life skills.**

*\*Reported outcomes include duplicated numbers; per the April 4, 2016 CSAC meeting. TLC is reporting all participating clients in outcomes and statistics.*

1st Quarter		2nd Quarter		3rd Quarter		4th Quarter	
#Served	%Achieved	#Served	%Achieved	#Served	%Achieved	#Served	%Achieved
278	82%	0	N/A	32	81%	60	83%

**Outcome #2:** 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 fourth quarter of 2021-2022 fiscal year there was 1 presentation conducted. For the year, 97% (183) of students increased their knowledge.**

1st Quarter		2nd Quarter		3rd Quarter		4th Quarter	
#Served	%Achieved	#Served	%Achieved	#Served	%Achieved	#Served	%Achieved
0	N/A	0	N/A	174	97%	15	96%

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

**Goal Met – During the fourth quarter of 2021-2022 fiscal year there were 2 presentations of Postponing Sexual Involvement. For the year, 83% (171) of students increased their knowledge.**

1st Quarter		2nd Quarter		3rd Quarter		4th Quarter	
#Served	%Achieved	#Served	%Achieved	#Served	%Achieved	#Served	%Achieved
161	84%	0	N/A	0	N/A	45	82%

*\*\*The following had previously been an outcome, however was not included in the last grant application and the program continued to collect data. The program saw a significant increase from previous reporting periods – most likely the result of adjusting the worksheet based on past data collected, with parent and teacher input.*

**Outcome #4:** 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 – During the fourth quarter of 2021-2022 fiscal year there were 2 presentations of Postponing Sexual Involvement due to scheduling requests from the schools. For the year, 77% (160) of students increased communication.**

1 <sup>st</sup> Quarter		2 <sup>nd</sup> Quarter		3 <sup>rd</sup> Quarter		4 <sup>th</sup> Quarter	
#Served	%Achieved	#Served	%Achieved	#Served	%Achieved	#Served	%Achieved
161	80%	0	N/A	0	N/A	45	72%

**Crossover Mission, Inc.**

## **Building the Future of Crossover Mission**

**Grant amount:** \$85,000

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

**Total children served:** 86 unduplicated children

**Cost per child:** \$988

**Focus Area:** Quality Remediation and Enrichment Program; Programs that Address Risky Youth Behavior

**Program Description:** Crossover Mission helps youth in Indian River County who need us most, boys and girls as well as young adults, ages 9-22, through a program of year-round basketball and one-to-one academic and life-skills mentoring.

**Year-Round Programming:** Since the start of the 2021-2022 school year, Crossover's student membership has climbed to 86, an increase of 32%. Sixty-six trained volunteer mentors (double the number since the beginning of last school year) support our academic program staff. Crossover provides transportation from fifteen different Indian River County schools during the school year. Crossover's 2022 Summer Program began June 6 and ran continuously for ten weeks. It was delivered four days a week (Monday-Thursday) and 160 regular program hours for 56 Indian River County student athletes was organized. In order to mitigate summer learning loss and gain ground when feasible, the summer enrichment program was put into place to ensure student athletes sustained and/or improved their math and language arts skills over the summer. Through a five-week summer remediation pilot program for 13 at-risk student athletes, 100% of student athletes demonstrated positive growth in both their math skills and English Language Arts skills. Three students improved by half a grade level (or more) in English Language Arts. This pilot program will be expanded membership-wide in Summer 2023. This summer, a five-day ACT prep course ran for 12 student athletes. One of the seniors raised her score by 5 points. The majority of the 12 students are in the first year of Crossover College Readiness and did not take the ACT test as they are freshman and sophomores creating benchmarks through practice tests.

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

**Outcome:** During the 2021-2022 school year, 96% of Crossover student athletes had less than three unexcused absences. Since the start of the 2022-2023 school year, that percentage has decreased slightly to 93.9%. Crossover's academic staff individually communicates with parents and guardians each time a member has an unexcused absence and our Director of Academics and our coaches regularly communicate with families to address and overcome attendance issues.

**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:** We report two separate figures for Goal #2. In the last school year, 97% of students achieved a school-year GPA greater than 2.0 while 100% of seniors graduated from high school and were accepted into college. In the same time frame, 82% had no behavior referrals or school suspensions which is slightly below desired Goal #2 (85%).

Quarter 1 grades for the 2022-2023 school year were not yet available for Crossover staff to analyze for this report but will be included in the Q1 report for the upcoming grant period. In the first two months of the 2022-2023 school year, 92% of student athletes had no referrals or school suspensions, a 10% improvement.

**Goal 3: 95% of Crossover students will remain free of the Juvenile Justice System, known gang involvement and enrolled in school.**

**Outcome:** For the full reporting period, 99% of Crossover students remained free of the juvenile justice system, and 100% had no known gang involvement and were enrolled in school either in a traditional or virtual school option. One Crossover member served community service hours and was enrolled in the Alternative Center for Education during the 2021-2022 school year.



## 2021-2022 CSAC FINAL YEAR-END GRANT REPORT

Early Bird at St. Helen's Head Start (2021-2022 School Year)

October 1, 2021 - September 30, 2022

End of Year - 4<sup>th</sup> Quarter Report

Grant Amount: \$25,000

October 4, 2022

Indian River County Children's Services Advisory Committee (CSAC)

Leigh Anne Uribe

Human Services Manager

1900 27th Street

Vero Beach, FL 32960

(772) 226-1467

[Leigh.Uribe@FLHealth.gov](mailto:Leigh.Uribe@FLHealth.gov)

Thanks to the investment of the Children's Services Advisory Committee, our team was able to achieve our desired outcomes and provide high-quality education to 16 children, age 2, and their parents/guardians!

### OUTCOME 1

***During the 21-22 school year, 16 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.***

**ACHIEVEMENT:** The class was at capacity with 16 children attending multi-sensory, engaging, and high-quality in-person learning.



### OUTCOME 2

***By the end of the 21-22 School year, 16 of 16 children were meeting or exceeding developmental milestones for their age.***

**PROGRESS:** All 16 children were assessed using the Ages and Stages Questionnaire (ASQ). The results of the initial assessment indicated that 12 out of 16 were meeting or exceeding



Indian River County  
Board of County Commissioners  
[ircgov.com](http://ircgov.com)

Children's Services  
Advisory Committee  
(CSAC) provides funds  
to support this program



expectations. The 4 children not meeting developmental expectations were referred for needed services. The end-of-year term assessments were conducted and 14 children were meeting or exceeding developmental expectations for their age. The 2 children having difficulty with concentration and some developmental expectations worked with our in-house Mental Health and Disability Specialist. These 2 children are being closely monitored, and if assistance is needed in future semesters, the Mental Health Specialist will refer the children to Tykes and Teens for further individual services.



**OUTCOME 3**

***By the end of the 21-22 school year, 16 of 16 parents/guardians will increase their knowledge of early childhood growth and development and will be supported in achieving family goals.***

**PROGRESS:** The parents of all 16 children participated in home visits, goal-setting, and parent-teacher conferences.



*Angela Davis-Green*  
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 Angela Davis-Green, MPA  
 Executive Director  
 Economic Opportunities Council of Indian River  
 2455 St. Lucie Avenue  
 Vero Beach, FL 32960  
 (772) 562-4177, Ext. 1117  
[adavisgreen@eocofirc.net](mailto:adavisgreen@eocofirc.net)



Indian River County  
 Board of County Commissioners  
[ircgov.com](http://ircgov.com)

Children's Services  
 Advisory Committee  
 (CSAC) provides funds  
 to support this program

## The Education Foundation of Indian River County STEP into Kindergarten – Summer 2022

**Grant amount:** \$136,182.00

**Funds used:** \$136,163.62

**Total children served:** 205 unduplicated children

**Cost per child:** \$664.21

**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. STEP into Kindergarten (STEP — Summer Transition Enrichment Program) offers evidence-based programming to extend learning, mitigate the negative effects of the summer slide and promote a smooth transition to kindergarten for students and families.

After staff participated in two days of professional development, planning, and family orientation activities on June 1st and 2<sup>nd</sup>, students attended this bridge program from June 6 to July 1, 2022. Students received a full day of instructional support from certified teachers and highly qualified teacher assistants employed with the School District of Indian River County. STEP into Kindergarten gave 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.

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

**Baseline:** *Baseline data was generated using a pre-assessment at the start of the 2022 summer program during the 3<sup>rd</sup> quarter of the grant award.*

**Academic Outcomes for Summer 2022:**

- *Uppercase Letter Identification — increased from 67% to 74%; 10% Growth*
- *Lowercase Letter Identification — increased from 57% to 70%; 23% Growth*
- *Initial Sounds — increased from 50% to 70%; 40% Growth*

**Goal 2: Students will demonstrate a 15% increase on assessed mathematical skills.**

**Baseline:** *Baseline data was generated using a pre-assessment at the start of the 2022 summer program during the 3<sup>rd</sup> quarter of the grant award.*



**Academic Outcomes for Summer 2022:**

- *Count to 31— increased from 59% to 72%; 22% Growth*
- *Identify Numbers to 20 — increased from 47% to 61%; 30% Growth*

**Goal 3: 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 2022 summer program during the 3<sup>rd</sup> quarter of the grant award.*

**Social/Emotional Outcomes for Summer 2022:**

- *Organizes Time, Tasks, and Materials — increased from 31% to 80%; 158% Growth*
- *Demonstrates Respect for Property, Self, and Others — increased from 14% to 90%; 543% Growth*
- *Works Cooperatively in Groups — increased from 16% to 88%; 450% Growth*
- *Actively Listens and Responds — increased from 35% to 75%; 123% Growth*

**A note about tracking progress:**

Students were instructed in both whole group and small group settings, emphasizing a developmentally appropriate, hands-on approach to learning. Pre and post assessments aligned to the Florida Early Learning and Developmental Standards for Four-Year-Olds and the B.E.S.T. standards for Kindergarten in English Language Arts and Mathematics were used. In addition, pre- and post-assessments aligned to the first quarter SDIRC Kindergarten expectations were utilized to measure students' progress. At the conclusion of the program, an outcome sheet was shared with partners (*attached*).

**Program Implementation Progress:**

The 2022 STEP into Kindergarten program was implemented at the following sites during the summer of 2022: Fellsmere Elementary School, Treasure Coast Elementary School, and Vero Beach Elementary School. The program commenced for students on June 6, 2022 and concluded July 1, 2022. A total of 205 students were served during this year's program implementation.

**Environmental Learning Center**  
**Environmental STEAM Explorers Program:**  
**Mentoring Tomorrow's Leaders**

**Grant amount:** \$11,650

**Funds used:** \$11,650

**Total children served:** 237 unduplicated children

**Cost per child:** \$49.42

**Focus Area:** Quality Remediation and Enrichment Program

**Program Description:** The Environmental STEAM Explorers Program provides students 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, to provide academic enrichment in STEAM fields, and to boost interest in STEAM careers, this program includes in-depth career exploration for middle and high school students and afterschool STEAM enrichment programs for elementary school students. Middle and high school students take part in multi-day workshops to build STEAM knowledge using Remote Operated Vehicles, drones, plankton sampling equipment and more, working alongside environmental science and education professionals who provide insight into STEAM careers. The Environmental Learning Center (ELC) provides access to the Indian River Lagoon, a fleet of canoes, and boardwalk trails to reach difficult to navigate ecosystems, and students use the ELC campus as a living laboratory to engage in authentic STEAM investigations. After school academic enrichment programs for elementary school students provide hands-on, standards-aligned STEAM instruction at established after school program locations throughout the county. Elementary students participate in a multi-part series of lessons that connects science and math to authentic and engaging lagoon-focused environmental concerns, reinforcing academic content knowledge while also boosting interest in STEAM fields and locally-relevant environmental topics.

**Collaboration:** Participants in the Environmental STEAM Explorers Program were recruited through various avenues including the School District of Indian River County's science and leadership teams, as well as partnerships with various community organizations including Dasie Hope Center, Gifford Youth Achievement Center, Crossover Mission and Youth Guidance Mentoring Academy. These organizations provide out-of-school services for middle and high school students and will help identify students who would benefit from participation in school break programs. Their support helps ensure this program is accessible to a diverse group of students who would benefit from support in STEAM fields during school breaks.

After school enrichment programming for elementary students will be offered in coordination with Extended Day Program sites throughout the county. The ELC has a strong relationship with the School District of Indian River County Extended Day Program.

**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. 75% of participant evaluations**

will reflect an increased interest in at least one STEAM domain. Data reported for middle and high school three-day school break programs.

*Result: According to pre and post surveys, 95% of participants reported increased confidence and interest in at least one STEAM domain. Survey data also shows 16% of participants increased their interest in learning math and 47% of participants increased interest in learning science. Overall, students reported the following across the various domains of STEAM:*

	<i>% of students 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>	<i>26%</i>	<i>15%</i>	<i>47%</i>	<i>10%</i>
<i>Technology</i>	<i>21%</i>	<i>8%</i>	<i>21%</i>	<i>4%</i>
<i>Engineering</i>	<i>26%</i>	<i>19%</i>	<i>21%</i>	<i>5%</i>
<i>Art</i>	<i>32%</i>	<i>14%</i>	<i>37%</i>	<i>6%</i>
<i>Math</i>	<i>21%</i>	<i>7%</i>	<i>16%</i>	<i>5%</i>
<i>Average</i>	<i>25%</i>	<i>12%</i>	<i>28%</i>	<i>6%</i>

**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. 75% of participant evaluations will reflect a broader conceptual understanding of STEAM and the type of person who can achieve a STEAM career. Data reported for middle and high school three-day school break programs.**

*Result: 21% 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 an architect and one who changed their career interest from sales to engineering. On the post-survey, when asked to describe the character traits a person working in STEAM, 88% of participants identified themselves as having at least one character trait in common with a person working in STEAM, an increase from 84% who identified themselves as having at least one character trait in common on the pre-survey. Additionally, 63% of participants reported a better understanding of what a career in STEAM fields entails. In the Draw-A-Scientist evaluation, post-survey data shows 80% of participants included tools used in the program instead of tools that depict a stereotype of a scientist, such as lab coats, beakers, and thermometers.*

**Goal 3: Increase standards-based content area knowledge, with a focus in the Life Sciences and Nature of Science domains, for 75% of participants after the completion of the elementary after school enrichment program as measured by pre and post assessment data.**

*Result: Working within the structure of the extended day program, ELC Educators conducted Entrance and Exit Polls to assess student growth. As students were picked up throughout the program, participant numbers varied greatly from the start of the program until the end, always decreasing by the time the exit poll was conducted. Group polls allowed for a quick assessment of student knowledge while maximizing instruction time. Four program sites were selected in collaboration with the Extended Day Program Supervisor, Barbara Musselwhite: Glendale Elementary, Sebastian Elementary, Pelican Island Elementary and Treasure Coast Elementary. Each site included two cohorts/student-groups, one K-2 group and one 3-5 group. Over the course of three months, each cohort participated in five hands-on, standards-based lessons designed to incorporate outdoor time as part of the curriculum. Across all four program sites, data from K-2 cohorts show a 47% improvement of student-group content-based knowledge from the pre-survey to post-survey. Survey data shows a 58% improvement in student-group content-based knowledge for the 3-5 cohorts from the same four program sites. Over the course of the five lessons, students made large gains in content-based knowledge. Individual lessons also show large gains in student-group content knowledge. Seven of the eight cohorts show at least a 40% gain in knowledge for each lesson. The one exception, the K-2 group at Treasure Coast Elementary, showed knowledge gain in two of the five lessons. Pre-survey scores for the remaining three lessons show student-group content knowledge was already quite high with pre-survey scores above 60%. As an example of lesson success, survey data from the K-2 cohort from Sebastian Elementary shows a 90% student-group knowledge gain for a lesson focused on observation, habitat requirements, and camouflage. The students were shown a photo of a coral snake and asked if the snake was displaying a type of camouflage. Pre-survey data shows zero students answered the question correctly and by the end of the lesson, eighteen out of twenty students answered correctly.*

*ELC Educators report great student enthusiasm. One student exclaimed their love for leaf rubbings and even mentioned they were excited to go home to teach this skill to their younger siblings. Students were introduced to scientific tools, including binoculars. This lesson was quite popular and several students mentioned they were going to ask Santa to bring binoculars for Christmas. Several students were so enthused by their experience that they asked their adults to bring them to the ELC for a visit. These students were spotted at ELC for a day visit and for our holiday celebration, Winter Green Night Lights.*

**Goal 4: 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. 50% of applicants will self-report increased confidence or ability in key workforce skills. Data reported for middle and high school three-day school break programs.**

*Result: Survey results show participants reported a 95% increase in their confidence that they*

***have the skills needed to succeed in a STEAM career field, with 90% of participants indicating that they are able to achieve a career in a STEAM field. 100% of participants reported that it was somewhat true, true, or very true that they planned on attending college, with 11% of participants reporting that they would be the first in their family to go to college. ELC program staff leading the program noted that participants were engaged in programming, demonstrating improvement in teamwork and communication skills critical to success in the workplace. This primarily outdoor program was challenging for some participants but they displayed perseverance, determination, and sound communication skills and used their growing problem-solving skills when struggling with team issues or complications in their initial engineering designs. ELC program staff were particularly impressed by the participants' ability to work together productively despite a bit of disappointment and frustration they experienced while canoeing. Canoeing on the Indian River Lagoon is a highlight for many students and the experience often serves as an opportunity to strengthen communication and teamwork skills. The students pushed through their struggles and were ultimately successful in navigating their canoe as they received continued support and encouragement from the team.***

**Gifford Youth Achievement Center, Inc.**  
**After School Education Program (ASEP)**

**Grant amount:** \$60,680

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

**Total children served:** 259

**Cost per child:** \$3,290.53

**Focus Area:** Quality Remediation and Enrichment Program

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

**Collaboration:** School District of Indian River County, Indian River State College, Moonshot Community Action Network, Dodgertown Community School, and the Indian River County Library System.

**1. Maintain at 93% the number of students in grades K – 5 who complete their homework by the end of the day, as reported by teachers completing the Homework Completion Log.** The primary focus of the afterschool program is completing homework before the students leave and assisting students with their academic assignments. Teachers and volunteers provide the assistance needed to ensure students receive the support to achieve academically. Report cards are reviewed, and teacher comments are monitored to assist students better.

**Results:** The 2021-22 school year ended on 5/28/2022. On average, 94% percent of students with homework completed their assignments before leaving. Throughout this school year, students had less homework than in the prior school years. Teachers provided students without homework with grade-appropriate work assignments and/or students were required to read for an extended period.

**2. To increase to 93%, the number of enrolled students in grades 3<sup>rd</sup> – 12<sup>th</sup> that receive a grade of “C” or lower in Reading, English, and/or Math will improve that grade by the end of the 2021-22 school year as reported by FOCUS (SDIRC) grades.**

**Results:** 91% of students who received a grade of “C” or lower in Reading, English and/or Math improved their grade in that subject during the school year. Teachers reviewed student progress reports and report cards throughout the year. The Sunday Reading Program assisted elementary students reading below grade level; tutors provided one-on-one assistance for students struggling with Math in the middle and high school grades.

**3. To maintain at 93% the number of students that improve their social/emotional skills during the 2021-22 school year as reported by *Ripple Effects* pre/post tests.**

**Results:** 96% of students improved their emotional/social skills due to their usage of *Ripple Effects* and the supplemental support provided by the Student Support Specialist.

Student attained this goal through the assistance of Christel Jones, the Student Support Specialist, and *Ripple Effects*, a supplemental program that addresses social/emotional well-being. Students met with Ms. Jones, individually and in group settings, as often as needed to discuss various issues. Ms. Jones utilized Erickson's stages of development with students so they could assess where they are concerning their own growth/development process. This allowed students to give a rationale regarding destructive choices they are prone to make concerning their behavior and academics. Ms. Jones formed a student grief support group to assist several students dealing with the loss of a family member.

*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.

## **Gifford Youth Orchestra After School Youth Enrichment/Music Education**

**Grant amount:** \$25,000

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

**Total children served:** 95 unduplicated children

**Cost per child:** \$76.04

**Focus Area:** Quality Remediation and Enrichment Program

**Program Description:** The Gifford Youth Orchestra's Music Education Program is an after-school program designed to keep children off the street and on the stage by providing music education and other support programs 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, and meditation movements to cope with PTSD from covid and other issues connected with poverty communities primarily filled with black and brown children.

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 in-person this year.

**July 2022** The GYO Staff presented its annual Summer Camp program. The camp was held at the Gifford Community Center, the Gifford Aquatic Center and in the two GYAC portable modules during the week of June 27 to July 1<sup>st</sup>, 2022. Twenty-five children attended: 18 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 seven volunteers and 5 guest speakers. 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 2022 Summer Camp! Following are three photos from the Summer Camp:





2 Violin student learning how to hold the violin at the Gifford Community Center.



1 Summer Program at the Gifford Community Center



4 Drumming at 2022 Summer Camp



3 All campers received a certificate of participation from Marissa Rollins, Camp Director and GYO alumni.

**August 2022:** All students continued with their virtual classes.

**September 2022:** A new collaboration with the School Board of Indian River County and the Dodgertown Elementary School where the GYO began its weekly pilot program for M-Thursday's afterschool program. During the month, all the necessary paperwork was completed and insurances were secured to position the GYO to begin to hold classes there in September. Twenty-three students enrolled initially and all have attended classes.

**Outcome # 1: Student in GYO ensemble learn 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 Nov. 5<sup>th</sup> annual concert. They will also be ready for the Black History Program in February.

**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 are learning new music for the Nov. 5<sup>th</sup> Annual Concert, Christmas performances, and the December recital. Several of these students performed in the video presentation of the GYO Board's fundraising event, *Crystals and Diamonds* in April, 2022.

**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 and Diamonds*) in April, 2022 and performed solos via the internet. 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 5<sup>th</sup> 2022 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 36 students actively participating; Vocal Coaching 16 students actively participating. No waiting List.
- Sue Lorimier Piano students (22 active – 100% participation) included in the June Piano Recital with 100% of piano students performing.
- Lynn DiMenna Vocal students (10 active – 100% participation). Eight of these students performed in the Crystals and Diamonds Fundraiser in April.
- Abby Lorimier/Intermediate and Beginner violin and Cello students (3 active – 100% participation)
- Muffy Charles Vocal Coaching Class #2; Students = 6 (100% participation).
- Courtney Diaz /Intermediate and Beginner violin students (6 active – 100% participation)
- Joan Haar/New Zoom classes, Supervising teachers, Instrument repair and assignment of violin students, teaching 7 students
- Dodgertown Elementary Pilot Program: Teachers are Chuck McNatt, Kate Nall, Evan Robinet, and Muffy Charles. Number of students enrolled = 25

**OVERALL PARTICIPATION RATE THIS QUARTER = 100%**

## Hibiscus Children's Center SafeCare Program

**Grant amount:** \$35,000

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

**Total new children served:** 4

Total unduplicated children served YTD= 85

**Total new adults:** 2

Total unduplicated adults served YTD= 40

**Cost per child:** \$ 380.12

**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.

**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).**

- *4<sup>th</sup> Quarter Result: 100% (4 of 4) families did not have any verified findings of abuse while receiving services.*
- *Cumulative Results: 42 out of 43 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).**

- *4<sup>th</sup> Quarter Result: 100 % (3 of 3) families served had no verified reports of abuse or neglect 6 months post services and 86% (6/7) 12 months post services as measured by the ability to search FSFN (Florida Safe Families Network).*

**Cumulative Results:**

- *24/24 100% families served had no verified reports of abuse or neglect at 6 months*

- **10/11 91% families served had no verified reports of abuse or neglect at 12 months**

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

- *4<sup>th</sup> Quarter Result: 0/0 families have completed services this quarter increased positive parenting outcomes using the parental stress scale pre/post measures.*
- ***Cumulative Results: 7/7 families 100% have completed services increased positive parenting outcomes using the parental stress scale pre/post measures.***

**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 100% (4/4) clients engaged in the program this quarter by completing 2 or more sessions.*
- ***Cumulative Results: 27/52 52% clients engaged in the program this year by completing 2 or more sessions. The SafeCare staff and DCF meet weekly to discuss issues with families not engaging in services. HCC and BBI have done presentations about SafeCare to DCF investigators and HCC plans on meeting with agency's marketing department to come up with a strategy to increase client count.***

## **The Hope for Families Center HFC Shelter Program**

**Grant amount:** \$35,000

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

**Total children served:** 190

**Cost per child:** \$184.21

**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. HFC has also been working with the families and children to discuss mental health needs of the entire family for stability. All of these factors tied together 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 for a small fee provides dinner to our clients delivered to our campus three nights a week. HFC staff has been cooking healthy dinners four nights a week with concentration on fresh fruits and vegetables. Health needs are met through Treasure Coast Community Health and Whole Family Health. Case management works with schools, after-school programs, day care facilities and Homeless Children's Foundation to find meaningful life enrichment activities for the children at the facility. Also, Case Management works directly with DCF who monitors the welfare of children while in the shelter, especially if there is an open case on the family. Residents and their children who are struggling with mental health obstacles are referred to the McCabe Connections Center at the Mental Health Collaborative and Suncoast Mental Health Center. Safe Families for Children helps our families with other areas of childcare and support when working toward sustainability. Finally, we work directly with Treasure Coast Homeless Services Council with Coordinated Entry and Rapid Rehousing efforts if affordable housing is available.

When a family enters the shelter, case management immediately begins to work with the adults to explain and develop employment, budgeting, savings and rapid rehousing plan if affordable housing is available. 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 HFC. 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 coordinates 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. Since the onset of COVID, we have seen an increase of adults with an already existing PCP. We require all health records for children to assure immunizations, and we do not require health records for adults unless there is an identified health condition. Every time a resident goes to the doctor or emergency room, we require a printout of the diagnosis and treatment for our records.

As we move into the next fiscal year, we are seeing a shift in service for our residents. Because of lack of affordable housing, residents and their families are staying longer at The Hope for Families Center. In the past, most residents could find housing within 90 days, but currently the average length of stay is 6 to 9 months. HFC is working to find other housing alternatives for residents with a possible expansion to serve more residents in the future. Since we are able to keep residents longer, we are able to increase the social service programs to help the family be more sustainable. Some of our residents have even enrolled at Indian River Community College to further their educations. We have also been working with Habitat for Humanity for possible home ownership for some of our residents.

**Data below is the average from July 1<sup>st</sup>, 2021 – September 30<sup>th</sup>, 2022**

**Goal #1 – Increase number of children placed in after-school, summer, winter, spring and academic enrichment programs by 10% in year two as reported by the after-school and camp records maintained by The Hope for Families Center case management.**

<b>Indicator # 1</b>	<b>Percentage of school-aged children placed in after school programs or camps.</b>	<b>4<sup>th</sup> quarter – 68%</b>	<b>Fiscal Year Average – 60%</b>
<b>Indicator # 2</b>	<b>Percentage of school-aged children transported to various programs</b>	<b>4<sup>th</sup> quarter – 100%</b>	<b>Fiscal Year Average – 95%</b>
<b>Indicator # 3</b>	<b>Percentage of parents who completed required documents for placement in programs</b>	<b>4<sup>th</sup> quarter – 61%</b>	<b>Fiscal Year Average – 57%</b>

**Goal # 1 Notes** -The percentages of school age children going to activities was definitely affected by the two spikes in COVID this past fiscal year. Our averages were lower for the summer and winter time due to COVID at the shelter. If they were signed up and remained COVID free, we were able to transport the students and give them enrichment opportunities. Of students that

attended activities 83% received scholarships and were sponsored program fees. Also, 100% of residents have been informed of the McKinney Vinto Act.

**Goal # 2 – To maintain the number of non-school aged children placed in day care facilities that provide early childhood development at 100% as reported in case management records.**

<b>Indicator # 1</b>	<b>Percentage of children who qualify for daycare and percentage placed</b>	<b>4th quarter – 96%</b>	<b>Fiscal Year Average – 96%</b>
<b>Indicator # 2</b>	<b>Percentage of children transported to daycare facilities</b>	<b>4th quarter – 100%</b>	<b>Fiscal Year Average – 88% (12% already had transportation)</b>

**Goal # 3 – Increase the number of families able to navigate healthcare and social service systems, access treatment for domestic violence, and mental health/behavioral health for themselves and their children by 20% as measured by families requesting assistance for services.**

<b>Indicator # 1</b>	<b>Percentage of adults and children who secure Primary Care Physicians or referred for mental/behavioral health.</b>	<b>4<sup>th</sup> quarter –</b> <ul style="list-style-type: none"> <li>● 78% came into the shelter with a PCP already.</li> <li>● 18% secured PCP with HFC.</li> </ul>	<b>Fiscal Year Average</b> <ul style="list-style-type: none"> <li>● 63% came into the shelter with a PCP already.</li> <li>● 36% secured PCP with HFC.</li> </ul>
<b>Indicator # 2</b>	<b>Percentage of adults and children who are referred for health/mental health/substance abuse/ domestic violence.</b>	<b>4<sup>th</sup> quarter –</b> <ul style="list-style-type: none"> <li>● 20 %were already using a referral entering HFC</li> <li>● 35% were referred by HFC.</li> </ul>	<b>Fiscal Year Average</b> <ul style="list-style-type: none"> <li>● 35% were already using a referral entering HFC.</li> <li>● 35% were referred by HFC.</li> </ul>

## Indian River County Health Start Coalition Babies and Beyond Program

**Grant amount:** \$62,650

**Funds used:** \$62,650 (Q1 = \$15,662.49 + Q2 = \$15,662.49 + Q3 = \$15,662.49 + Q4 = \$15,662.53)

**Total pregnant women served:** 861 (Q1 = 277 + Q2 = 216 + Q3 = 167 + Q4 = 201) (includes participants delivering out of county (OOC))

**Cost per client:** Per 07/01/2022- 09/30/2022 CSAC funds used per pregnant woman: \$77.92

**Cost per client for cumulative fiscal year:** \$72.66

**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.

**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:** 97% Overall

- **92%/ 110 of 119** prenatal program participants perceived the importance of breastfeeding by indicating their intention to breast feed their infant at birth and beyond. Data pulled from prenatal classes.
- **100%/ 861 out of 861** new mother and family participants received education of infant safe sleep practices at actual bedside (postpartum). Data pulled from bedside education.
- **98%/ 636 out of 650** postpartum program participants have self-efficacy to perform proper infant feeding habits to help newborn infants to thrive. 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: 82% Overall***

- **100%/ 118 out of 118** 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.
- **64%/ 569 out of 893** 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: 83% Overall***

- **87%/ 747 out of 861** all mother's giving birth at Cleveland Clinic Indian River Hospital will initiate breastfeeding at the bedside. Data pulled from beside education.
- **79%/ 676 of 861** 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

## Indian River County Healthy Start Coalition Coordinated Intake and Referral/ Presumptive Eligibility for Pregnant Women (PEPW)

**Grant amount:** \$20,000

**Funds used:** \$20,000 (Q1 = \$4,999.98 + Q2 = \$4,999.98 + Q3 = \$4,999.98 + Q4 = \$5,000.06)

**Total referrals served:** 1,531 (Q1 = 301 parents/children + Q2 = 324 parents/children + Q3 = 363 parents/children + Q4 = 543 parents/children (prenatal, postnatal and other community partners))

**Cost per referral:** CSAC funds used per family for Q4 were \$9.20. CSAC funds used for cumulative fiscal year per family were \$13.06.

**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

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

***Goal Results: 88% Overall***

- **88%** of mothers will receive early access to prenatal care, compared to the state's average of 69%. The state average reflects Q3 as Florida Charts does not have an updated number for this outcome.

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

***Goal Results: 45% Overall compared to the State's average of 48%.***

- **41% / 365 out of 895 Prenatal** referrals made to other services (home visiting services) will be comparable to the State's average of 51% (Pulled from WFS).
- **49% / 226 out of 464 Postnatal** referrals made to other services (home visiting services) will be comparable to State's average of 44% (Pulled from WFS).

**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.**

- **897** mothers who were referred or completed a screen had 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: 68% Overall***

- **66%/ 895 out of 1364** of prenatal referrals and screens will complete an initial intake (state's average 47%). (Pulled from WFS)
- **70%/ 464 out of 666** of postnatal referrals and screens received will complete an initial intake (state's average 67%). (Pulled from WFS)

## Indian River County Healthy Start Coalition Community Doula

**Grant amount:** \$20,000

**Funds used:** \$20,000 (Q1 = \$4,890.98 + Q2 = \$5,036.34 + Q3 = \$5,036.34 + Q4 = \$5,036.34)

**Total families served:** 223 (Q1 = 30 + Q2 = 53 + Q3 = 42 + Q4 = 98 clients)

**Cost per client:** Per 10/01/2021- 9/30/2022 CSAC funds used per client for Q4: \$50.87. Cost per client for cumulative fiscal year: \$89.69.

**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.

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

**Goal Results: 91% Overall**

- **100% / 98 out of 98** 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. (Out of the 42 program participants, 21 gave birth during this time period.)
- **81% / 79 out of 98** program participants had a vaginal birth. 18%/ 18 out of 98 participants had cesarean sections.

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

**Goal Results: 92.5% Overall**

- **94% / 92 out of 98** program participants-initiated breastfeeding at birth.
- **91% / 81 out of 89** program participants continued breastfeeding postpartum.

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

***Goal Results: 99% Overall***

- **99% / 97 out of 98** program participants completed all prenatal appointments.
- **.05% / 5 out of 98** 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% / 98 out of 98** program participants increased knowledge of healthy preconception, prenatal and postpartum health.
- **100% / 98 out of 98** of program participants demonstrated increased knowledge of birth practices, medical terminology, and medical interventions.

## Indian River County Healthy Start Coalition Healthy Families of Indian River County

**Grant amount:** \$36,800.00

**Funds used:** \$36,799.98 (Q1 = \$6,133.34 + Q2 = \$15,333.33 + Q3 = \$3,066.67 + Q4 = \$12,266.64)

**Total families served:** 306 (Q1 = 72 + Q2 = 72 + Q3 = 77 + Q4 = 85)

**Cost per client:** CSAC funds used per family: \$120.26.

**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 educations 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 day-to-day stress of parenting in healthy ways, and set and achieve short- and long-term goals.

### **Outcome # 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 decreasing the risk of preventable childhood diseases.

**Goal Results: 100% Overall**

### **Outcome # 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.

**Goal Results: 100% Overall**

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

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

**Goal Results: 97% Overall**

## Indian River County Healthy Start Coalition Parents as Teachers

**Grant amount:** \$116,500.00

**Funds used:** \$116,499.60 (Q1 = \$29,124.99 + Q2 = \$29,124.99 + Q3 = \$27,018.79 + Q4 = \$31,230.83)

**Total families served:** 206 (Q1 = 52 parents/caregivers/50 children + Q2 = 47 parents/caregivers/49 children + Q3= 49 parents/caregivers/48 children + Q4 = 55 parents/caregivers/59 children)

**Cost per child:** CSAC funds used per family for Q4 were \$529.34. Cost per family for cumulative fiscal year were \$565.53.

**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.

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

**Goal Results: 98% Overall**

- **96% / 93 out of 97** parents/caregivers increased their knowledge of their children’s age-appropriate development. During the entire year, ASQ3 is given more than one time at different age intervals. (Data pulled from ASQ3).
- **98% / 104 out of 106** parents/caregivers responded appropriately to developmental milestones. During the entire year, PICCOLO is given more than one time at different age intervals (Data pulled from PICCOLO).
- **100% / 106 out of 106** parents/caregivers recognize and respond appropriately to the emotional needs of their child. During the entire year, PICCOLO is given more than one time at different age intervals (Data pulled from PICCOLO).

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

***Goal Results: 98% Overall***

- **100% / 106 out of 106** parents/caregivers increased parent child interaction and age-appropriate play activities. (Data pulled from PICCOLO).
- **96% / 93 out of 97** children administered the age-appropriate developmental screening tool increased their language development and communicate needs on an age-appropriate level (ASQ-3). (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% / 171 out of 171** parents will be linked to at least one community resource as needed (Data pulled from Penelope).



**Miss B's Learning Bees, Inc.**  
**Project COAEP**

**Grant amount:** \$20,000

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

**Total children served:** 69

**Cost per child:** \$298.86

**Focus Area:** Quality Remediation and Enrichment Program

**Program Description:** Project COAEP It 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 because it provides our students, teachers, and families the tools and supports they need to help them reach proficiency.

- 1. Increase the number of students who are at or above proficiency in the areas of reading and math by 5% using data collected from the Florida Standards Assessment. Baseline: 25% of students are proficient in reading and 15% are proficient in Math (1<sup>st</sup> quarter assessment).**

Based on the data collected from the Florida Standards Assessment, 25% (17 out of 69) of students who were tested scored at a Level 3 or above in reading and 21% (14 out of 69) scored at or above proficiency in math. These numbers reflect that we were able to maintain the number of students that were proficient in reading (25%). It also shows that we increased the number of students that were proficient in the area of math from 15% to 21%.

In August, 31 students enrolled in Project COAEP. Based on the Snapshot completed in August, 42% were proficient in math and 35% proficient in reading. To date, we have 54 students enrolled in the program. 29% are proficient in math. 27% are proficient in reading. As our numbers increase our overall proficiency decreased.

- 2. Increase the number of students who are in the bottom 25% who become proficient in the areas of reading and math using data collected form the Florida Standards Assessment.**

FOCUS data revealed in Math, 27% (19) of our student population scored in the lowest 25%. 0% of students increased to a Level 4 to show mastery or proficiency. While, 12.5% of students did increase from a Level 1 to a Level 2. In reading, 33% (23) of students scored in the lower 25%. 0% of these students increased to a Level 4. 16% increased from a Level 1 to a Level 2. No student increased to a Level 3.

To date, program participants have answered a total of 43,000 questions (iXL). Students have practiced 1,990 skills; mastered 1, 154 skills, and proficient in 1,303 skills. In addition to online games student participate in interactive learning activities.

**3. Increase the number of students in the bottom 25% who make learning gains in reading or math using data collected from the Florida Standards Assessment.**

For the 2021-22 school year, 27% of students in the bottom 25% made learning gains in reading, whereas 38% made learning gains in math. All data was collected from Focus using the FSA Assessment reports in reading and math.

**4. Decrease the number of students displaying behaviors that affect them while they are in school.**

The behavioral services program was instrumental in providing interventions for 75% of students who had experienced behaviors that affected them while they were in school. The other 25% needed additional services that we were unable to provide due to either needing an additional location to focus solely on students needing individualized assistance in a private setting, or more services than we provide at this time. For students that need more services than we currently provide we refer them out to other BCBA's who provide the service. We are currently working to identify additional space to provide individual services.

**Program Updates**

Project COAEP is off to a strong start for the school year. The program currently serves 54 students enrolled to receive services. We have increased our transportation route to include three additional schools and two additional vehicles. For the food program our goal is to now become sponsor for the Afterschool Food Program and the USDA Summer Food Program. This will allow local programs that provide food as a service to continue receiving support year-round instead of just during the school year. The program also upgraded its license in IXL to be more efficient. The license allows the afterschool program to collect data, monitor student progression, and implement assessments to collect student data.

Results of the new F.A.S.T. assessment (replacing FSA) will not be shared by the District per Dr. MacMahon. Not having access to this data will make it difficult to provide a comparative analysis and support the outcomes provided by our online learning management system.

**Mental Health Association  
Middle & High School Violence & Suicide Prevention**

**Grant amount:** \$46,833

**Funds used:** \$46,833

**Total students served in direct care:** 452

**Cost per student:** \$103.61

**Focus Area:** Programs that address risky youth behavior

**Total students served:** 3,013 for Erika’s Lighthouse group psychoeducational prevention from October 1, 2021-September 30, 2022; 264 students for individual mental health school-based assistance from October 1, 2021-September 30, 2022; 188 unduplicated youth at the Walk-In & Counseling Center for outpatient mental health care this reporting period.

<b>Staffing Hours for School-Based Program Activities</b>	<b>07/01/2022 to 09/30/2022</b>	<b>Funding Period to Date</b>
<i>Direct Staff time in Schools for Erika’s Lighthouse provision for depression awareness and suicide prevention</i>	24 hours with 439 students	163 hours with 3,013 students
<i>Direct Staff time in Schools for Erika’s Lighthouse individual mental health care with self-referred students</i>	8 hours with 10 students	186 hours with 264 students
<i>Direct Staff time in Schools Critical Incident Support</i>	n/a	n/a

<b>Program outpatient mental health treatment services at the Walk-In &amp; Counseling Center</b>	<b>07/01/2022 to 09/30/2022</b>	<b>Funding Period to Date</b>
<i>Same day mental health screenings/crisis intervention</i>	25	158
<i>Child/Teen Diagnostic Assessments</i>	24	98
<i>Individual/Family Therapy</i>	354	1,229
<i>Unduplicated number of Youth Seen in Outpatient Clinic</i>	91	188

**Program Description:** The Middle & High School Suicide & Violence Prevention Program includes prevention psychoeducation as well as crisis and therapeutic intervention for at-risk students in grades 6-12. In the program, MHA’s mental health professionals:

- Facilitate within area schools, in collaboration with Substance Awareness Center, Erika’s Lighthouse psycho-educational intervention on depression awareness and suicide prevention.
- Provide therapeutic intervention with students who request individual mental health help.
- Provide crisis intervention and mental health support to students in need of immediate assistance to prevent harm to self/others and to restore stability and functioning.
- Provide effective ongoing mental health treatment services to address emotional and behavioral health needs of students with diagnosable mental health concerns.
- 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 Erika’s Lighthouse depression awareness and suicide prevention model and follow-up services to Indian River County middle and high school students enrolled in the Indian River County School District. The Mental Health Association is additionally committed to providing the Erika’s Lighthouse program to additional schools, such as Indian River County Charter High School, Imagine Charter, St Edwards, and Alternative Center for Education.

**Goal 1:** Students self-referring for mental health care can specify if they want to meet with a mental health professional within the next school day or within the next week. MHA clinicians will meet with those students requesting support within or before the period specified, or and inform school personnel if contact is not possible (ie, student not in school).

**Outcome:** Erika’s Lighthouse psychoeducation prevention was completed for all schools during the 2021-2022 school year on March 18, 2022. This 4<sup>th</sup> quarter we started Erika’s Lighthouse for the 2022-2023 school year in Sebastian River High School and Sebastian River Middle School on September 26<sup>th</sup> and 27<sup>th</sup> and completed them in October. There were 10 self-referrals seen during the 4<sup>th</sup> quarter reporting period and 264 self-referrals during the funding period.

**Goal 2:** Indian River County middle and high school students will participate in Erika’s Lighthouse, an evidenced-based model for depression awareness and suicide prevention. Post testing will determine student gains in knowledge about depression, mental health wellness strategies, and ways to receive needed mental health assistance if needed. Students will complete self-referral cards to confidentiality ask for mental health help within 24 hours or within a week.

**Outcome:** Erika’s Lighthouse psychoeducation prevention was completed for all schools during the 2021-2022 school year on March 18, 2022. This 4<sup>th</sup> quarter we started Erika’s Lighthouse for the 2022-2023 school year in Sebastian River High School and Sebastian River Middle School on September 26<sup>th</sup> and 27<sup>th</sup> and completed them in October. No surveys were provided during this reporting period.

<b>Erika’s Lighthouse Student Survey Results</b>	<b>07/01/2022 to 09/30/2022</b>	<b>Funding Period to Date</b>
<i>% of students who strongly agree or agree they are aware of the signs and symptoms of depression</i>	n/a	90%
<i>% of students who strongly agree or agree they are aware of behaviors and skills to boost their mental health wellness.</i>	n/a	87%
<i>% of students who agree or agree they are aware of ways they can reach out for mental health help if they want or need it.</i>	n/a	92%

**Goal 3:** % of served youth at the outpatient clinic who discharge from care with a favorable disposition. Reductions in mental health symptoms of eligible youth in ongoing therapy, as evidenced by results of objective measures listed above and by documentation in the service record regarding symptom reduction and treatment gains. Therapeutic activities include outpatient mental health screening, crisis intervention, and individual, group, and/or family therapy.

**Outcome:** 76% of youth were discharged favorably during the fourth quarter (7/1/2022-9/30/2022). 80% of youth discharged showed a reduction of anxiety &/or depression per the GAD7/PHQ9 scores. Our 21/22 funding year average for youth at the outpatient clinic who discharged from care with a favorable disposition is 76%.

**Goal 4:** Provision of critical incident support to promote healthy coping for the incident and minimize the negative impact of the critical incident on individual functioning and support readjustment when school resumes regular programming following a critical incident.

**Outcome:** MHA provided no critical incident in-school supports during this quarter nor for the funding period.

**OCP Community Outreach, Inc.**  
**Purpose Driven Youth Program**

**Grant amount:** \$10,000

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

**Total children served:** 30 students

**Cost per child:** \$333.33

**Focus Area:** Quality Remediation and Enrichment Program

**Program Description:** Purpose Driven Youth (PDY) is a college-career readiness program designed to increase the number of post-secondary enrollment and work certified rate of low-income, underserved students, some whom are first-generation college students. We provide comprehensive support services to our participants. These services include academic enrichment, life-skills instruction, familiarization with college, financial literacy instruction, mentoring, community involvement and engagement with the family for student grades 9-12.

**Goal 1:** To improve or maintain academic performance of enrolled students by 50% in one year as reported by students report cards/transcripts.

**Result:** *29 out of 30 (96%) students were promoted to the next grade level or graduated high school.*

- *1 – A.A. Degree from Indian River State College*
- *3 – Certified Nursing Assistants*
- *2 – Patient Care Technicians*
- *3 – Phlebotomy Certifications*

**Goal 2:** Increase the number of enrolled graduating seniors (class of 2022) prepared for higher education by 75% as reported by college admissions to 2–4 year universities, colleges or technical schools.

**Result:** *93% of seniors (13 out of 14) enrolled have applied and been accepted to a college, university. 93% of seniors have completed the FAFSA. 93% of seniors were awarded local and college scholarships for an estimated total amount of more than \$500,000 in scholarships and financial aid.*

**Goal 3:** Increase the number of enrolled students by 65% prepared for employment as reported by Work Certified completion report.

**Result:** *28% of students for the fourth quarter/2022-23 school year have completed their Work Certification modules; 16 out of 34 (47%) current students are employed.*

**2021-2022**

- *7 students were connected with Department of Vocational Rehab – two obtained summer employment and two completed summer employment camps.*
- *13 out of the 14 seniors are currently enrolled in college – Indian River State College (9), Florida Atlantic University, Florida A & M University, Florida Memorial University, St. Thomas University and Webber University. Students were all connected with the Supplemental Nutrition Assistance Program (SNAP) for food assistance if needed.*

## Pelican Island Audubon Society

### Audubon Advocates Afterschool Program and Adventure Camps

**Grant amount:** \$25,000

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

**Total children served:** 215

**Total parents served:** 192

**Cost per child:** \$116.28

**Focus Area:** Quality Remediation and Enrichment Program

#### Goal #1 and outcomes:

- A. Students grades 6-12 (ages 10-17) were held during Winter, Spring, and Summer camps with a new afterschool Green Team at VBHS that began in August. Whereas, PIAS will be working with the students to design, implement, and install a natural area with the Senior students. The court yard is for Seniors only and they have an interest in making it a natural sanctuary for learning, relaxing, and socializing.
- B. **Winter camp** was held for six days for students from the Homeless Coalition Foundation of IRC. We accommodated 8 students (due to COVID restrictions). The students had an extensive program in outdoor nature art therapy, for overall mental health and well-being. The students worked on building art projects in the woods out of natural items found in the woods. Most of the students worked alone on their project with assistance from a retired art teacher and a retired Licensed Social Worker/Group Facilitator. Two students worked together and built a 'home with a front porch out of rocks, sticks, string, vines, flowers etc.' The students learned to work as a team as they worked with guide rope and walked between trees, with the others cheering them on. Healthy Food was donated by a local women's group; they prepared, sandwiches, fresh baked goods, fruits, nuts and other items.
- C. **Spring Camp** was again during a COVID restricted time and we were able to accommodate ten students ages 11-16. These students were from the Homeless Coalition Foundation of IRC, as their Executive Director asked to continue our involvement with the students because of some behavior changes they noticed in the students from prior camps. Ten students were enrolled with one student dropping out, the attendance was on average one student a day did not attend. Working with this population we are not always given reasons why a child may not come back. This camp focused on the Indian River Lagoon- Save the Manatees as there was a die off during the season. The students were given the opportunity to explore the lagoon by pontoon boat, with bird watching and general education about the health of the lagoon personally. The students had buckets in the classroom for reuse, recycle, compost and trash and daily tallied up their results. They had a great time trying to beat their previous day's score.  
On the final day, the students were doing sidewalk art with the theme of 'saving the manatees'; One student wrote; "Feed the Children, (aka Me)". After talking to her, she stated; "How can I save the manatees when I don't even know where I will sleep tonight". This became our afternoon conversation regarding student homelessness issues in IRC, food deserts, and the concerns they have to remain in a stable environment both personally and educationally.



- D. **Summer Camps:** Pelican Island Audubon Society, Clean Water Coalition of IRC and the IRC Stormwater Dept collaborated providing four weeks of camp (PIAS Environmental Educator left her employment); 38 students attended, partly because the County did not give final approval to the Stormwater employee to advertise or participate in the camps. Many of the students were recent Audubon Advocate graduates, and other students that were interested in a science-based camp. All 38 students completed camp sessions. \*\*\*A 2019 Audubon Advocate, Aubrey, a junior camp counselor, based on her knowledge and leadership skills, stated she learned during Audubon Advocates program. Aubrey is a great example of our graduates whom want to come back and volunteer. She has since begun volunteering at our social education events and has her own blog.
- E. **Nature Camp:** River kidz/Nature Club begins October 29, 2022. We were not able to begin this program due to many restrictions with COVID illnesses among the staff members. We currently have participants registered. Results will be noted in the next years grant report.
- F. **IRSC:** This project is still in its' infancy due to changes in coordinators at the college and PIAS. We have begun working with to develop a program whereas, college students will work with our younger students in the outdoors. A college student, that was a junior guide graduate from 2018, has asked to come back and be a volunteer with our programs.

**Goal #2 and outcomes:** Boosting direct parent involvement, invite parents for family events; educate parents regarding Nature Deficit Disorder.

Audubon Advocate Program is designed to: increase knowledge and interest in science, environmental, biological, geology, hydrology, entomology, ornithology, measured by pre-survey (tests) with the focus on the required science vocabulary that coincided with the school curriculum, and address the objectives or standards within the scope of existing education programs. All Audubon Advocate families receive one-year free membership to Pelican Island Audubon Society, whereas, they receive the monthly newsletter with listings of free community wide topics, and special student and parent events.

We encouraged parents to participate in several events, however, COVID was still present and many parents were hesitant to participate. We continued to provide them with information and ideas via: private Audubon Advocates Facebook page and newsletters. Overall, 65% of the parents who looked at the Facebook pages made positive comments. Upon dropping the students back off at the school, parents would often comment that they "Wish there was a program like this when they were a child".

A. Parent post-surveys averaged 90% completed; several comments from parents of the four schools were:

*"It (Audubon Advocates) impacted him very well. He enjoyed it dearly".*

*"Landon was excited to do things he had never experienced before, it made him enjoy being outside more," "wish it was longer than 13 weeks!" "She learned a lot and it was hands on".*

*"I think they will advocate for environmental issues in the future & take place in more outdoor related activities". "Expanded social skills, off technology for a bit!". "He came home talking about everything". "He loved the program, thank you for pushing my child in his love for science". "Such positivity from all the staff and volunteers. She had the best time with everyone and always came home with new facts/info".*

### **Goal #3 and outcomes:**

Our after-school program for 5<sup>th</sup> graders from four Title 1 south county schools are conducted at the Audubon House and Oslo River Conservation Area (ORCA), County Stormwater Center – Egret Marsh. All participants focus on conservation, increasing science literacy and vocabulary, educating students about local flora and fauna, and educating the students to become advocates of the local environment. The students have little exposure to the local green and blue space in Indian River County.

- A. The Audubon Advocates program served: 96 students from Oct. 1, 2021 thru May, 2022; and beginning August, 2022 there are currently 48 students enrolled. A total of 144 fifth grade students; two students dropped out as they moved from the area, but was substituted with new chosen students. Monthly newsletters were sent home with students that provided information about what the students learned during their extended After-school Outdoor science program, pictures of students participating, information about what was available for free in the community to get families outdoors, and other general information.
- B. Parents were given a free 1-year family membership to Pelican Island Audubon Society, which includes a monthly newsletter "Peligram" with articles about environmental issues, activities, field trips, and some highlights of their students, as well as, all access to the PIAS website with educational information, adult programs, general information and ways to volunteer.
- C. Parents completed pre-surveys before their child began the Audubon Advocate program and a post-survey when completed. Parents noted how much time they spent with their child outdoor and their perception of how important it was for their child to attend Audubon Advocates and explore sciences hands-on. All but one family attended the students' graduations where the student showcased their knowledge and demonstrated what and how they learned. Some students showed parents how to use binoculars, cameras, kayaks, how to handle reptiles, importance of mosquitos, etc. Three students from on class (Glendale Elementary) asked if they could speak to the parents and invited guests during the graduation ceremony. The first student spoke about "how Audubon Advocates made a man out of him" because he felt so much more responsible about the environment and how to advocate for a cleaner world. The second student spoke about how he dressed and noted to the parents that he probably looked like a student that didn't like science or the outdoors (dressed all on black, black hoodie, pants, hair) but he was so happy to be in the program and he hopes to become a scientist when he grows up. The third student just wanted all the adults in the room to know how proud all the students were about being invited to be in the Advocate program.
- D. Student's pre-survey scores averaged 62.6% and increased to an average of 86.1% on the post-survey for the first three quarters of this grant. The fourth quarter is currently

in its fifth week, with data being available at a later date. Our program uses appropriate New Generation STS standards and is a Benchmark for Science Literacy. We look to measurable gains in math and science scores for the four student groups and a key in their understanding of science vocabulary.

- E. The stipend teachers from the four schools completed weekly feedback on knowledge students learned if an improvement was suggested and how relevant it was for fifth grade curricula. Overall, all the teachers agreed that the Audubon program was very beneficial to complementing their science class and some comments stated the students were better able to learn the material because it was hands-on and project based.
- F. The student's observation skills increase as the semester continues, and by being able to write in the journals, they note the differences in their surroundings. This has become of the overall program, and the students have increased their willingness to record numbers, symbols and sketching in their personal journals. This current term that began in August, the students worked with the art teacher to sketch self-portraits with themselves in nature.

Mental Health and personal wellness studies have shown that being outdoors in nature, both with intention to learn and to just have free time has shown to be very beneficial to overall health. We greatly appreciate the continued support of the CSAC of Indian River County. There continues to be a working relationship with our expanded collaborators, and we have been able to increase our reach to provide more outdoor time for students and their parents. Thank you for supporting our ability to reach out to more underserved students. We have been providing mental health check-ins with general questions about how students and teachers are feeling, due to all the complications following two years of COVID disruption. Research shows that students and people in general do much better when given the opportunity to be outdoors, and feel "Happier" when provided the time.

**Collaboration:** Indian River Lagoon Council, IR County School district and individual schools, Indian River Public Works division, University of Florida Entomology Lab, IRC Homeless Coalition Foundation, National Audubon, and PIAS board members and volunteers.

**Redlands Christian Migrant Association, Inc. (RCMA)**  
**Infant & Toddler Childcare**

**Grant:** \$75,500

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

**Total Children Served:** 112 Infant/Toddler

**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.

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

*There was a total of 34 new enrollments for the 2021-2022 year.*

26 infant/toddler children were enrolled during this quarter

- 26 children obtained a physical exam and are up-to-date.
- 26 children have their immunizations up-to-date
- 0 is scheduled to be screened

Hearing screenings

- 24 children passed and are up-to-date
- 2 failed – referred for follow-up
- 0 is scheduled to be screened

Vision screenings

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

COR Assessments

- All children were assessed and continue to show overall gains as compared to baseline assessments.

**2. Outcome #2: 100% of classrooms will be staffed with correct teacher-to-child ratios to ensure an increase in the number of children served at RCMA early childhood education programs in Indian River County.**

- 26 children were enrolled during this 4<sup>th</sup> quarter reporting period. The program has served a total of 44 children to date. We will continue to make enrollment of infants and toddlers a priority as qualifying families apply for the program. A waiting list is kept to replace children who leave the program.
- Two teachers are staffed in each classroom to maintain proper teacher-child ratios.
- Teachers are receiving coaching / professional development to further assist with classroom support.

**3. Outcome #3: 85% of children enrolled in RCMA early childhood education programs will make progress over time increasing their language, literacy and communication skills to a developmentally appropriate level.**

- During the last period of observations, 95% of children assessed exited our program meeting or exceeding expectations in social emotional skills for their age. Children of all ages did the best in gross motor skills. Children of all ages did the 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.

**Redlands Christian Migrant Association, Inc. (RCMA)  
School Readiness Match (SRMAT)**

**Grant:** \$50,000

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

**Children Served:** 17

**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.

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

- Sixteen (16) children were enrolled through this quarter
  - 10 children enrolled at RCMA centers; 1 child dropped within 10 days of enrollment
  - 6 children enrolled at Childcare Resources of Indian River
  - Both agencies continue to recruit and maintain a wait list as applicable in order to enroll children as eligible family apply.

**2. 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.**

- At RCMA Whispering Pines CDC 9 children received ASQ screenings within 45 days. One (1) of the children dropped within 10 days of enrollment.
  - All the children passed and none needed to be referred out. However, there are Individualized Learning Plans in place for children with concerns within one or two domains that did not meet the requirement to be referred.
- Six (6) children enrolled at Childcare Resources site received ASQ screenings within 30 days of their enrollment/recertification.
  - 5 passed and 1 scored within the area of concern. The child with concerns is currently receiving therapies. Individualized teaching practices have been implemented.

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

- Nine of the 10 children enrolled at RCMA received hearing and vision screenings are up to date with their Physical and Immunization. One of the children dropped within 10

days of enrollment.

- Seven (7) children passed the hearing screening and two (2) failed and those children are in the referral process.
- Seven (7) children passed the vision screening and two (2) failed and those children are in the referral process.
- All Six (6) at Childcare Resources passed the vision and hearing screenings as well as being up to date with their physical and immunization.

## Substance Awareness Center Re-Direct Program

**Grant amount:** \$90,000

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

**Total served:** 265 youth

**New clients:** 237

**Clients completed:** 222 successful, 8 unsuccessful

**Focus Area:** Building Parent Capacity; Programs that address risky youth 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.

**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 89% 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 76% 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 87% of participants would refuse someone who is trying to get them to do something they don't want to do.*
- *Post-test survey demonstrates 85% of participants would use a goal setting model to create and make progress towards achieving a goal.*
- *Post-test survey demonstrates 71% of participants would do a breathing exercise to reduce stress.*
- *Post-test survey demonstrates 77% 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 82% of participants believe the skills they learned in the program will help them in their relationships with friends.*
- *Post-test survey demonstrates 83% of participants believe the skills they learned in the program will help them in their relationships at school.*
- *Post-test survey demonstrates 84% of participants believe the skills they learned in the program will help them in their relationships at home.*
- *Post-test survey demonstrates 87% 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: 7% this FY.

## **Substance Awareness Center School Based Prevention**

**Grant amount:** \$90,000

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

**Total children served:** 5,280

**Focus Area:** Programs that address risky youth 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 Prevention Level 1 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 to 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.

**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. The completed analysis will be conducted at the end of the school year. The 2022 report is attached.

**Additional Highlights:** Summer camp pre and post-test surveys demonstrate an increase in knowledge and skills. Here are a few of the changes:

LifeSkills Training grades 6<sup>th</sup>-9<sup>th</sup> students –

- Some advertisers are deliberately deceptive (TRUE): PRE 68%, POST 82%
- There is very little you can do when you feel anxious (FALSE): PRE 63%, POST 71%
- Deep breathing is one way to lessen anxiety (TRUE): PRE 76%, POST 90%
- A serving of beer or wine contains less alcohol than a serving of “hard liquor” such a whiskey (FALSE): PRE 27%, POST 52%
- I would say no if someone tried to get me to smoke marijuana: PRE 66% agree, POST 69% agree
- I would say no if someone tried to get me to drink beer, wine, or liquor: PRE 68% agree, POST 69% agree
- I would say no if someone tried to get me to vape or smoke and e-cigarette: PRE 64% agree, POST 67% agree
- 

LifeSkills Training grades 3<sup>rd</sup>-5<sup>th</sup> students –

- When you feel stressed there is nothing you can do about it (FALSE): PRE 79%, POST 90%
- Beginning your sentence with the word “I” is a good way to be assertive (TRUE): PRE 74%, POST 84%
- There is nothing you can do about peer pressure except for along with it (FALSE): PRE 75%, POST 84%
- When you feel nervous or stressed out, how often would you take deep breaths to relax (“most of the time”): PRE 40%, POST 47%

**Safe Families for Children**  
**Safe Families for Children – Treasure Coast**

**Grant amount:** \$20,000

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

**Total unduplicated children served:** 100 (Year Goal) **ACTUAL: 215**

Quarter 1	Quarter 2	Quarter 3	Quarter 4
38	50	58	69

**Total unduplicated adults served:** 45 (Year Goal) **ACTUAL: 125**

Quarter 1	Quarter 2	Quarter 3	Quarter 4
29	30	32	34

**Cost per person:** \$138.00

**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.

**YEAR-END TOTAL Outcomes:**

**Early Childhood Development**

1. Deflect from child welfare - Families (**125** parents) (**215** 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 (**125**) and children (**215**) were supported by hostings or family friend arrangements (mentoring/support, 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 – **43** hosted, **172** Family Friend Arrangements

**Build Parent Capacity**

4. Parents will have an extended support system - Every parent (**125**) 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.

**21-22 YEAR END Notes:** Our themes this year were -

A) The housing crisis has deepened and is significant. We have worked creatively through some short-term motel support while waiting for more longer-term housing, helping parents look at home/apartment sharing.

B) We have moved into deeper relationships with our partner churches in IRC – where they have committed to funding and more engagement with our organization.

C) We continue to see a significant increase in support needs to families through Family Friending Arrangements. As was true last year, we have been able to engage many more volunteers as they serve in so many ways. This has allowed us to continue to exceed our goals this year in the number of parents and children served.

D) We are using the Protective Factors (PF) Screening (we changed to the PF-2 – an updated version with parents at intake with SFFC and at specific intervals (based on hosting or FF arrangements) and are now able to have real data to show on paper what we have seen anecdotally.

E) Our breath and depth of our collaborations has continued to increase in IRC and has allowed us to serve families more holistically. This is very exciting because no one can do this work alone and families tend to need long term help to stabilize.

## Sunshine Physical Therapy Clinic Early Therapy Intervention

**Grant amount:** \$20,000

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

**Total children served:** 8 unduplicated children, 364 visits total

**Cost per child** \$2,500, \$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 have 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 2021 through September 2022, we served 8 unduplicated children for a total of 364 visits. Breaking it down further, there were 7 unduplicated children receiving physical therapy for a total of 212 visits. We served 3 unduplicated children receiving 73 visits for occupational therapy. For speech therapy we served 3 unduplicated children for a total of 79 visits. We utilized the full \$20,000 in grant money to serve these beautiful children.

**OUTCOME #1: Early Childhood Development Physical Therapy: Improve scoring on standardized testing by 1 percentile for age for 75% of children receiving physical therapy services. Standardized tools are utilized in pediatric therapy services, to determine initial, interim and discharge status. Common tools utilized in physical therapy include the Peabody Developmental Motor Scales and the Bruininks-Oseretsky Test of Motor Proficiency.**

JB: Patient is a 12-year-old boy who presents with toe walking and Gross Motor Delay. He decreased toe walking by 25% and improved in Gross Motor Skills, from the 7<sup>th</sup> percentile to the 12<sup>th</sup> percentile and from the 6<sup>th</sup> percentile to the 31<sup>st</sup> percentile of the population on the BOT-2, when compared to his peers. He has also achieved 56% of some of his Long-Term Goals. He maintained his ankle passive range of motion of 6 degrees on the right and 10 degrees on the left.

AV: Patient is a 5-year-old boy who presents with decreased muscle tone and Gross Motor Delay. He improved from the 1<sup>st</sup> to the 5<sup>th</sup> percentile of the population on the PDMS-2, when compared to his peers. He is now able to walk downstairs alternating feet, jump down 24 inches, hold standing on one leg for up to 5 seconds. Patient can demonstrate a more normal run with good push off and arm swing and trunk rotation. He can also catch a medium ball consistently as well. He has achieved 50% of some of his Long-Term Goals.

KM: Patient is a 4-year-old girl who presents with decreased muscle tone and Gross Motor delay. She improved from the 1st to the 5th percentile of the population on the PDMS-2, when compared to her peers. She is now able to walk up and downstairs placing both feet on the same step, is able to stand on one foot for a couple of seconds, and walk on a line for 8 feet only stepping off once. She can also walk backwards and sideways for about 10 ft. She achieved 75% of some of her Long-Term Goals.

LM: Patient is a 2-year-old boy who presents with torticollis, low muscle tone, and Gross Motor Delay. He no longer has issues with torticollis and his neck is now aligned with the rest of his body. He scored on the 10<sup>th</sup> percentile of the population when compared to his peers, according to the PDMS-2. He walks as a mean of locomotion 75% the time and has begun to play with his older sister. He can go up and down stairs holding onto a therapist's finger. He can throw a tennis ball forward and make contact with the ball with his feet when kicking while standing. He achieved 15% of his Long-Term Goals.

DB: Patient is a 9-year-old boy who presents with Level V quadriplegia due to Cerebral Palsy and severe seizures. He has significant deformities and musculoskeletal problems, he needs intervention to prevent further loss of range of motion, prevent pain, prevent skin breakdown, and to optimize breathing and digestive alignments. The neurologist suggested spinal surgery, but they are waiting for him to gain some weight to be able to tolerate the procedure. It is very difficult to place the patient in a lot of positions due to his hip dysplasia, spinal deformity, and shoulder dysplasia. Daniel now has some head control when in prone over the peanut ball and seated with support. He was discharged due to his mother having a high-risk pregnancy and thus not able to transport him to the Clinic. After the baby was born, he returned to therapy. However, he was discharged again due to new severe health complications and transportation issues. We ordered him an adapted wheelchair, car seat and bath tub to improve posture and prevent further health complications as well as provided guidance to the family for home exercise programs and for home therapy services. Patient achieved 25% of his LTG.

HD: Patient is a 6-year-old boy with autism and delayed Milestones. We have been focused on his overall balance and strength associated with hypotonia along with gait and running mechanics. In late 2021, he scored in the 4<sup>th</sup> percentile on the PDMS-2 compared to his peers and eventually improved to the 5<sup>th</sup> percentile. Once he turned 6 years of age he transitioned to the BOT-2 standardized test which also tests motor proficiency compared to his peers. With the help of skilled PT services, he scored in the 12<sup>th</sup> percentile on body coordination and 16<sup>th</sup> percentile on strength and agility subsets of the test. Overall, he is showing less of a delay or deficit when compared to his peers.

WH: Patient is a seven-year-old boy with epileptic spasm, musculoskeletal system issues, convulsions, and delayed milestones. He has also been diagnosed with a very rare genetic syndrome called STXBP1, the syndrome is characterized for a specific protein playing a role in neurotransmitters and associated to infantile epileptic encephalopathy. Patient has a complex motor disability due to ataxia, low tone along with cognitive impairment. In the past year his mother reported that she has seen good improvement in her son's improved gait, balance and coordination. He has also made improvement on safety awareness to prevent injuries. Patient

improved his gross motor skills according to the standardized test known as the GMFM. He improved his percentile from 39% to 47% in the past year.

**Outcome #2: Early Childhood Development Occupational Therapy. Improve scoring on standardized testing by 1 percentile for age for 75% of children receiving occupational therapy services. Standardized tools are utilized in occupational therapy services, to determine initial, interim and discharge status. Common tools utilized in occupational therapy include: Peabody Developmental Motor Scales and the Bruininks-Oseretsky Test of Motor Proficiency.**

WH: Patient is a 7-year-old boy with a diagnosis of a very rare genetic syndrome associated with infantile epileptic encephalopathy. He has delays in fine motor, visual motor, and self-care skills. He has improved his grasping skills. Results from the PDMS-2, which is a standardized assessment, placed him at an age equivalent of 7 months in the area of grasping in early 2022. Results from his latest evaluation in Sept. 2022 placed him at an age equivalent of 9 months in the area of grasping, indicating an improvement. He has met approximately 40% of his long-term goal related to grasping. Patient can now demonstrate the ability to independently utilize a pincer grasp when finger-feeding. He is able to pick up a cube utilizing a three-jaw chuck grasp, as opposed to an immature fist grasp. His ability to utilize utensils slowly continues to improve, and he is now able to scoop with a spoon with moderate assistance. Patient's ability to voluntarily grasp and release objects has also improved. He is now able to release objects into the therapist's hand on command approximately 35% of the time. Patient has made significant gains in self-feeding abilities since starting therapy services and will continue to benefit from further therapy to facilitate progression of his fine motor and visual motor skills.

AL: Patient is a 5-year-old male with a diagnosis of Autism Spectrum Disorder, ODD, and difficulty with emotional regulation. Results from his most recent evaluation, conducted in July 2022 indicate improvements compared to his prior evaluation, conducted in Jan. 2022. Adrian has met approximately 60% of LTG's. Scores from the PDMS-2, which is a standardized assessment, demonstrate a 2–3-point increase in each subtest including Object Manipulation, Grasping, and Visual Motor Integration. In the areas of Object Manipulation and Grasping he improved from the 5th percentile rank to the 9th percentile rank. In the area of Visual Motor Integration, he improved from the 16th percentile rank to the 25th percentile rank. Patient is able to copy a circle, build block steps, button and unbutton a shirt, and catch and throw a large ball with 2 hands approximately 75% of the time. He also improved in his self-regulation abilities.

AV: Patient is a 5-year-old boy with a diagnosis of Developmental Delays. He was referred to OT due to delays in fine motor, visual-motor, sensory processing, and attention skills. Results from his most recent evaluation conducted in Sept. 2022 indicates improvements in skills. Due to age and increased self-regulation, patient was finally able to participate in BOT-2 testing, which is a standardized assessment for children aged 4-21. This was his first time being administered this assessment. In the area of Fine Manual Control, he scored in the 16<sup>th</sup> percentile rank. Patient has met 60% of his long-term goal for grasping. He is now able to grasp a marker with his thumb and pad of index finger 80% of the time. He is also able to independently unbutton medium sized buttons. His self-regulation abilities also continue to



improve. Patient has met 85% of his long-term goal related to sensory processing and he is able to attend to tasks for at least 5-10 minutes with minimal redirection 80% of the time.

**OUTCOME #3: Early Childhood Development Speech Therapy. Improve scoring on standardized testing by 1 percentile for age for 75% of children receiving speech therapy services. Standardized tools are utilized in pediatric therapy services, to determine initial, interim and discharge status. Common tools utilized in speech therapy include the Goldman-Fristoe Test of Articulation and the Preschool Language Scale - 5th edition.**

AV: Patient is a 5-year-old boy with a diagnosis of speech disorder, feeding difficulties, and social pragmatic communication disorder, secondary to ADHD. Patient has now achieved and maintained all of his feeding long-term and short-term goals. He is able to tolerate a variety of textures of foods at this time with no aversions and no signs or symptoms of aspiration or penetration observed throughout trials. Patient has also met and maintained mastery of his speech goals, producing l-blends and s-blends, and is able to produce all age-appropriate speech sounds in connected, conversational speech at this time. In early fall of 2022, patient was administered the Goldman Fristoe Test of Articulation, Third Edition (GFTA-3) which is a standardized test which assesses speech/articulation skills, and he received a standard score of 92 on the Sounds-in-Sentences subtest, which indicates he is now in the average range for his speech/articulation skills. He has also demonstrated improvement in the area of pragmatic language. Additionally, in this past year he has demonstrated improvement in his ability to monitor his voice volume and rate of speech, and can now independently recognize when he is too loud or speaking too fast about 25% of the time. Patient has also shown improvement in answering conversational questions without cueing and redirection required for him to stay on topic/task, which he can now do about 50% of the time. He has demonstrated improvement in active listening skills, and can attend to age-appropriate stories for about 5 minutes.

WH: Patient is a 7-year-old boy with a diagnosis of mixed receptive-expressive language disorder, secondary to epilepsy. In short, this means that he has difficulties with both the understanding of language and with his use of language. Patient has been working to use a combination of symbol cards, simple voice output devices and modified sign language/gestures to communicate his wants and needs. He requires consistent prompting and cues to facilitate his communication, however he has shown an increase in independence activating single-switch AAC devices to indicate preference and requests. Patient has improved his discrimination of single switch AAC devices to 20% and is able to independently activate the switch given prompts and an increased wait time from the clinician. This is a great improvement for him as he used to require hand-over-hand support for activation of switches. Now he has more frequent independent selections and is developing independence in this skill. Patient also improved his engagement throughout sessions, demonstrated by consistent eye gaze and joint attention, especially during preferred songs and finger-plays. He has also maintained his accuracy in following familiar commands given gestures in the therapy setting at 35% accuracy, with decreased prompts and cues required for participation. It should be noted that patient does have a seizure disorder and has experienced occasional seizures, which can hinder his progress towards his communication goals. Despite these significant ongoing challenges patient has demonstrated improvement in both his

engagement and independence which are both important skills/steps to develop his communication of basic wants and needs.

AL: Patient is a 5-year-old boy with a diagnosis of mixed expressive-receptive language disorder and phonological disorder (difficulty producing specific speech sounds), secondary to autism and behavioral issues. These diagnoses make it difficult for patient to express his want/needs, understanding directions, and difficulty being understood by peers and adults. Unfortunately, patient was discharged from our clinic due to behavioral concerns and difficulty with scheduling because of his issues. Patient instead started Behavioral Therapy services as it was determined that should be the priority at this time. Patient's adverse behaviors negatively impacted his progress in the speech therapy setting. He had though maintained his progress toward his long-term expressive language goal at 80%. He did demonstrate mastery of his short-term expressive language goals, including sorting objects into categories, increasing MLU (mean length of utterance) to 4+ (meaning that patient can use a 4–5-word sentences/phrases to express his wants and needs), and answering comprehension questions from a presented story. Patient demonstrated a slight decrease toward his progress of his phonological goals, including production of various target phonemes, consonant blends and final consonants in words, due in part to increased unexpected behaviors and lack of compliance in therapy sessions. His accuracy level in this area at the time of discharge was 40%.

## **Moonshot Families Early Learning Programs Family Connection Centers in Gifford & Fellsmere**

**Grant amount:** \$55,000

**Funds used:** \$55,000

**Total children/families served:** 402

**Focus Area:** Building Parent Capacity

**Program Description:** Moonshot Families' Family Connection Centers serve as a clearinghouse, connector, and advocate in Gifford and Fellsmere, and present a much-needed response to the unacceptable condition of kindergarten readiness rates. Formerly known as KRC, the name TLA's Moonshot Families Early Learning program resonates with clients and better reflects our mission of engaging with families to build early literacy skills in their children. After conducting several focus groups, we learned that the name "Kindergarten Readiness" was not something with which parents identified. Particularly parents of young children. For many caregivers, Kindergarten feels too far in the future when they are trying to survive day to day. With built-in flexibility, families know that Moonshot Families' team is highly accessible. Follow-ups, check-ins, and touchpoints are conducted in ways that are convenient and comfortable for each parent including: phone calls, text messages, Facebook Messenger, and home visits. Additionally, families stop by the office, have conversations with staff after church, at the grocery store, or neighborhood parties.

Given the impact of COVID and the need to keep our children and families safe, we have continued to provide "learning kits" with activities that help children practice literacy skills at home to prepare them for Kindergarten.

**Program Focus:** Moonshot Families services focus on the building blocks of kindergarten readiness which include social-emotional, cognitive, communication, adaptive learning, and physical and well being. Services also include assessing children for developmental milestones, making referrals for remediation services, and connecting families to partner agencies that support our communities.

We are over the moon excited to share all the positive updates regarding our 0-5 programming and the full integration of TLA's Moonshot Families. Shanti Sanchez, Moonshot Families (MSF) Manager, along with the MSF team, Community Outreach, and Rocket teams have been very busy over the last several months. Updates include:

- Implementing "Moonshot Mondays" every Monday at childcare centers and schools
- Weekly (every Tuesday) Moonshot Families Team meetings
- Attending weekly community events to reach more families; including, Downtown Fridays every last Friday of the month
- Developed and are in the distribution process of our Fall Learning Kits and Starter Learning Kits
- [Filmed Learning Kit Tutorial videos demonstrating how families can best use the materials and activities \[click here to view these videos\]](#)
- [Created immersive, "read, talk, play, sing, create" themed videos that go along with our monthly RTPSC calendars \[click here to take you to our RTPSC playlist\]](#)

○ September's RTPSC Calendar:

**September 2022** **Read. Talk. Play. Sing. Create.**

**Moonshot Families Lead the Way**

**Read.** Letters, words, picture books, signs, and labels can be found everywhere. Read with your child to build early learning skills.

**Talk.** Rhymes and conversations are building blocks of language learning.

**Play.** There are many ways to play - indoors, outdoors, with movement, games, and toys. Children and adults learn through play!

**Sing.** A parent's voice is their child's favorite sound. Sharing favorite songs is great for oral language development.

**Create.** At home, outdoors, and in the community, there are many ways to explore creativity - making, building, cooking, and more!

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
On weekends, YOU CHOOSE! a favorite from the weekdays and do it again, or think of your own way to Read, Talk, Play, Sing, Create together.				<b>SING</b> 1 Itsy Bitsy Spider	<b>CREATE</b> 2 a favorite meal together	<b>YOU CHOOSE!</b> 3 Share #MoonshotFamilies
<b>YOU CHOOSE!</b> 4	<b>READ</b> 5 a road sign	<b>TALK</b> 6 say a nursery rhyme	<b>PLAY</b> 7 Follow the Leader, taking turns	<b>SING</b> 8 Twinkle Twinkle Little Star	<b>CREATE</b> 9 a "pillow fort"	<b>YOU CHOOSE!</b> 10 Share #MoonshotFamilies
<b>YOU CHOOSE!</b> 11	<b>READ</b> 12 a label on a box or can	<b>TALK</b> 13 about animals	<b>PLAY</b> 14 Hide and Seek or Peek-a-boo	<b>SING</b> 15 You are my Sunshine	<b>CREATE</b> 16 Draw circles big and small	<b>YOU CHOOSE!</b> 17 Share #MoonshotFamilies
<b>YOU CHOOSE!</b> 18	<b>READ</b> 19 a picture book	<b>TALK</b> 20 practice counting numbers	<b>PLAY</b> 21 catch, roll, bounce a ball	<b>SING</b> 22 The Wheels on the Bus	<b>CREATE</b> 23 build a tower with blocks	<b>YOU CHOOSE!</b> 24 Share #MoonshotFamilies
<b>YOU CHOOSE!</b> 25	<b>READ</b> 26 signs at a store or in a park	<b>TALK</b> 27 name the days of the week	<b>PLAY</b> 28 Find objects that are orange	<b>SING</b> 29 Baby Shark	<b>CREATE</b> 30 make a purple picture	

Visit [www.TheLearningAlliance.org/Families](http://www.TheLearningAlliance.org/Families) for more fun activities.

- [Composed and recorded our own “Read, Talk, Play, Sing, Create” jingle \[Click here to listen to our jingle\]](#)
- Migration of Former KRC Website into TLA site - [www.thelearningalliance.org/families](http://www.thelearningalliance.org/families)
- Hired two Community Connection Center Specialists: **Yomaira Lagos** and **Theresa Pickett**.

**Goal:** Build Parent Capacity - Increase trusted relationships with 210 families by responding to the current local demands within our Family Connection Centers in Fellsmere and Gifford during the 2021/2022 program year.

**Outcome:** As we continue to strengthen our new Moonshot Families branding, our team has developed a three-tiered systematic approach to better reach and support families.

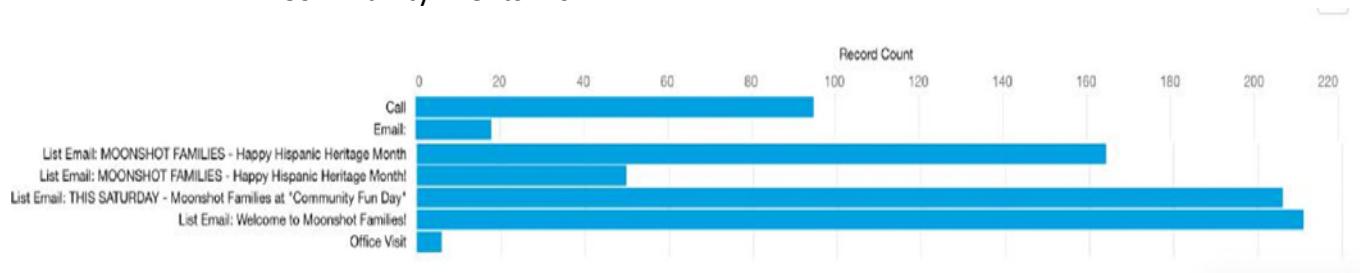
- **Tier 1:** Raise broad awareness of TLA’s Moonshot Families through community-wide campaigns that communicate the importance of Reading, Talking, Playing, Singing and Creating with your child to build early literacy skills. Leverages community outreach and rocket programming assets for maximum impact.
- **Tier 2:** Support for families looks like special events and parenting classes taking place at Connection Centers and other locations targeting families with children 0-5 in underserved communities.
- **Tier 3:** Families are deeply supported by Connection Center Specialists to build strong home literacy environments. Registered MSFs demonstrate a commitment to engage regularly in early literacy activities as evidenced by participating in MSF programming, sharing and posting activities via social media, and allows TLA to document and share their stories, activities, and success.

Our Moonshot Families Team has continued to dedicate their work to serving families in underserved communities; specifically Gifford and Fellsmere. Previously, KRC separated Gifford and Fellsmere as two separate entities, while our current team has combined their efforts to focus on both communities as one. This merge has strengthened our efforts to meet families throughout Indian River County as a whole, and has allowed us to develop deeper relationships with folks across the board. Shanti, Yomaira, Theresa and Moonshot the Puppet fly out to family-friendly events every week to deliver exciting and immersive activities to children and families. We have curated “read, talk, play, sing, create” activities such as treasure hunts, kindness boxes, and more that connect with our demographic of 0-5 year olds.

**Data:** In May of this year, Moonshot Families took on the responsibility of reimagining how we use our Salesforce database. This process includes our team developing a simpler and easier way of registering families via Google Forms and inputting these registrations into our database. Through this, we are able to increase our genuine connections within our communities. These connections include touchpoints such as phone calls, office visits, community events and emails.

- **Touchpoints**

- Phone Calls: 95
- Emails: 675
- Office Visits: 6
- Community Events: 20



**Collaboration:** Moonshot Families collaborates with over 20 organizations including: PreK providers, Child Care Resource Center, SDIRC VPK classrooms, Healthy Start, Early Learning Coalition, 211 Help Me Grow, Head Start, etc. Because Moonshot Families acts as a connector to resources, these collaborations are essential.

## The Learning Alliance Moonshot Academy

**Grant amount:** \$200,000

**Funds used** \$200,000

**Total children served in 2021-2022:** 425 unduplicated clients

**Focus Area:** Quality Remediation and Enrichment Program

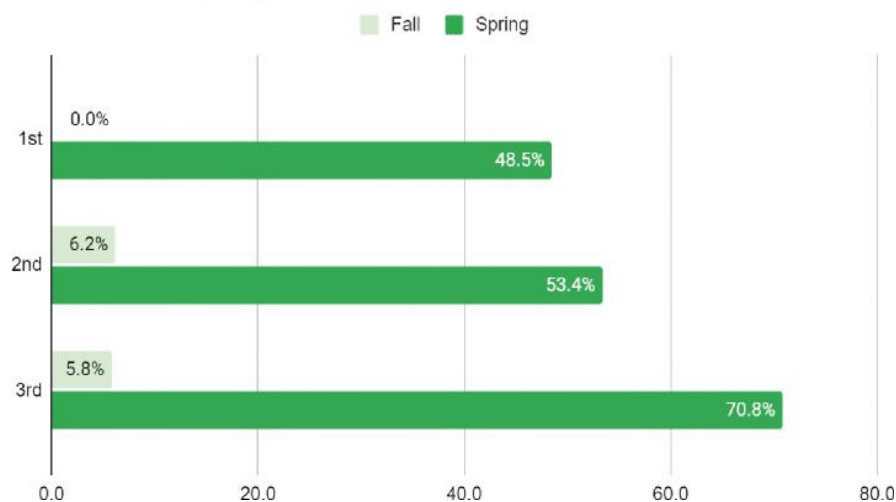
**Program Description:** Moonshot Academy is a multi-faceted enriched literacy afterschool and summer program that provides remediation, additional time for mastery of academic content for struggling students, and enrichment that connects learning concepts.

**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. Furthermore, in collaboration with community partners such as Ballet Vero Beach, ORCA, the IRC Stormwater Division, and Vero Beach Museum, we bring hands-on, real-life experiences to the students in Moonshot Academy.

**Goal 1:** Increase reading proficiency in students that are currently in the lower 50th percentile, according to iReady assessments.

### Results:

MSA Fall to Spring '21-'22, On Grade Level - All Schools



**Summer 2022:**

- Served 170 1st - 3rd graders from 7 campuses
- Trained and supported 53 staff members
- Delivered 30 hours of intensive small-group instruction (reading and writing)
- Provided experiential learning collaborating with four community partners (field trips and campus visits)
- Delivered 12+ hours of training including 90 minute weekly seminars with Liz Remington and Kim Oglethorpe to program tutors, so they could learn how to be prescriptive and diagnostic with their students.

**Fall 2022:**

- Added 1 campus in the Fall - bringing MSA to a total of 7 campuses
- launched on 4 campuses September 20th
- Will launch on 3 additional campuses, October 11th
- Serving 220 students for Fall session
- Adding a position, Coordinator/Supervisor of Coaching, to recruit, train and oversee the coaches who are responsible for delivery of the Sunday reading intervention (Currently job sharing this position as we search for someone with the appropriate skill set)

**Goal 2:** Improve comprehension, vocabulary acquisition, and foundational literacy skills according to program assessments.

**Result:** Foundational literacy skills improved as evidenced by pre and post-data for the evidence-based reading intervention, Sunday. For the summer session 1st, 2nd, and 3rd grades improved 4, 5, and 6 levels, respectively, in the Sunday reading system. This is dramatic growth for such a short period of time.

- 1st grade moved from scoring 52% to 87% on pre/post vocabulary assessments
- 2nd grade moved from scoring 53% to 85% on content knowledge assessments
- 3rd grade moved from scoring 48% to 89% on content knowledge assessments

**Goal 3:** Improve students' executive functioning skills according to the program's SEL assessment conducted at the beginning and end of the session.

**Result:** MSA students continue to grow their self-confidence, love of reading and perseverance through the robust curriculum provided by Moonshot Academy. For the school year, using a 5-question teacher-reported survey which measures perseverance, empathy and self-efficacy, students improved, on average, by .8 points on a 5-point Likert scale.

## **The Learning Alliance Moonshot Reading Rocket**

**Grant amount:** \$40,000

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

**Total children served:** 2,366

**Focus Area:** Early Childhood Development; Quality Remediation and Enrichment Program; Building Parent Capacity

**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.

**Components completed as of 6/30/22 – 9/30/22:** Since our first Moonshot Reading Rocket engagement in October 2016, The Learning Alliance has held over 1,400+ duplicated and non-duplicated literacy engagements for students, teachers, community partners, and children with families. Schools, early learning centers, communities, and MCAN partners throughout Indian River County have been impacted by the Reading Rocket's literacy and social-emotional engagements in support of our collective reading goals and Moonshot Moment movement.

**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
- Fellsmere Action Community Team
- Childcare Resources of Indian River
- McKee Botanical Garden
- Indian River County Library System
- Ocean Research & Conservation Assoc.
- Redlands Christian Migrant Association
- Campaign for Grade Level Reading
- Indian River County Headstarts
- 21<sup>st</sup> Century Community Learning
- Dasie Hope
- Churches
- Treasure Coast Community Health
- Ballet Vero Beach
- Healthy Start
- United Against Poverty (UP)
- Team Success
- Moonshot Academy
- Operation Hope (Fellsmere)
- Gifford Historic Museum



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

The Moonshot Reading Rocket has delivered over 1,400+ 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 and Moonshot Families provided community-building and literacy activities for families attending Black Vendor Day at the Gifford Historic Museum.
- The Rocket participated in Sebastian's 4th of July parade.
- Bridget visited the summer VPK classes at Vero Beach Elementary, Treasure Coast Elementary, and Annie Mae's Preschool in Fellsmere to promote the Read-Talk-Play-Sing-Create initiative with Moonshot Families.
- The Rocket provided an arts-literacy engagement for families attending the fishing tournament held at Laporte Farms.
- The Rocket facilitated a movement and literacy engagement for kids attending Vero Beach Karate's summer camp, promoting the importance of summer learning.
- The Rocket supported VBE's outreach to families in Pemberly Pines, building community and school relationships.
- The Rocket provided arts-literacy activities for families attending the Back to School Family Fun Day at Laporte Farms.
- The Rocket & Moonshot Families distributed resources to families attending Annie Mae's preschool in Grant Park, promoting the Read-Talk-Play-Sing-Create initiative and "parents as first teachers".
- The Rocket provided arts-literacy activities for children attending a back to school event at the Orangewood Apartments in Gifford.
- Bridget & Moonshot Families promoted our Read-Talk-Play-Sing-Create initiative and "parents as first teachers" with families attending Open House at Dodgertown Elementary School.
- In partnership with Superintendent Dr. Moore, Bridget is facilitating a family engagement activity monthly for every elementary school in the district. The engagement is called "Hear My Hope - Voices of Our Families". In the activity, Bridget gives parents/care givers the opportunity to share their hopes and dreams for their children, lifting their own voices. This sets the stage for Dr. Moore to share the positive gains being made in schools through the county.
- The Rocket attended the dedication event for the Jimmy Graves Sports Complex along with other community members and non-profit organizations.
- In collaboration with SDIRC, the Rocket provided a literacy activity and free books to children attending the "free admittance" day at the Environmental Learning Center.
- The Rocket collected "Hopes" from families attending the Open House at Vero Beach Elementary. This is a community-building activity promoting relationships between schools and families.
- Bridget is working with community leaders and organization to promote TLA's Read-Talk-Play-Sing-Create initiative and "parents as first teachers" throughout Indian River County.

(On-going)

- The Rocket & Moonshot Families set up a community literacy space with a variety of activities for families attending "Gifford Fun Day" at Gifford Historic Museum, along with our Moonshot Reading Captains network led by Margaret Ingram.
- Bridget & Moonshot Families have created "Moonshot Mondays" where families receive Read-Talk-Play-Sing-Create resources at every SDIRC VPK. This will be expanded to include EOC Headstarts and other early learning centers.
- The Rocket & Moonshot Families are collaborating with SDIRC and Mainstreet Vero Beach to provide a family area at the monthly Downtown Friday events. This helps promote the importance of early learning, kindergarten readiness, and 3rd grade reading proficiency for IRC families.

### The Learning Alliance's Puppet Project

Our TLA puppets has gained a new member, Laguna! She will be a Spanish speaking puppet and used broadly from the Moonshot Families Connection Center. Moonshot, Bob, Purple, and Laguna are an *on-going* working entity of the Moonshot Reading Rocket.

The QR codes below will direct you to some of our many TLA puppet videos including our newest ones featuring Moonshot Families manager, Shanti Sanchez.



### **Moonshot Families Activities**

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.

## The Learning Alliance

### Early Learning Programs Prevention Intervention Specialist

**Grant amount:** \$53,000

**Funds used:** \$53,000

**Total children served:** 422 unduplicated clients

**Focus Area:** Early Childhood Development

**Program Description:** The Early Learning Programs Prevention Intervention Specialist aims to facilitate the development of Executive Functioning skills among the school district's Voluntary Pre-K Program students. These competencies which are developed in early childhood are critical to students arriving at Kindergarten ready to learn. The Early Learning Programs Prevention Intervention Specialist plays an essential role in promoting strategies across schools which foster a positive school climate that supports students' emotional needs. The Prevention Intervention Specialist provides direct support to school leaders, teachers, and staff on social-emotional learning programming, including standards, curriculum, assessment, and professional development.

**Collaboration:** The Early Learning Programs Prevention Intervention Specialist collaborates with the school district's Office of Early Learning to support 18 Voluntary PreK/ESE Classrooms. This includes on-site leadership, students, teachers, teacher assistants, and families. The Prevention Intervention Specialist also supports additional classrooms located at other Pre-K providers to ensure that as many students as possible are receiving quality programming that meets their needs. Furthermore, the Learning Alliance's Moonshot Families Manager and Connection Specialists are collaborating with the VPK Prevention Intervention Specialist to engage families and support literacy and social emotional learning at home.

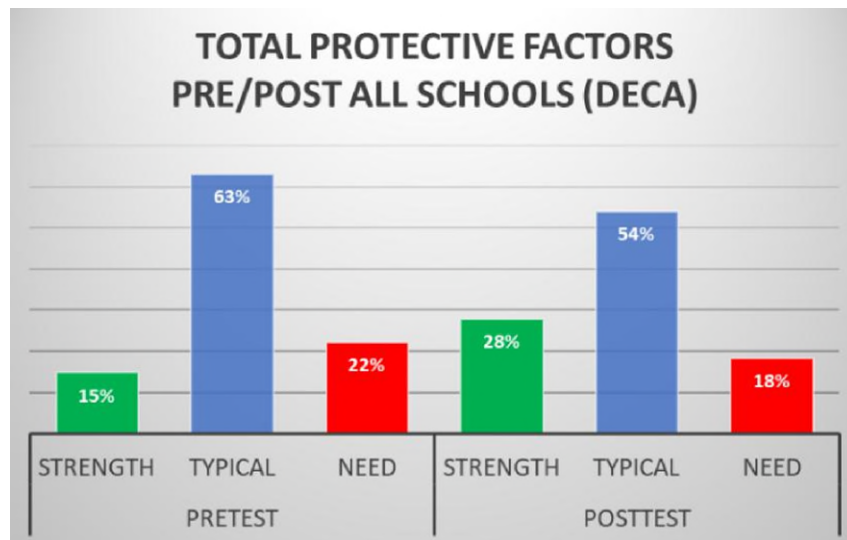
**Goal 1:** Create and implement a parent engagement protocol focused on SEL and literacy development through a professional learning community led by the Pre-K Prevention Intervention Specialist.

**Result:** The Early Learning Programs Prevention Intervention Specialist engages with families and facilitates collaboration among teachers and teacher assistants in the following ways:

- Monthly meetings with teachers on campus to address needs and offer help in supporting teachers and students
- Monthly meetings with teacher assistants on campus to address needs and help them in supporting their classrooms and their teachers
- Weekly collaborative planning sessions with all teachers via zoom
- Collaborate with Moonshot Families programming (MSF) to engage with parents through visiting all VPK campuses 4 times per year to hand out Learning Kits supporting literacy and social emotional development at home.
- "SEL-celebrations," a monthly newsletter goes home to all families with tips on how to support their children at home and information on what is happening in the classroom.

**Goal 2:** Identify a research-informed universal screening measure for Pre-K students and use it to assess baseline SEL skills and monitor development related to executive functioning competencies. Teachers, with coaching and supervision from the Prevention Intervention Specialist, will complete assessments for at least 85% of students to establish a baseline and monitor the impact of initiatives.

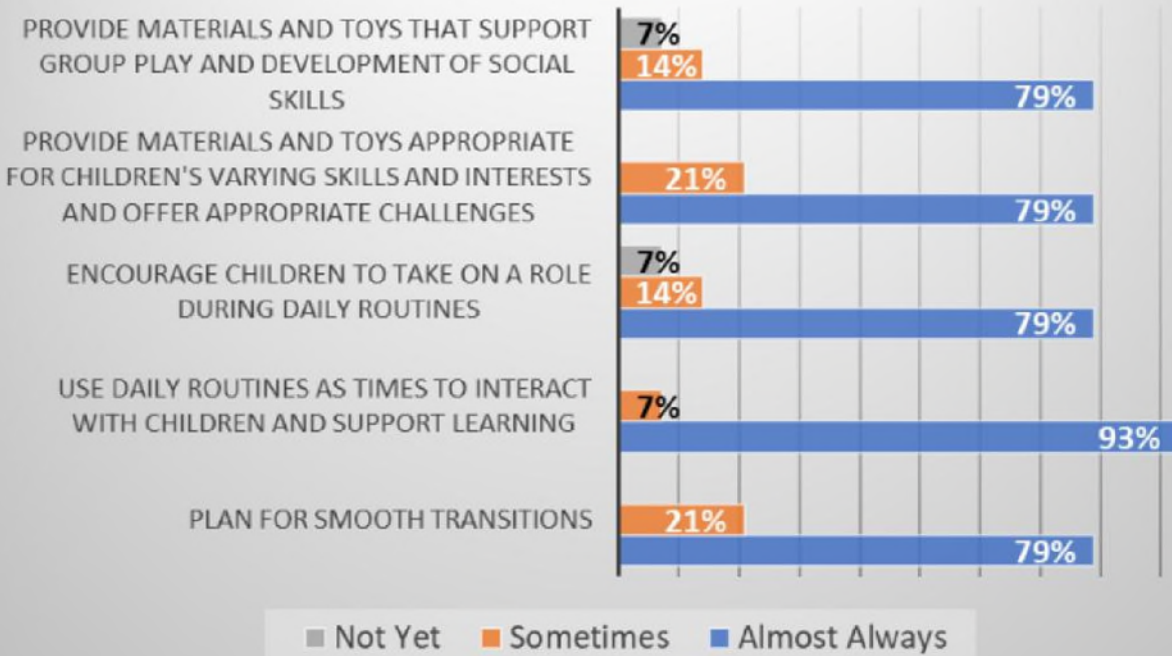
**Result:** The universal screener, E-DECA (Devereux Early Childhood Assessment for preschoolers) was purchased along with the necessary materials for successful implementation. Baseline assessments were completed in February and end of year assessments were completed in May. Results were positive even though the pre assessment was more of a mid-year assessment. In the coming school year students will be assessed in the Fall, Winter and Spring.



**Goal 3:** Assess teacher fidelity to the CASEL (Collaborative for Academic and Social-Emotional Learning) SEL framework using classroom-based observations and lesson plan reviews. Evidence of implementation of Tier 1 SEL programming and practices including the use of CASEL’s 3 Signature practices, Second Step, Conscious Discipline, and Frog Street. Explicit SEL instruction and integrated SEL instruction through literacy lessons will be 80% or greater by the end of ASY 21-22, and data will inform goals for the subsequent school year.

**Result:** Using the DECA Reflective Checklist for Teaching Practices, the Prevention Intervention Specialist monitors teacher growth and competencies around SEL practices. The form has been converted to a digital, anonymous survey tool. It was administered in April 2022. Accompanying the Reflective Checklist is a comprehensive guide with strategies to address areas where a teacher may be weak. Data from the survey is used to drive coaching, support, and professional development.

## DECA Self-Reflective Checklist for Teaching Practices, Sample Questions



**Tykes & Teens, Inc.**

## **Alternative To Out of School Suspension (ALTOSS)**

**Grant amount:** \$45,000.00

**Funds used:** \$31,935.50

**Total children served (unduplicated):** 286 students total (2021-2022 academic school year)

**Cost per child:** \$624.11

**Focus Area:** Programs that address risky youth 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

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

***Result:** Of the students who have repeated ALTOSS during this quarter (17 students of 63), 58% have not repeated for the same reason. 286 students completed the program this school year. Of the students who completed the program, 197 (or 68%) students did not repeat the program for the same reason. There is insufficient data for 34 students who either transferred to an alternative learning environment or transferred to a school outside of the district (unable to gather discipline data.) Of students that have available data (n=252) there were 78% of students that did not receive repeat suspension.*

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

***Result:** Upon completion of the program students complete an anonymous survey. This quarter, 56 students completed the exit survey. 87.5% of students reported positive learning outcomes. During the entire academic year, 208 students completed the exit survey and 93% of students who completed the survey reported that they increased knowledge in some area relating to socioemotional skills. (Insufficient data for 78 students who did not complete the survey, this may be due to leaving early on their final day, or not attending the final day they were referred)*

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

***Result:** Measures of students repeat suspension through the year after coming to ALTOSS was*

*gathered. Of the 286 students who completed the program during this academic year, 57% did not have any repeat discipline offenses. When removing students who had insufficient data (34 students with no data) 64.6% of students did not receive repeat suspensions after attending ALTOSS.*

**Tykes & Teens, Inc.**  
**Infant Mental Health (IMH)**

**Grant amount:** \$97,000

**Funds used:** \$97,000

**Total children served (unduplicated):** 51

**Cost per child:** \$1,902

**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.

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:** *Cumulatively, 23 of 32 clients who completed the program met this outcome (i.e., 72%). During the last quarter, 19 clients were discharged: of these, 15 met outcome (79%).*

*Note: More clients were discharged in the last quarter (19) than during the previous quarters (7, 3, and 3) which appears impacted by a staff member who discharged any clients being served that no longer required services upon their upcoming Maternity Leave (effective 9/21/22).*

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:** *Cumulatively, 25 of 32 clients who completed the program met this outcome (i.e., 78%).*

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:** *Cumulatively, 17 of 32 clients who completed the program met this outcome (i.e., 53%). It is important to note that the “range of risk” in scoring ASQ-SE is dependent of the physical age of the child and age-range in which each individual ASQ-SE indicates (e.g., a 60 month ASQ-SE may have a different range of risk than a 2 month ASQ). Therefore, a score of 50 or below does not take into account the specified “range of risk” that often ranges from a score of 60 to 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:** *Cumulatively, 94 of 95 Childcare staff who participated in the Trauma Informed Care training series met this outcome, i.e., 94%. The series was held during the first quarter; therefore, no additional data was reported during the last 3 quarters.*



## MEMORANDUM

TO: Children's Services Advisory Committee  
Indian River County, Florida

FROM: The Young Journalist

SUBJECT: 2021-2022 Annual Report

DATE: October 29, 2022

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Dear Committee members:

We have a very exciting story to tell. With your support, we have grown significantly from a year ago. As a SDIRC Community partner, we have well established ourselves as a professional provider of a journalism program for after school academic enrichment.

As we enter the 2022-2023 academic year our enrollment **has increased from 47 to roughly 133 students**. We have increased the number of SDIRC schools we serve to 12, adding Pelican, Treasure Coast and Glendale elementary schools.

We have found an exceptionable group of mentors, who visit schools weekly. Please visit [www.theyoungjournalist.com](http://www.theyoungjournalist.com) for a profile on our mentors. Each are dedicated to their own school.

During the 2021-2022 academic year we published two voluminous booklets of each of our student's articles and introduced broadcast journalism by filming the students giving their own news broadcast. According to the *New York Times*, "Across the country educators report an increase in student hesitation about

Children's Services Advisory Committee  
November 29, 2022  
Page Two

public speaking, whether in the classroom or on stage. Coaches are re-teaching skills like eye contact and voice projection.”

All our students take turns reading aloud from the curriculum during every class. During the last year we better defined what we do.

Essentially, we mentor students on reading, reading comprehension and writing sentences.

There has been little research on writing – and practically none of it has focused on teaching students to write sentences. Difficulty understanding how to write sentences can be a major obstacle to comprehension.

Additionally, the foundation of our program is expository writing. It is writing that exposes facts. In other words, its writing that explains and educates its readers, rather than entertaining or attempting to persuade them.

We appreciate your continued support.

## A Weird Year for Journalism

**Note: These three students wanted to write this article on their own with no prompting.**

By Abigail Carter, Ernesto Garcia and Titto Harvey



**S**o, in 2021 we had a multitude of challenges, (like the new door locking system, the fact that they use the room we use way more often, and the fact that they don't clean up afterwards. This just to name a few challenges). People were less and less likely to become journalists, and one girl dropped out because of the inconvenience. But the few who stayed learned something. This is how it went down. (The class itself wasn't weird just other stuff affecting the class.)

## Abigail:



At the beginning of this year, I thought I wouldn't learn as much as I really did. With Covid everything was harder. Plus being the only girl out of all of us, things just got harder. When I did work things out, I learned a lot more and now I am writing other things like stories, private chapter books, and so much more.

All of this has brought me to this point where I am working with others than just myself. Having met Ernesto, Titto, and Matthew, we all moved from not talking to each other at all to all working together to write our most special article yet. And with the lock down a few years ago, we were so lucky we got to do this.

## Titto:



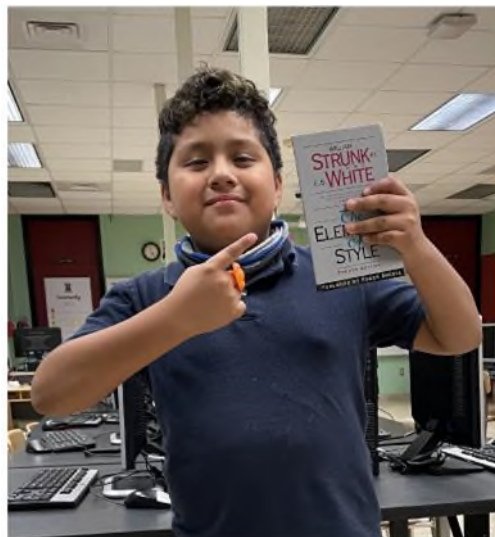
At the beginning of this what I found most unusual was the people. Ernesto was okay, I guess. Matthew was weird, and Abigail, was just, Abigail. But later it gradually became okay.

We even had a little fun. But people got too wild and made us end up in an all for one, and one for all situations. There came new journalists that I had not seen before just to make things harder, and this stuff became harder to learn with all the people around me. Things got even harder with Covid.

But really, the worst part was the amount of stuff people before us would leave (and other people in the room at the same time). Honestly, it was weird knowing some kid before us was doing some wacky stuff on the computer.

But still, I had a lot of fun.

### **Ernesto:**



What I found weird about this class is that I had to write, because I didn't like to write. But now, I feel better about it. This year I learned a lot such as gonzo journalism, yellow journalism, etc. I also learned how to write an article and that helped the most out of everything I learned this year because I had to write ALOT of them and it just felt most beneficial. This class made me feel smarter and reading aloud made me a better reader.

### **In Conclusion**

In conclusion, we had a lot of fun during this journalism class, even if things were weird.



Liberty Magnet third, fourth and fifth graders.

**Willis Sports Association, Inc.**

## **Reviving Baseball in Inner Cities League & Fun At Bat Program**

**Grant amount:** \$27,000

**Funds used:** \$27,000

**Total unduplicated children served:** 403

**Cost per child:** \$67.00

**Focus Area:** Quality Remediation And Enrichment Program

**Program Description:** Willis Sport Association, Inc. - Vero Beach RBI/Fun at Bat programs are designed to engage minorities and disadvantages in the sports of baseball and softball. Our programs provides opportunities for physical activity, social and emotional growth and development, community engagement, and personal responsibility in the classroom as well as on the baseball/softball diamond.

**Collaboration:** Major League Baseball, USA Baseball, Franklin Sports, SHAPE America, Jackie Robinson Training Complex, 21st Century Afterschool Program, Extended Day Program of the School District of Indian River County, Dasie Hope Center, Gifford Youth Little League, Fellsmere Elementary, Treasure Coast Elementary, and Sebastian River Elementary.

**Outcome # 1: Children will actively participate in sports or physical activities. 85% of children will spend at least five hours a week participating in a sport or physical activities as measured by survey tools.**

*Result: 100% of Fun at Bat/RBI participants engaged in the sport of baseball and/or physical activities for the last quarter of the academic school year. (2<sup>nd</sup> semester). Currently 100% of the Spring and early summer season children and youth spent at least five hours a week participating in baseball practice, games, and team sports/physical activities.*

**Outcome # 2: Children and youth will develop skills that will help them now and in the future. 70% of children and youth will perform on grade and/or show positive gains in their knowledge and awareness of positive behaviors and decisions as measured by survey tools and school reporting.**

*Result: 98% of Fun at Bat/RBI participants performed on grade level and/or showed positive gains in their knowledge and self-awareness of positive behaviors and decisions as measured by the 2<sup>nd</sup> semester.*

**Outcome #3: Students will attend school regularly and not be involved with the juvenile justice system. 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 administrator reporting.**



*Result: 88% of Fun at Bat/RBI participants had 8 or less unexcused absences from school and 100% of Fun at Bat/RBI participants was not processed by the juvenile justice system (arrested or detained) as measured by parent reporting and/or report cards.*

**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 week course as measured by STAR assessments.**

*Result: 47% of summer program participants reading scores increased according to the STAR assessment while math resulted in a 33% gain over the four week period.*

## Youth Guidance Mentoring Academy The Mentoring Academy

**Grant amount:** \$26,523

**Funds used:** \$26,523 (100%)

**Total children served (Year-to-Date):** 173 children

**Cost per child:** \$153.31

**Focus Area:** Quality Remediation and Enrichment Program

**Program Description:** Youth Guidance Mentoring Academy provides life skills, vocational training, healthy meals, and academic support for students (ages 5-24) from low-income households. All programs and meals are offered to families free of charge. Our services are delivered through two components:

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

Group mentoring occurs Monday through Friday after school and during the summer. We also have occasional community service projects on weekends.

Activities include: Life skills, vocational training, tutoring, recreational activities, and STEAM (science, technology, engineering, arts, and math). Children also receive a healthy dinner as part of the program through our partnership with The Source.

**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:** The Mentoring Academy served **173 youth ages 5-24** from October 1, 2021 to September 30, 2022. This is an increase of **15%** increase over the prior year.

Notably, in the last quarterly report, we mistakenly indicated that we served 208 youth in the first three quarters. This number was incorrect and should have been 161. The 208 students served reflected our 12-month total as of the report submission deadline of 7.15.22. We sincerely apologize for this error, and this is our effort to be 100% transparent with the grants committee.

### **Summer Camp Program Lineup – May 31<sup>st</sup> to July 29<sup>th</sup>**

**-STEM (Science, technology, engineering, math):** We partnered with Carm Miranda, a local educator, to teach students about electricity, currents, computer chips, and renewable energy sources through hands-on projects. This quarter, the Vero Beach Amateur Radio Club visited our kids and taught them about radio signals and communicating using Morse code and radios.

- Equestrian:** We partnered with Sherwood Farms to host an equestrian program this semester. The children learned how to ride horses and care for them.
- Coastal Connections:** The kids met local ocean conservation experts from Coastal Connections and learned about sea turtles, environmental preservation.
- Environmental Learning Center:** Our middle school girls travelled to ELC to learn about robotics, STEM, and the importance of environmental sustainability.
- **Arts and Crafts:** The kids tie dyed shirts, created fun art projects, and learned pottery with Indian River Clay.
- **Farming & Agriculture:** The teens travelled to C-B Farms to learn how to care for animals, harvest honey from a beehive, compost, plant crops, and much more in our farming program.
- Recreational Activities and Field Trips:** Field trips and recreational activities include: Boat rides at Captain Hiram's, paddleboarding and surfing with Paddles by the Sea, nature walks, park visits, Skate Factory, and field trips to Gifford Aquatic Center and the beach.

### **Fall Program Lineup – August 10<sup>th</sup> to October 7<sup>th</sup>**

- Tutoring:** Children received homework help and tutoring daily from 2:00 p.m. to 5:00 p.m. We picked students up from local middle schools and added several elementary schools.
- Pathfinders:** Our teen leadership group participated in community service projects and educational workshops. They participated in a beach cleanup on International Coastal Cleanup Day on Saturday, September 16<sup>th</sup> with Keep Indian River Beautiful and Coastal Connections.
- Pre-Apprenticeship:** We started the second year of our pre-apprenticeship on Tuesday, October 11<sup>th</sup>. Currently we have 18 students enrolled. They have learned how to use basic tools and have already received their first certification (OSHA safety certification). Our pre-apprenticeship is the only program of its kind in Indian River County. Students ages 16-24 learn 5 trades (HVAC, welding, carpentry, and electric) and graduate with up to 6 professional certifications.
- Woodworking:** For their woodworking project this semester, our teenagers built and painted a large cubby out of wood. We are using the cubby to store student backpacks. It is now on display in our front lobby.
- STEAM (Science, technology, engineering, arts, math):** Children participated in engaging STEAM programs, including pottery, science experiments, math games, and more.
- Vocational Training:** Vocational training programs this semester included: bicycle repair with Bike Walk Indian River County and a new web design programs where students learned how to create their own websites using the online platform, Wix.
- Life Skills:** We offered gardening, Hispanic cooking at Community Church, sewing, and photography this semester.

**Collaboration:** Programs this quarter were made possible by collaborations with the following: local Exchange Clubs, the Indian River County School District, Florida Training Services, Bike Walk Indian River County, Captain Hiram's, Paddles By the Sea, Sherwood Farms, the Environmental Learning Center, Indian River Clay, the Vero Beach Amateur Radio Club, The Source, Keep Indian River County Beautiful, and Coastal Connections.

**Goal #1:** Increase to 94% the number of children ages 10 through 18 who possess at least three of the following Developmental Assets: 1. Boundaries & Expectations; 2. Empowerment; 3. Constructive Use of Time; and 4. Positive Values, 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).

**Outcome:** *85.5% of children in the Mentoring Academy are currently building at least 3 assets. For the fiscal year 2021-2022, the average was 90.1%.*

**Goal #2:** Increase the number of economically disadvantaged children in grades 9 to 12 who stay in school, get promoted or graduate High School to a rate above the 2019 state measure of 87% as measured by continued enrollment in school, and eligibility for promotion to their next grade (or graduation), during the 2021-2022 school year.

**Outcome:** *99% of children graduated high school on time or were promoted to the next grade level during the 2021-22 school year, as measured by report card and promotion-level data collected through our partnership with the Indian River County School District.*

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

**Outcome:** *Youth Guidance students averaged 8.0 hours each week for fiscal year 2021-2022.*