

2022-2023

Full Annual Report

Indian River County Children's Services Advisory Committee

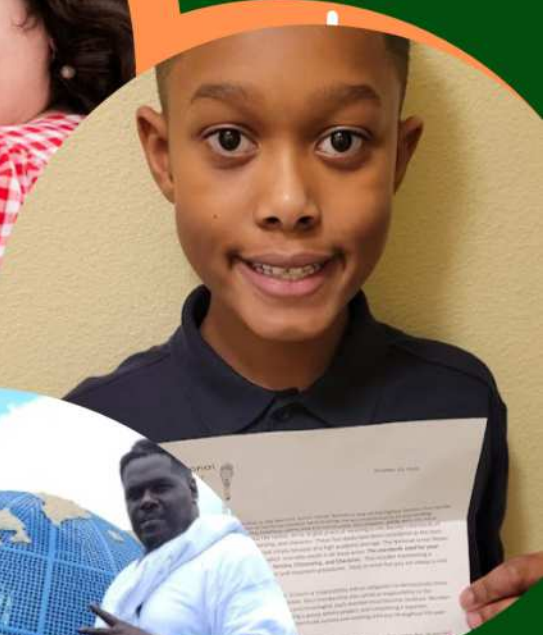


Table Of Content

Vision and Mission

03

Members

04

Funding Priorities

07

Accountability

09

Funding

10

Highlights

Please visit the County Website for the full reports from e-cimpact

12

Year End Reports

Please visit the County Website for the full reports from e-cimpact

14



2
2
-
2
3

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 reconstitute the system of planning and delivery, by means of cooperation, within which children’s needs are targeted, evaluated, and addressed by the powers and functions of the Board of County Commissioners.

Mission:

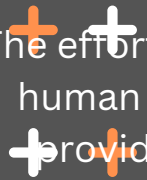
The mission of the CSAC is to facilitate and coordinate the planning and development of an effective and collaborative health and human services delivery system to meet the needs of children of Indian River County.

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.



CSAC ADVISORY COMMITTEE MEMBERS

1	Miranda Swanson, Chair, Administrator Health Department: Ex Officio	9	Michelle Morris, Appointee: District 2
2	Laura Moss, Commissioner	10	Jeffrey Andros, Appointee: District 4
3	Frank Isele, Hospital District: Ex Officio	11	Robert (Bob) Schlitt, Jr., Member at Large
4	Bob McPartlan, Vice Chair, Department of Children & Families: Ex Officio	12	Amber Cerda, Member at Large
5	Dr. David K. Moore, Superintendent of Schools: Ex Officio Dr. Kyra Schafte, Designee	13	Katie Mieras, Appointee: District 3
6	Sherriff Eric Flowers, Law Enforcement: Ex Officio	14	Hope Woodhouse, Appointee: District 5
7	Judge Victoria Griffin, Judge: Ex Officio	15	Doug DeMuth, Accountant, certified financial officer, certified financial planner or has significant financial experience
8	Kerry Bartlett, Appointee: District 1		

RESPONSIBILITIES:

The primary responsibilities of the Children’s Services Advisory Committee are as follows:

- Inventory current child welfare services available in Indian River County;
- Conduct a needs assessment for children’s services in Indian River County;
- Recommend a plan for providing any additional, necessary child welfare services to the Board of County Commissioners;
- Submit recommendations to the Board of County Commissioners on any matters affecting the health and well-being of children in Indian River County;
- Through the County staff, consult, collaborate, and coordinate with other agencies dedicated to the well-being of children to prevent duplication of services;
- Collect information and statistical data and conduct research that will be helpful to Indian River County in deciding the needs of children within the county;
- Recommend the allocation of funds to agencies that provide services for the benefit of children in Indian River County to the Board of County Commissioners for funding.

CSAC GRANT REVIEW & PROGRAM SUBCOMMITTEE MEMBERS

1	Robert (BOB) Schlitt, Jr., Chair	9	Caryn Toole
2	Susan Blaxil-Deal	10	Wendy McDaniel
3	Anthony Brown	11	Angela Jones
4	Tony Consalo	12	David Erickson
5	Michael Kint	13	Pilar Greto
6	Sherri Kolodziejczak	14	Dr. Deborah Long
7	Brooke Sauserman	15	Susan Aguirre
8	Deana Shatley		

CHILDREN’S SERVICES ADVISORY COMMITTEE GRANT REVIEW AND PROGRAM SUBCOMMITTEE

In coordination with the Human Services Manager - review and revise requests for proposals (RFP) based on need determination and set priorities. Upon completion of review, submit to the Children Services Advisory Committee for approval. Review and recommend letters of intent submitted by agencies requesting funding. Review final RFPs and make recommendations for funding to Children Services Advisory Committee, who will then recommend to the Board of County Commissioners for funding. Receive, review and present to Children Services Advisory Committee Children Services Advisory Committee members' quarterly (at a minimum) reports from funded agencies. Conduct program evaluations throughout the funding period, schedule and attend site visits to funded program.

CSAC NEEDS ASSESSMENT & PLANNING SUBCOMMITTEE MEMBERS

No	Name
1	Hope Woodhouse, Chair
2	Carrie Lester
3	Brian McMahon
4	Autumn Schneider
5	Karissa Bolden
6	Michael Kint
7	Chiaka Nwosu

CHILDRENS SERVICES ADVISORY COMMITTEE NEEDS ASSESSMENT & PLANNING

Identify and assess the needs of the children of Indian River County through a needs-assessment and asset mapping; submit to the Board of County Commissioners through the Children Services Advisory Committee a written description of those needs. Provide and update short term and long-term plan to the Children Services Advisory Committee including, but not limited to, programs, services, and activities that meet the objectives of the Children's Services Advisory Committee.

Funding Priorities

FOCUS AREAS

+ + During the 2022-2023 reporting period, the Needs Assessment subcommittee, + + established the Focus Areas of Need for 2022-23. Ranked in order of funding priority, the Focus Areas are as follows:

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

PRIORITY OF FUNDING

A comprehensive, community-wide needs assessment provides valuable information to help guide the Children Services Advisory Committee (CSAC) in identifying essential children's services and areas of focus to address both the unmet and under-met needs of children. This year's funding priorities are the result of the 2019-2020 Community Needs Assessment and the annual re-evaluation of its data. The Focus Areas of Need are ranked in order of priority.

Due to the large impact of Covid-19 on our community, special focus will be on areas that have been most impacted such as trauma and mental health of children, regression in school and increased substance use. Priority will be given to evidence-based programs that can address these challenges.

1. Early Childhood Development

This encompasses birth to age 5. For the younger children this would mean improving their interactions with caregivers beginning at birth and with focus on physical, social emotional and cognitive development. It would include improving the quality of childcare, Pre-K and Voluntary Pre-K providers. Providers must complete developmental screenings at appropriate intervals and make referrals where necessary.

Why? Research shows that the period 0-5 years is the most important time for brain development. Physical, social emotional and cognitive skills can be significantly impacted during this time.

2. Quality remediation and enrichment programs that include a meaningful component of social emotional skill building and academic instruction

Programs should be free/affordable and accessible (transportation) to parents and children. They should include quality instruction, be properly staffed and have enough dosing to make a meaningful impact on a child. We hold agencies to a high standard of what constitutes academic enrichment and intervention. Mentoring programs are included.

Why? Children need to develop positive in and out of school outlets that keep them engaged in learning, promote their physical, emotional and mental health. There is a wealth of data supporting quality research-based intervention, extended day programs and extended year.

3. Build Parent Capacity

This encompasses improving parenting skills at every age of a child's life and providing support mechanisms for parents, including the pre-natal period. Parents should be taught the importance of wellness of the whole child (medical, dental, mental health and developmental) in addition to meeting their basic needs. A priority would be new parents, first-time and single parents and those in the poverty pockets. Additionally, parents need to be assisted in obtaining developmental screenings at all stages of a child's development starting at 2 months.

Why? A parent is a child's first and most important teacher. We need to equip parents to be the good parents they all want to be.

4. Programs that address risky youth behavior

Evidence-based programs that help children and teens develop the tools to become productive, healthy, law-abiding citizens and address risky behavior (e.g., chronic absenteeism, substance use, delinquency, violence, teen pregnancy, STDs, bullying, depression and other mental health problems.)

Why? Nonacademic risk factors like absenteeism, mental illness, and substance abuse among youth are associated with adverse outcomes (e.g., high school dropout, criminal justice involvement, unemployment, etc.). Evidenced-based prevention, early intervention, and intensive, individualized interventions are needed to promote success and well-being of individuals, families, and the greater community.

2
2
-
2
3

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.

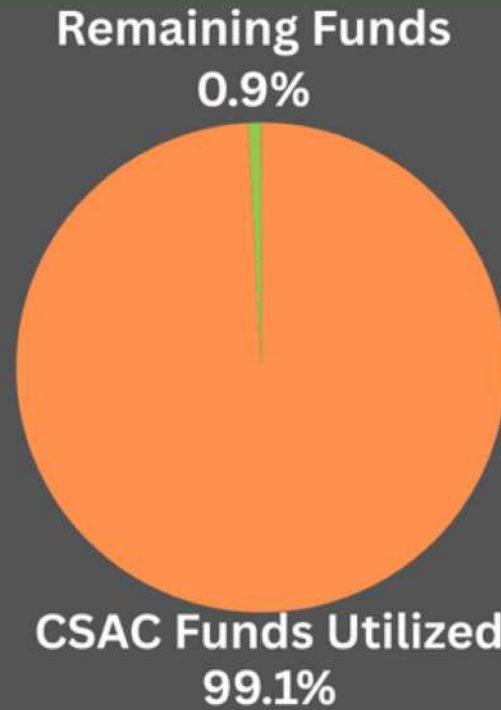
It is the policy of the Indian River County Board of County Commissioners to work in a cooperative venture with (but not limited to) such entities as the United Way, for profit and not-for-profit organizations, municipalities within Indian River County, the Indian River County School District and all 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.

Allocated Funding

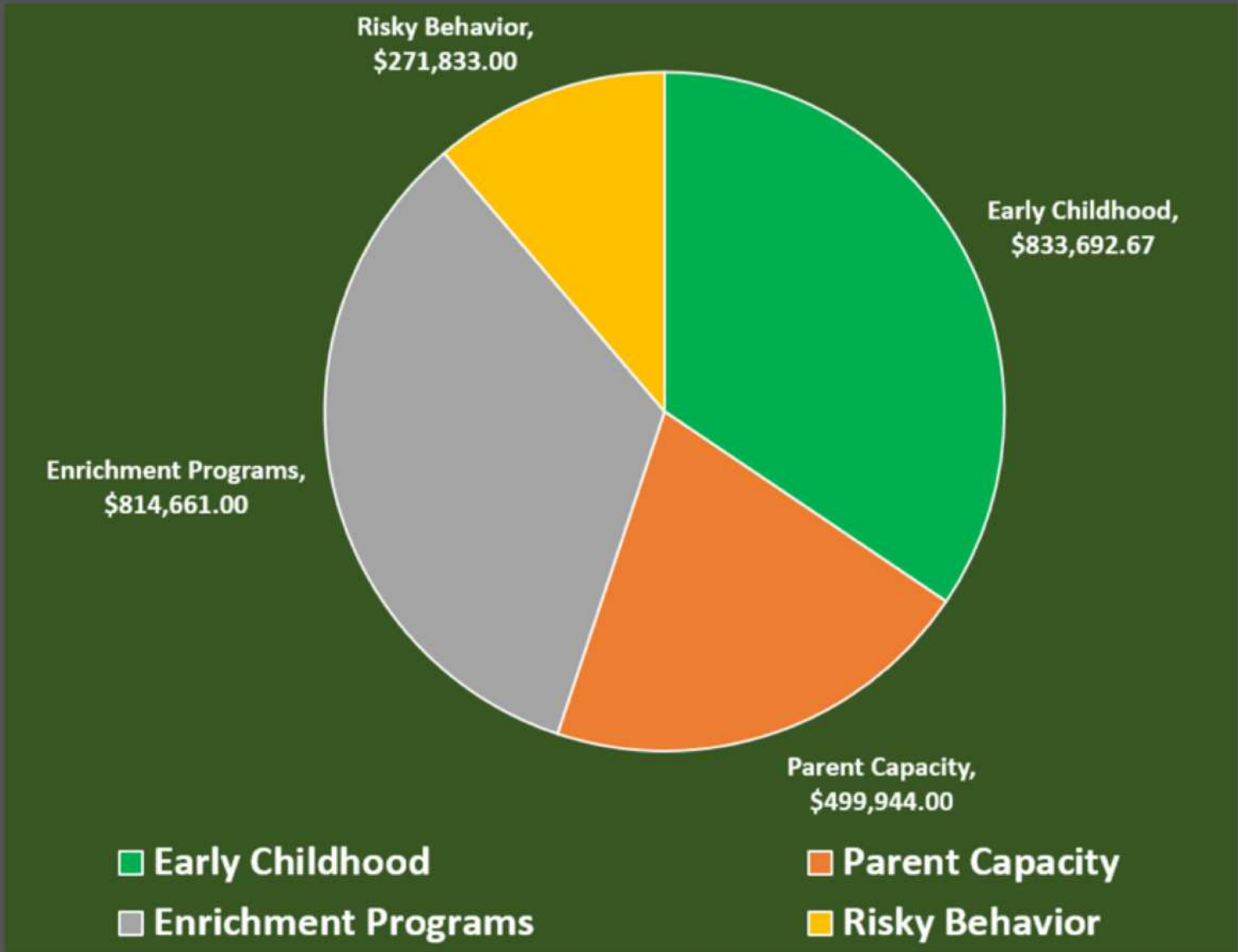
CSAC Funded Agencies Spent 99.1% of the Budget to Serve Children



2022-2023 Children's Services Funding	
Budget	\$ 2,443,606.00
Actual	\$ 2,422,775.67
Utilization	99.1%

Overall Funding

Funding Allocated Based on Priority Area Focus



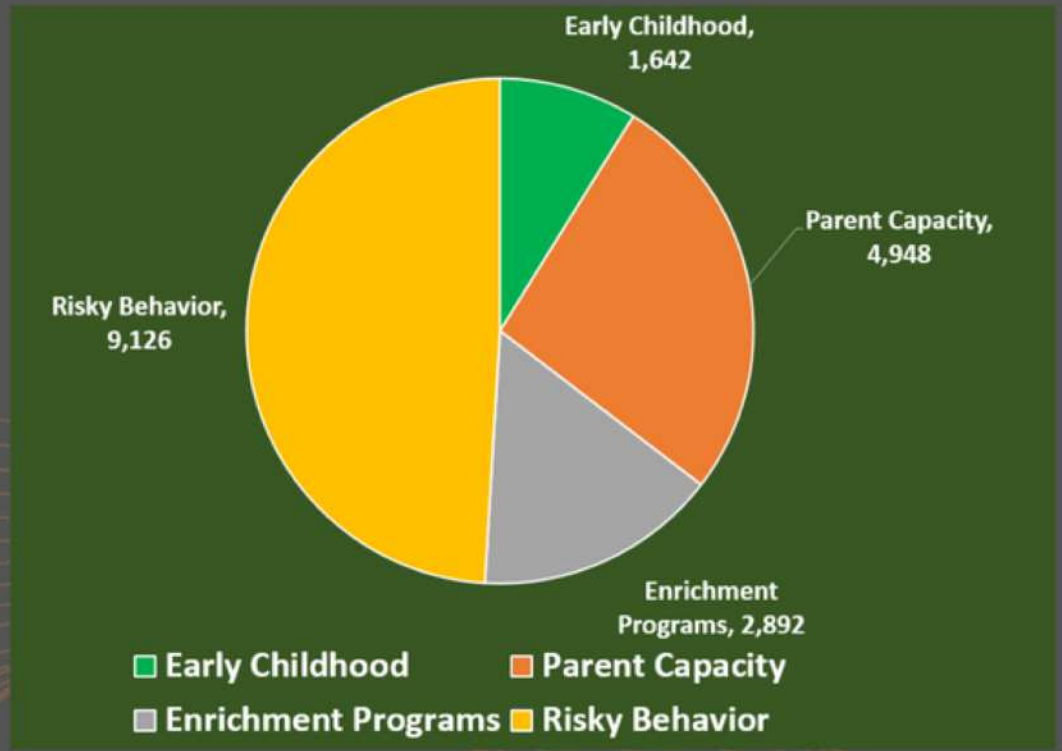
2
2
-
2
3

Highlights



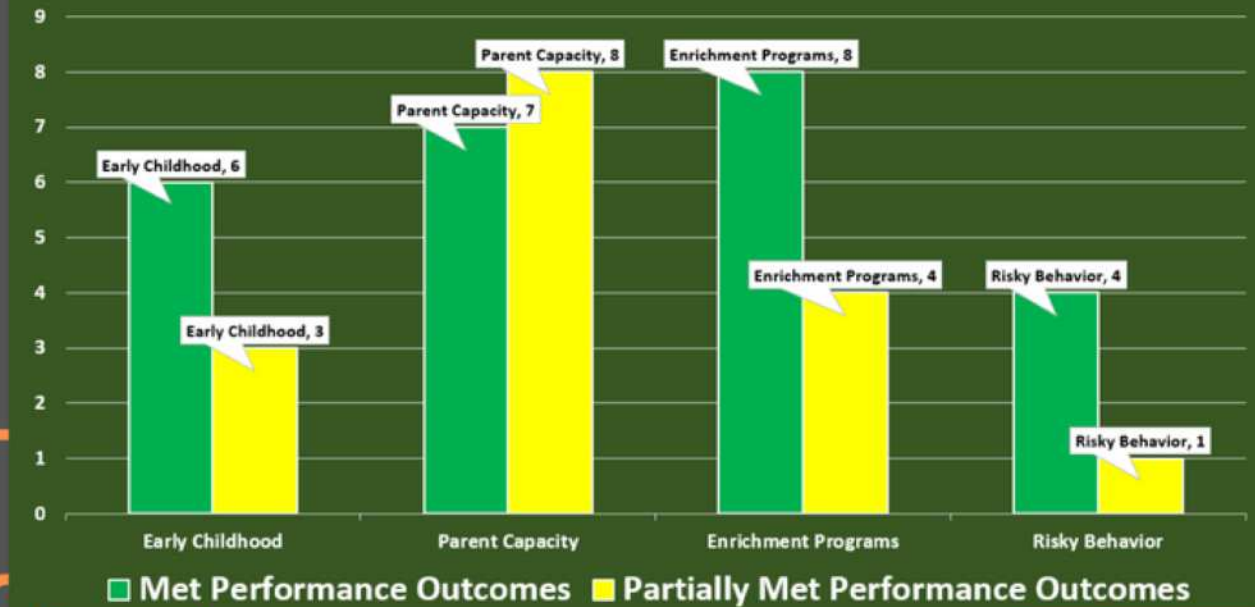
Over 18,000+ Touch Points:

Anticipating more touch points, we are poised to positively influence countless lives.



61% of the programs reached 100% of their performance outcome measures for 2022/2023.

Programs Meeting Performance Outcomes



2
2
-
2
3

Highlights



Early Childhood Development

100% of the children served had opportunities to receive screenings and early intervention services!



354 children entered into Kindergarten with increased readiness!



2
2
-
2
3

Highlights ⁺ ⁺ ⁺ ⁺ ⁺ ⁺

Quality Remediation & Enrichment Programs

Reading & Writing

646 children participated in Reading Enrichment & Intervention Programs. Over 73% of participants showed 10%+ learning gains.

Math

119 children participated in programs with a Math focus. 89% of students assessed showed proficiency, and 68% of those students made 10%+ learning gains.

Science & STEAM

533 children participated in Science/STEAM Enrichment Activities

Core Subjects

484 children participated in programs that targeted support and tutoring in all four core subjects.

GPA Focus

95% of 143 children enrolled in programs focused on GPA maintained a 2.0 or higher.

Music

100% of children participating in music programs learned how to play an instrument.

Workforce & Post-Secondary Focus

197 children received guidance and resources to obtain & maintain employment, enroll in post-secondary education, and/or enlist in the military.

Physical Movement

425 children participated in an athletic enrichment program. 100% were involved in Fall, Spring, and Summer Sports.

Juvenile Justice

99% of 143 children in intervention/prevention programs, remained free from enrollment in the Department of Juvenile Justice.

2
2
-
2
3

Highlights

Building Parent Capacity

100% of 178 participating parents showed an INCREASE in developmentally appropriate PARENTING SKILLS!

178 PARENTS



1,273 PARENTS

1,273 parents received guidance and resources on how to be their child's FIRST TEACHER!



2,775 parents received HEALTHCARE EDUCATION, SUPPORT, and INCREASED ACCESS TO SERVICE!

2,775 PARENTS

67 FAMILIES

67 FAMILIES were deflected from enrollment in the Department of Children and Families Child Welfare System.



2
2
-
2
3

Highlights

Programs Addressing Risky Youth Behavior

100%
Academic
Proficiency

100% of 32 children enrolled in a mentoring program DEMONSTRATED ACADEMIC PROFICIENCY.

830
Students
Increased
Understanding

830 children demonstrated an INCREASED UNDERSTANDING of the CONSEQUENCES & IMPACT of TEEN PARENTHOOD.

7,000+
Touchpoints
on Mental
Health &
Resources

7,000+ TOUCHPOINTS provided children with MENTAL HEALTH & crisis recognition information & resources.

100%
Increased
Positive
Coping
Skills

100% of 253 children demonstrated INCREASED POSITIVE COPING SKILLS as a result of program completion.

2
2
-
2
3

Highlights



Congratulations!

The School District of Indian River
County is an "A" School District!

A



BIG BROTHERS BIG SISTERS IRC

PASSPORT TO EARLY LITERACY

The Passport to Early Literacy 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.

Population Served				Utilization	
	Total	Goal	% of Goal		
Children	160	140	114%	Budget	\$85,000
Adults	100	75	133%	Actual	\$85,000
Families				Actual %	100%

Outcome Performance	
1	Members completed the Post-Dessa Mini Student Strengths Assessment on students at the end of the 2022-2023 program year. Data was collected on all 160 students receiving one-on-one tutoring. Results show: 8 students or 5% of students were below developmentally appropriate expectations; 58 students or 36% of students were just at typical expectations; 94 students or 59% of students were above typical expectations
2	In addition to BBBS Reads sponsored family nights with our Family Engagement Director leading families in literacy based activities, and daily tutoring at the VPK sites, BBBS Reads partnered with local agencies for experiential trips throughout the year including McKee Botanical Gardens, ELC, and Vero Beach Museum of Art.
3	BBBS Reads distributed five book bags to five schools for the 2022-2023 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 hosted seven family nights at three different schools for the 2022-2023 school year. In attendance at these family nights were 147 family members from 47 different families. BBBS Reads members continued to serve over the summer and saw an additional 30 VPK students.

Program Outcome Performance Key:
GREEN - Met Expectations
YELLOW - Partially Met Expectations
RED - Did Not Meet Expectations



2 BIG BROTHERS BIG SISTERS IRC

2 COMMUNITY BASED MENTORING

-

2

3

The 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.

Population Served				Utilization	
	Total	Goal	% of Goal		
Children	32	30	106%	Budget	\$15,000
Adults				Actual	\$15,000
Families				Actual %	100%

Outcome Performance	
1	All 27 students in the program performed at or above grade level in core subjects by the end of the 22-23 school year. Final report cards were compared to the baseline report card data for each student and results reflected that each student was at grade level or above. In total, 32 unduplicated students were served in the program during the 22-23 grant year.
2	The Youth Outcome Development Plan (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 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. Year-end YODP reviews reflected each student met their individual goals of developing habits and skills that helped them succeed.
3	The school year end Youth Outcome Survey (YOS) was compared to the baseline YOS for all of the middle and high school students in the program. The results reflected awareness of the educational path that needs to be followed for their individual goals, whether it be graduating from high school with a CTE that allows them to immediately join the workforce, or the requirements necessary to attend a college or university when they graduate from high school. One student in the program graduated from high school at the end of the 22-23 school year and is now attending IRSC utilizing the Promise Program Scholarship.

Program Outcome Performance Key:

- GREEN= Met Expectations
- YELLOW= Partially Met Expectations
- RED= Did Not Meet Expectations



Children's Services Advisory Committee

CSAC Quarterly Reporting - CSAC Year-End Reporting

End of Year Report Status: Submitted

End of Year Report Submission Details

Approved at the Board of Directors meeting on: 10/24/2023

Executive Director: Debbie Hawley

Board President: Mike Lucci

Board Treasurer: Kim Morgenstern

Submission Confirmation Email Sent To: debbie.hawley@bbbsbig.org

Submitted By: Debbie Hawley on 10/26/2023 at 10:17 PM (CST)

Big Brothers Big Sisters of St. Lucie County

PROGRAM SUMMARY

Agency Name Big Brothers Big Sisters of St. Lucie County

Program Name Passport to Early Literacy and Community Based Mentoring

Brief Program Description

The Passport to Early Literacy 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.

The 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.

Big Brothers Big Sisters of St. Lucie County - Community-Based Mentoring

Financial Information

	Draw Down
CSAC Specific Budget	15,000.00
CSAC Specific Actual	15,000.00
CSAC Specific Actual %	100.00

Big Brothers Big Sisters of St. Lucie County - Community-Based Mentoring

PROGRAM OUTCOMES & ACTIVITIES

CSAC Expected Outcomes

Expected Outcome /Change (Focus Area):

(Programs that address risky youth behavior) To increase academic achievement, 80% of children/youth enrolled in this program 12 weeks or more will perform at or above grade level in core subjects as measured by i-Ready and report card data. Baseline: 2023 June report card grades.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

All 27 students in the program performed at or above grade level in core subjects by the end of the 22-23 school year. Final report cards were compared to the baseline report card data for each student and results reflected that each student was at grade level or above.

The 23-24 school year began in August 2023, and baseline data was established for each of the 23 students enrolled in the program.

In total, 32 unduplicated students were served in the program during the 22-23 grant year.

Expected Outcome /Change (Focus Area):

(Programs that address risky youth behavior) 80% of children/youth in this program for the 2023-2024 year will develop habits and skills that will help them succeed now and in the future.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

The Youth Outcome Development Plan (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 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. Year end YODP reviews reflected each student met their individual goals of developing habits and skills that helped them succeed.

All YODP's are reviewed and updated in August for students continuing in the program. This task was accomplished and all students have updated YODP's that will be followed during the 23-24 school year.

Expected Outcome /Change (Focus Area):

(Programs that address risky youth behavior) 80% of youth in the program 12 weeks will identify possible career routes and the education needed to complete them.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

The school year end Youth Outcome Survey (YOS) was compared to the baseline YOS for all of the middle and high school students in the program. The results reflected awareness of the educational path that needs to be followed for their individual goals, whether it be graduating from high school with a CTE that allows them to immediately join the workforce, or the requirements necessary to attend a college or university when they graduate from high school. One student in the program graduated from high school at the end of the 22-23 school year and is now attending IRSC utilizing the Promise Program Scholarship. His desire is to earn a degree in Business.

All middle and high schoolers in the program for the 23-24 school year have established new baseline YOS goals.

Big Brothers Big Sisters of St. Lucie County - Community-Based Mentoring

Program Demographics

Population Served

	Total	Goal	% of Goal
Individual Children	32	30	106
Individual Adults			
Number of Families			

Age

	Age
Preschool 0-4	
Elementary 5-10	17
Middle School 11-14	12
High School 15-18	3
Young Adult 19-25	
Adult 26-54	
Senior 55+	

Income

	Income Level
100% of poverty or below	9
101% to 150% of poverty	23
Between 150% and 200% of FPL	
Unknown	

Ethnicity

	Ethnicity
Asian	
American Indian	
Black / African American	13
Hispanic / Latino	9
Pacific Islander	
White	10
Multi-Racial	
Unknown	

Location

	Zip Code
32948	
32958	2
32960	
32962	6
32963	
32967	14
32968	10
Unknown	

Big Brothers Big Sisters of St. Lucie County - Passport to Early Literacy

Financial Information

	Draw Down
CSAC Specific Budget	85,000.00
CSAC Specific Actual	85,000.00
CSAC Specific Actual %	100.00

Big Brothers Big Sisters of St. Lucie County - Passport to Early Literacy

PROGRAM OUTCOMES & ACTIVITIES

CSAC Expected Outcomes

Expected Outcome /Change (Focus Area):

(Early Childhood Development): Young children will maintain/improve positive age-appropriate social and emotional skills.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Members completed the Post-Dessa Mini Student Strengths Assessment on students at the end of the 2022-2023 program year.

Data was collected on all 160 students receiving one-on-one tutoring. Results show:

8 students or 5% of students were below developmentally appropriate expectations

58 students or 36% of students were just at typical expectations

94 students or 59% of students were above typical expectations

Baseline Dessa Mini assessments will be completed on 2023-2024 students during Q1 as the test recommends 3 months with students before evaluating.

Expected Outcome /Change (Focus Area):

(Early Child Development) Young children have access to high quality early learning experiences at home, in the community and early childhood care/educational settings which prepare them to enter school ready to learn.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

In addition to BBBS Reads sponsored family nights with our Family Engagement Director leading families in literacy based activities, and daily tutoring at the VPK sites, BBBS Reads partnered with local agencies for experiential trips throughout the year including McKee Botanical Gardens, ELC, and Vero Beach Museum of Art.

Reads will host 3 experiential trips in the 2023-2024 school year with families being invited to McKee Botanical Gardens first in October. Family literacy nights will continue in 23-24 as well.

Expected Outcome /Change (Focus Area):

(Build parent capacity) Increase parent knowledge and capacity to use literacy building activities with their young children.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

BBBS Reads distributed five book bags to five schools for the 2022-2023 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 hosted seven family nights at three different schools for the 2022-2023 school year. In attendance at these family nights were 147 family members from 47 different families.

BBBS Reads members continued to serve over the summer and saw an additional 30 VPK students. BBBS Reads has currently enrolled 96 students for the 2023-2024 school year and will be adding 2 schools by the end of October.

Big Brothers Big Sisters of St. Lucie County - Passport to Early Literacy

Program Demographics

Population Served

	Total	Goal	% of Goal
Individual Children	160	140	114
Individual Adults	100	75	133
Number of Families			

Age

	Age
Preschool 0-4	160
Elementary 5-10	
Middle School 11-14	
High School 15-18	
Young Adult 19-25	63
Adult 26-54	37
Senior 55+	

Income

	Income Level
100% of poverty or below	42
101% to 150% of poverty	118
Between 150% and 200% of FPL	
Unknown	

Ethnicity

	Ethnicity
Asian	4
American Indian	
Black / African American	36
Hispanic / Latino	25
Pacific Islander	
White	73

	Ethnicity
Multi-Racial	22
Unknown	

Location

	Zip Code
32948	
32958	
32960	
32962	57
32963	
32967	61
32968	42
Unknown	

BOYS AND GIRLS CLUB OF INDIAN RIVER COUNTY

AFTER SCHOOL EDUCATION PROGRAM

Since 2000, we have been at the forefront of providing quality, caring programming to children ages 6-18 in Indian River County. Our Six Core Areas Include: Education and Career Development, Character and Leadership Development, Health and Life Skills, Sports, Fitness and Recreation, The Arts, and Community Service.

Population Served				Utilization	
	Total	Goal	% of Goal		
Children	387	400	97%	Budget	\$40,000
Adults				Actual	\$40,000
Families	266	275	97%	Actual %	100%

Outcome Performance	
1	We have completed the 2022/23 school year. We have seen an improvement in 38% of our underperforming members' grades in English from Q1 until Q4, and we have seen an increase in 40% of our underperforming members' grades in Math and Science. Overall, our members' GPAs in these 3 core subject areas is 2.54. In 1467 courses, 1207 are scored at a C or better. This is 82% of these courses.
2	During the year, we ran a total of 34 programs, and 16 of these were SMART programs designed to help develop the skills young people need to manage their emotions, build meaningful relationships with others, and navigate social environments and interpersonal dynamics. 75% of those who started a program, completed a program. The average per-survey score was 64% and the average post-survey score was 80%. This is a 15-point increase. While we fell short of the on the 90% completion rate, we managed to achieve the desired post-survey score and increase by 15 points.
3	Destination milestones were set out for our teens in the areas of: career speakers/college or career tours, professional development, leadership experiences, volunteering, goal setting, and life skills programming. More than 50% of all teens attended more than half of the days available to them, and members from each grade level achieved milestones across all areas. 61% of all members reported participating in a leadership experience at either the club, school, or an outside extracurricular. 100% of 2023 seniors graduated on time from high school with a plan for post-graduation. 100% of 2023 juniors finished their junior year with an above 3.0 weighted GPA.

Program Outcome Performance Key:
GREEN= Met Expectations
YELLOW= Partially Met Expectations
RED= Did Not Meet Expectations



Children's Services Advisory Committee

CSAC Quarterly Reporting - CSAC Year-End Reporting

End of Year Report Status: Submitted

End of Year Report Submission Details

Approved at the Board of Directors meeting on: 9/11/2023

Executive Director: Elizabeth Thomason

Board President: Bob Bauchman

Board Treasurer: Greg Wechsler

Submission Confirmation Email Sent To: ethomason@bgcirc.org

Submitted By: Elizabeth Thomason on 10/27/2023 at 6:45 AM (CST)

Boys & Girls Clubs of Indian River County

PROGRAM SUMMARY

Agency Name	Boys & Girls Clubs of Indian River County
Program Name	Afterschool and Summer Programs
Brief Program Description	

Since 2000, we have been at the forefront of providing quality, caring programming to children ages 6-18 in Indian River County 85% of our members qualify for free or reduced lunch. 47% of our children are from single parent homes, 38% of our members received financial assistance, and 77% of our families can be defined as ALICE.

Our Six Core Areas Include:

Education and Career Development -Youth become proficient in basic educational disciplines, set goals, explore career choices, prepare for employment, and embrace technology to achieve success in their career and in life.

Character and Leadership Development - Club members are empowered to positively support and influence their Club and community, sustain meaningful relationships, develop a positive self-image and good character, and respect their own and others' cultural identities.

Health and Life Skills - Youth engage in positive behaviors that nurture their own well-being, help them to set personal goals, and live successfully as self-sufficient adults.

Sports, Fitness and Recreation - Club members develop fitness, a positive use of leisure time, stress reduction skills, appreciation for the environment, and social and interpersonal skills.

The Arts - Youth develop creativity and cultural awareness through knowledge and appreciation of the visual and performing arts, crafts, music, and creative writing.

Community Service - Teen Club members volunteer regularly throughout the community, enriching their lives and making our community a better place to call home.

During the school year, BGCIRC charges \$40/month for one child, \$70/month for two children, and \$90/month for three or more children.

Boys & Girls Clubs of Indian River County - Boys & Girls Clubs of IRC - After School & Summer Programs

Financial Information

	Draw Down
CSAC Specific Budget	40,000.00
CSAC Specific Actual	40,000.00
CSAC Specific Actual %	100.00

Boys & Girls Clubs of Indian River County - Boys & Girls Clubs of IRC - After School & Summer Programs

PROGRAM OUTCOMES & ACTIVITIES

CSAC Expected Outcomes

Expected Outcome /Change (Focus Area):

During the 2023-24 school year, 80% of Club members' classes taken in math, English and

science will result in a GPA of 2.0 or greater. Aggregate progress will be tracked by monitoring changes in GPA for middle and high school students and incremental changes in letter grades for elementary students. We will compare Q1 grades to subsequent quarters. In addition, those students identified as performing below grade level standard in Q1 will be tracked over the school year. Education room staff/tutors will assist members with their homework during Power Hour and monitor areas of concern. The goal is to complete the school year with a GPA in math, English and science of 2.0 or higher.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

We have completed the 2022/23 school year. We have seen an improvement in 38% of our underperforming members' grades in English from Q1 until Q4, and we have seen an increase in 40% of our underperforming members' grades in Math and Science.

Overall, our members' GPAs in these 3 core subject areas is 2.54. In 1467 courses, 1207 are scored at a C or better. This is 82% of these courses.

Results: We are currently working toward our goal. We have 82% of members' GPAs at 2.0 or higher in their core courses, and we have increased this each semester. Additionally, each semester those underperformers we identified in quarter 1 have improved.

Expected Outcome /Change (Focus Area):

Members will participate in SMART social/emotional health and wellness programming in order to develop the skills they need to productive, caring and responsible citizens. Youth will be able to manage their emotions, build meaningful relationships with others, and navigate social environments and interpersonal dynamics. Desirable outcomes include 90% completion and a post survey score of 85 or higher.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

During the year, we ran a total of 34 programs, and 16 of these were SMART programs designed to help develop the skills young people need to manage their emotions, build meaningful relationships with others, and navigate social environments and interpersonal dynamics.

75% of those who started a program, completed a program. The average per-survey score was 64% and the average post-survey score was 80%. This is a 15-point increase.

While we fell short of the on the completion rate, we managed to achieve the desired post-survey score and increase by 15 points.

Expected Outcome /Change (Focus Area):

Quality afterschool and 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. Destinations milestones and programs will be tracked and measured. Teens will attend at least 50% or more of available days to ensure participation.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Destination milestones were set out for our teens in the areas of: career speakers/college or career tours, professional development, leadership experiences, volunteering, goal setting, and life skills programming. More than 50% of all teens attended more than half of the days available to them, and members from each grade level achieved milestones across all areas. 61% of all members reported participating in a leadership experience at either the club, school, or an outside extracurricular.

100% of 2023 seniors graduated on time from high school with a plan for post-graduation. 100% of 2023 juniors finished their junior year with an above 3.0 weighted GPA.

Entering the 2023-24 school year, as of September 2023, we have the largest senior class since introducing the Destinations program in 2016. 89% of our seniors are set to graduate with an honors diploma, and 100% are set to graduate with at least one district accolade.

Boys & Girls Clubs of Indian River County - Boys & Girls Clubs of IRC - After School & Summer Programs

Program Demographics

Population Served

	Total	Goal	% of Goal
Individual Children	387	400	97
Individual Adults	0	0	0
Number of Families	266	275	87

Age

	Age
Preschool 0-4	0
Elementary 5-10	215
Middle School 11-14	115
High School 15-18	57
Young Adult 19-25	0
Adult 26-54	0
Senior 55+	0

Income

	Income Level
100% of poverty or below	147
101% to 150% of poverty	101

	Income Level
Between 150% and 200% of FPL	65
Unknown	0

Ethnicity

	Ethnicity
Asian	1
American Indian	0
Black / African American	82
Hispanic / Latino	176
Pacific Islander	0
White	85
Multi-Racial	43
Unknown	0

Location

	Zip Code
32948	90
32958	85
32960	52
32962	62
32963	2
32967	43
32968	13
Unknown	0

CATHOLIC CHARITIES

SAMARITAN CENTER

The Samaritan Center adult residents are taught the importance of wellness through parenting skills workshops for their child(ren) to include medical, dental, mental health and development needs, in addition to meeting their basic needs of food clothing and shelter. The requested funding provided partial salary reimbursement for the program's Children's Coordinator and the Case Manager positions. All children ages 4-17 are expected to meet with the Children's Coordinator.

Population Served				Utilization	
	Total	Goal	% of Goal		
Children	46	52	88%	Budget	\$35,344
Adults	24	23	104%	Actual	\$35,344
Families	22	22	100%	Actual %	100%

Outcome Performance	
1	Post-test cumulative results indicate 23 of 24 (95%) of resident adults increased their knowledge in the area of positive parenting by an average of 47% as evidenced by pre/post testing given at the beginning and at the end of the fourth quarter reporting period.
2	Post-test cumulative results indicate 42 of 46 (92%) of resident children aged four and over demonstrated an average of 16% increase on their social behaviors and character values measurement form that was given at the beginning and the end of the fourth quarter reporting period.
3	Post-test cumulative results indicate 42 of 46 (92%) of resident children aged four and over demonstrated an average of 16% increase on their social behaviors and character values measurement form that was given at the beginning and the end of the fourth quarter reporting period.
4	Post test results indicate 41 of 46 (89%) of resident children increased their knowledge and skills in their academic performance.

Program Outcome Performance Key:
GREEN= Met Expectations
YELLOW= Partially Met Expectations
RED= Did Not Meet Expectations



Children's Services Advisory Committee

CSAC Quarterly Reporting - CSAC Year-End Reporting

End of Year Report Status: Submitted

End of Year Report Submission Details

Approved at the Board of Directors meeting on: 10/23/2023

Executive Director: Ellen T Wayne, Ed.D.

Board President: Mr. William E. Shannon, Esq.

Board Treasurer: Vito Gendusa

Submission Confirmation Email Sent To: rbireley@ccdpc.org

Submitted By: Renee Bireley on 10/23/2023 at 10:16 AM (CST)

Catholic Charities of the Diocese of Palm Beach, Inc.

PROGRAM SUMMARY

Agency Name Catholic Charities of the Diocese of Palm Beach, Inc.

Program Name Samaritan Center

Brief Program Description

The Samaritan Center adult resident's are taught the importance of wellness through parenting skills workshops for their child(ren) to include medical, dental, mental health and development needs, in addition to meeting their basic needs of food clothing and shelter. The requested funding provided partial salary reimbursement for the program's Children's Coordinator and the Case Manager positions. All children ages 4-17 are expected to meet with the Children's Coordinator. During the meetings, the children went over Health and Safety, Character Development and other age appropriate topics pertaining to the group. Even though the children meet weekly with the CC, all parents also meet to discuss academic status in school therefore increasing parental support and participation in their children's learning. During the meeting, if any academic struggles were identified, tutors were enlisted. A summary of each meeting was shared with the administrative team at a weekly Treatment Team.

Catholic Charities of the Diocese of Palm Beach, Inc. - Samaritan Center

Financial Information

	Draw Down
CSAC Specific Budget	35,344.00
CSAC Specific Actual	35,344.00
CSAC Specific Actual %	100.00

Catholic Charities of the Diocese of Palm Beach, Inc. - Samaritan Center

PROGRAM OUTCOMES & ACTIVITIES

CSAC Expected Outcomes

Expected Outcome /Change (Focus Area):

During the contract year 20 of 23 (85%) resident adults will demonstrate a 10% or greater increase in their knowledge and skills in the area of positive parenting as evidenced through pre and post-assessments conducted at the beginning and the end of each eight-week session.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Result: Post-test cumulative results indicate 23 of 24 (95%) of resident adults increased their knowledge in the area of positive parenting by an average of 47% as evidenced by pre/post testing given at the beginning and at the end of the fourth quarter reporting period.

Expected Outcome /Change (Focus Area):

During the contract year, 44 of 52 (85%) resident children will demonstrate a 5% or greater increase on their self-esteem assessment administered at the beginning and the end of each eight-week training course.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Result: Post-test cumulative results indicate 42 of 46 (92%) of resident children aged four and over demonstrated an average of 16% increase on their social behaviors and character values measurement form that was given at the beginning and the end of the fourth quarter reporting period.

Expected Outcome /Change (Focus Area):

During the contract year, 44 of 52 (85%) resident children will demonstrate a 10% or greater increase on their social behaviors and character values measurement form assessment administered at the beginning and the end of each eight-week training course.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Result: Post-test cumulative results indicate 42 of 46 (92%) of resident children aged four and over demonstrated an average of 16% increase on their social behaviors and character values measurement form that was given at the beginning and the end of the fourth quarter reporting period.

Expected Outcome /Change (Focus Area):

During the contract year, 44 of 52 (85%) resident children will increase their knowledge and skills in the area of academic performance.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Result: Post test results indicate 41 of 46 (89%) of resident children increased their knowledge and skills in their academic performance.

Catholic Charities of the Diocese of Palm Beach, Inc. - Samaritan Center

Program Demographics

Population Served

	Total	Goal	% of Goal
Individual Children	46	52	88
Individual Adults	24	23	104
Number of Families	22	22	100

Age

	Age
Preschool 0-4	18
Elementary 5-10	14
Middle School 11-14	7
High School 15-18	7
Young Adult 19-25	1
Adult 26-54	22
Senior 55+	1

Income

	Income Level
100% of poverty or below	70
101% to 150% of poverty	0
Between 150% and 200% of FPL	0
Unknown	0

Ethnicity

	Ethnicity
Asian	0
American Indian	0
Black / African American	29

	Ethnicity
Hispanic / Latino	14
Pacific Islander	0
White	21
Multi-Racial	6
Unknown	0

Location

	Zip Code
32948	13
32958	0
32960	35
32962	0
32963	0
32967	6
32968	0
Unknown	16

CHILDCARE RESOURCES OF INDIAN RIVER

CHILDREN IN CENTERS

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.

Population Served				Utilization	
	Total	Goal	% of Goal		
Children	172	159	108%	Budget	\$250,000
Adults				Actual	\$250,000
Families				Actual %	100%

Outcome Performance	
1	84% of children with program completion (children who receive both a fall and spring assessment) had increased readiness skills, as indicated by the ASQ.
2	100% of children with program completion (children who receive both a fall 2022 and spring 2023 assessment) and who were determined by school leadership to need intervention were referred to their pediatrician for recommendation of early intervention services. Forty-two children were referred to their pediatrician for early intervention services. Of the forty-two children referred, all are receiving services or awaiting service approval.
3	100% of children received a developmental screen using the Ages & Stages Questionnaire (ASQ) during the 2022-2023 school year.

Program Outcome Performance Key:
GREEN = Met Expectations
YELLOW = Partially Met Expectations
RED = Did Not Meet Expectations



CHILDCARE RESOURCES OF INDIAN RIVER

COMMUNITY AND FAMILY SERVICES

The professional development program provides the education and support early educators need in order to implement strategies that create an atmosphere most conducive to early learning. The program included four workshops with technical assistance, on-site coaching, Conscious Discipline Immersion Program, center director support, and a higher education 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 was assigned, and treatment plans were implemented.

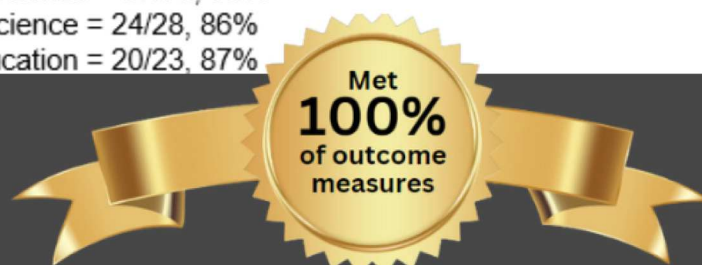
Population Served				Utilization	
	Total	Goal	% of Goal		
Children	6	9	66%	Budget	\$134,536.00
Adults	294	288	102%	Actual	\$133,696.38
Families				Actual %	99.4%

Outcome Performance

1	<p>There was an average knowledge gain of 79% among professional development workshop participants as demonstrated in pre-workshop and post-workshop test scores.</p> <ul style="list-style-type: none"> Levels of Child Engagement in Play and Emergent Literacy (102 educators participated) Simple Interactions (118 educators participated) Parent Engagement and the Five Languages of Appreciation (68 educators participated) Supporting Neurodiversity (142 educators participated)
2	<p>As of 9/30/2023, 6 children and 10 adults, parents or another adult in the household enrolled in the Childcare Resources program were referred for therapy to the Mental Health Association.</p> <ul style="list-style-type: none"> 3 adults continued services. 1 child continued services. 3 adults chose not to follow through with the referral. 4 children (parents) did not follow through with the referral. 3 adults chose to discontinue services. 1 adult discharged from services. 1 child discharged from services.
3	<p>Ten early education teachers participated in coaching during the 2022-2023 academic year.</p> <ul style="list-style-type: none"> 6 teachers maintained in one domain and improved in two domains. 1 teacher maintained in two domains and improved in one domain. 1 teacher decreased in one domain, maintained in one domain, and improved in one domain. 1 teacher maintained in all three domains. 1 teacher improved in all three domains.
4	<p>Program Totals for 22/23 grant year course completion:</p> <ul style="list-style-type: none"> Florida Childcare Professional Credential (FCCPC) = 44/50, 88% Director's Credential = 18/18, 100% Associate in Science = 67/70, 96% Bachelor of Science = 24/28, 86% Master of Education = 20/23, 87%

Program Outcome Performance Key:

- GREEN = Met Expectations
- YELLOW = Partially Met Expectations
- RED = Did Not Meet Expectations



Children's Services Advisory Committee

CSAC Quarterly Reporting - CSAC Year-End Reporting

End of Year Report Status: Submitted

End of Year Report Submission Details

Approved at the Board of Directors meeting on: 5/16/2023

Executive Director: Shannon McGuire Bowman

Board President: Jennifer Peshke

Board Treasurer: Kyle Thurn

Submission Confirmation Email Sent To: sophia@childcareresourcesir.org

Submitted By: Sophia Olsinski on 10/26/2023 at 1:18 PM (CST)

Childcare Resources of Indian River

PROGRAM SUMMARY

Agency Name Childcare Resources of Indian River
Program Name Children in Centers; Community and Family Services

Brief Program Description

Children in Centers

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.

Community and Family Services

The professional development program provides the education and support early educators need in order to implement strategies that create an atmosphere most conducive to early learning. The program included four workshops with technical assistance, on-site coaching, Conscious Discipline Immersion Program, center director support, and a higher education 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 was assigned, and treatment plans were implemented.

Childcare Resources of Indian River - Children in Centers

Financial Information

	Draw Down
CSAC Specific Budget	250,000.00
CSAC Specific Actual	250,000.00
CSAC Specific Actual %	100.00

Childcare Resources of Indian River - Children in Centers

PROGRAM OUTCOMES & ACTIVITIES

CSAC Expected Outcomes

Expected Outcome /Change (Focus Area):

The Ages and Stages Questionnaire (ASQ) will be administered each fall (baseline) and spring (growth/area of change) to assess and monitor each child's developmental progress as it relates to the pre-learning skills necessary for kindergarten success and beyond.

Indicator Measurements (Evidence):

Increased readiness skills for kindergarten (pre, post-testing, or evaluation) as indicated by the ASQ.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

84% of children with program completion (children who receive both a fall and spring assessment) had increased readiness skills, as indicated by the ASQ.

Expected Outcome /Change (Focus Area):

Children will be referred to their pediatrician for a recommendation of early intervention services (PT, OT, Speech, and other), as determined by school leadership, on a case-by-case basis (target population) to increase (direction of change) the child's functionality to a developmentally appropriate range (area of change) throughout the school year.

Indicator Measurements (Evidence):

100% of children with program completion (children who receive both a fall and spring assessment) and who were determined by school leadership to be in need of intervention were referred to their pediatrician for recommendation of early intervention services.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

100% of children with program completion (children who receive both a fall 2022 and spring 2023 assessment) and who were determined by school leadership to need intervention were referred to their pediatrician for recommendation of early intervention services. Forty-two children were referred to their pediatrician for early intervention services. Of the forty-two children referred, all are receiving services or awaiting service approval.

Expected Outcome /Change (Focus Area):

The Ages and Stages Questionnaire (ASQ) will be administered each fall (baseline) and spring (growth) to assess and monitor each child's developmental progress.

Indicator Measurements (Evidence):

100% of children will receive a developmental screen using the Ages & Stages Questionnaire

(ASQ)

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

100% of children received a developmental screen using the Ages & Stages Questionnaire (ASQ) during the 2022-2023 school year.

Childcare Resources of Indian River - Children in Centers

Program Demographics

Population Served

	Total	Goal	% of Goal
Individual Children	172	159	108
Individual Adults			
Number of Families			

Age

	Age
Preschool 0-4	172
Elementary 5-10	
Middle School 11-14	
High School 15-18	
Young Adult 19-25	
Adult 26-54	
Senior 55+	

Income

	Income Level
100% of poverty or below	29
101% to 150% of poverty	13
Between 150% and 200% of FPL	65
Unknown	65

Ethnicity

	Ethnicity
--	------------------

Asian	3
American Indian	0
Black / African American	29
Hispanic / Latino	11
Pacific Islander	
White	81
Multi-Racial	48
Unknown	

Location

	Zip Code
32948	3
32958	32
32960	45
32962	45
32963	0
32967	29
32968	18
Unknown	

Childcare Resources of Indian River - Community & Family Services

Financial Information

	Draw Down
CSAC Specific Budget	134,536.00
CSAC Specific Actual	133,696.38
CSAC Specific Actual %	99.40

Childcare Resources of Indian River - Community & Family Services

PROGRAM OUTCOMES & ACTIVITIES

CSAC Expected Outcomes

Expected Outcome /Change (Focus Area):

Early Childhood Development: Early educators will improve their knowledge in the workshop subject area by 70 percent, as demonstrated in pre-workshop and post-workshop test scores.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Levels of Child Engagement in Play and Emergent Literacy, presented by Alan Guttman, was held on October 10, 2022. One hundred and two educators participated.

Simple Interactions, presented by Dr. Dana Winters, was held on February 11th, 2023. One hundred eighteen educators participated.

Parent Engagement and the Five Languages of Appreciation, presented by Rhonda Meyers, was held on April 4th, 2023. Sixty-eight educators participated.

Supporting Neurodiversity, presented by Kristen Balhoff, was held on August 26th, 2023. One hundred and forty-two educators participated.

There was an average knowledge gain of 79% among professional development workshop participants as demonstrated in pre-workshop and post-workshop test scores.

Expected Outcome /Change (Focus Area):

Adults and children who participate in five or more counseling sessions will show improvement. (*Outcome and indicator measurements provided by the Mental Health Association or other health care provider as deemed appropriate)

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

As of 9/30/2023, 6 children and 10 adults, parents or another adult in the household enrolled in the Childcare Resources program were referred for therapy to the Mental Health Association.

- 3 adults continued services.
- 1 child continued services.
- 3 adults chose not to follow through with the referral.
- 4 children (parents) did not follow through with the referral.
- 3 adults chose to discontinue services.
- 1 adult discharged from services.
- 1 child discharged from services.

Expected Outcome /Change (Focus Area):

Early Childhood Development: Coaching program, utilization of the University of Florida Lastinger Center methodology will show improvement in teacher-classroom interactions.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Ten early education teachers participated in coaching during the 2022-2023 academic year.

- 6 teachers maintained in one domain and improved in two domains.
- 1 teacher maintained in two domains and improved in one domain.
- 1 teacher decreased in one domain, maintained in one domain, and improved in one domain.
- 1 teacher maintained in all three domains.
- 1 teacher improved in all three domains.

Expected Outcome /Change (Focus Area):

Early Childhood Development: Participants in the Higher Education Program for Early Educators' success will be measured using course completion rates.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Program Totals for 22/23 grant year course completion:

- Florida Childcare Professional Credential (FCCPC) = 44/50, 88%
- Director's Credential = 18/18, 100%
- Associate in Science = 67/70, 96%
- Bachelor of Science = 24/28, 86%
- Master of Education = 20/23, 87%

Childcare Resources of Indian River - Community & Family Services

Program Demographics

Population Served

	Total	Goal	% of Goal
Individual Children	6	9	66
Individual Adults	294	288	102
Number of Families			

Age

	Age
Preschool 0-4	2
Elementary 5-10	2
Middle School 11-14	
High School 15-18	2
Young Adult 19-25	27
Adult 26-54	194
Senior 55+	73

Income

	Income Level
100% of poverty or below	39
101% to 150% of poverty	41
Between 150% and 200% of FPL	55
Unknown	165

Ethnicity

	Ethnicity
Asian	9
American Indian	2
Black / African American	31
Hispanic / Latino	67
Pacific Islander	0
White	176
Multi-Racial	3
Unknown	12

Location

	Zip Code
32948	3
32958	43
32960	132
32962	35
32963	6
32967	29
32968	52
Unknown	40

CHILDREN'S HOME SOCIETY

TEEN LIFE CHOICES

Teen Life Choices (TLC) serves youth ages 10 - 18 years old, targeting prevention of teen pregnancy and the promotion of healthy lifestyles in a group setting. Abstinence only programs are used in the middle schools to help students develop skills to resist pressures to become sexually active. Students participate in role-play to practice assertiveness techniques. Parents are involved through a take-home assignment intended to open lines of communication. High school teens explore the potential physical, social, emotional and financial consequences of teen parenthood through our "Baby Think It Over" program. Other health education topics focusing on healthy life styles and decision making are presented in schools, churches and community groups.

Population Served				Utilization	
	Total	Goal	% of Goal		
Children	933	1000	93%	Budget	\$30,000
Adults				Actual	\$30,000
Families				Actual %	100%

Outcome Performance	
1	Postponing Sexual Involvement is a curriculum that addresses more of the lower middle school youth who become quite engaged in the questions and answers. During this presentation they learn about relationships and unfortunately will state in their surveys that they now know that they are in a bad relationship. Pre and post test scores indicated that 80% of the youth who received this presentation increased their knowledge of postponing sexual involvement (PSI) skills.
2	Participating youth received presentation of Baby Think It Over many of which were able to have an electronic baby for a week end to experience what it is like to have a baby to care for. 89% of the youth through the completion of their pre and posttests stated that they had increased their knowledge of the emotional, physical, psychological, social and financial consequences of teen parenthood and how that could impact their future if they chose to follow that path.
3	For the presentations of Postponing Sexual Involvement and When Dating Turns Dangerous, youth were provided the curriculum by TLC staff. 85% of the participating youths reporting that they have increased their skills in resisting negative peer pressure and unsafe activities.

Program Outcome Performance Key:
GREEN= Met Expectations
YELLOW= Partially Met Expectations
RED= Did Not Meet Expectations



CHILDREN'S HOME SOCIETY

DODGERTOWN SCHOOL

PARTNERSHIP

Using an evidence-based model of community partnerships, and maximum student success, Dodgertown CPS empowers students, strengthens parent involvement, and supports community stability. The services provided by Dodgertown CPS are provided on-site and at partner facilities (i.e. health care services at TCCH, tutoring at GYAC, etc.). The program services are available throughout the school day during the school year, during extended / afterschool school hours, and over the summer months.

Population Served				Utilization	
	Total	Goal	% of Goal		
Children	70	70	100%	Budget	\$37,500
Adults				Actual	\$37,500
Families				Actual %	100%

Outcome Performance	
1	There were 75 total who received tutoring, however, 5 were not students of Dodgertown in the previous school year, and no earlier data is available. Therefore, the baseline for this is 70. Of the 70 students served, 62 of the students showed an increase in their overall math scores, from Quarter 1 to Quarter 4, for an overall improvement of 88%. We are so pleased to announce that 42 of the students served achieved the 10% learning gain improvement.
2	There were 75 total who received tutoring, however, 5 were not students of Dodgertown in the previous school year, and no earlier data is available. Therefore, the baseline for this is 70. Of the 70 students served, 65 of the students increased in their overall English Language Arts scores, from quarter 1 to quarter 4, for an overall improvement of 93%. We are so pleased to announce that 24 of the students served achieved the 10% learning gain improvement.
3	<p>The School District of Indian River School no longer utilizes the Social and Emotional Learning skills assessment. However, the Expanded Learning Coordinator has a list of 14 students identified as needing additional behavioral interventions. All 14 students have been referred to a provider, ten of the student's parents have accepted the service referral, the other 4 declined services. The coordinator will continue working with school administration, and the wellness team to engage the parents.</p> <p>ATTENDANCE DATA - The Quarter 1 average attendance rate of students who receive after school tutoring is listed as 91%. The Quarter 4 average attendance rate of students who receive after school tutoring is listed as 95%. It is important to note that Quarter 4 average attendance rate is skewed based on the way the reporting system is programmed.</p> <p>BEHAVIOR DATA - The Quarter 4 discipline data for students who receive after school tutoring is 14 discipline incidents. That is a 26% reduction in students that received discipline referrals from the previous reporting period.</p>

Program Outcome Performance Key:
GREEN= Met Expectations
YELLOW= Partially Met Expectations
RED= Did Not Meet Expectations



Children's Services Advisory Committee

CSAC Quarterly Reporting - CSAC Year-End Reporting

End of Year Report Status: Submitted

End of Year Report Submission Details

Approved at the Board of Directors meeting on: 10/4/2023

Executive Director: Sabrina Barnes

Board President: Stephanie Womack

Board Treasurer: Barbara McDonald CFO serves as statewide

Submission Confirmation Email Sent To: robin.neese@chsfl.org

Submitted By: Robin Neese on 10/27/2023 at 3:16 PM (CST)

Children's Home Society of Treasure Coast

PROGRAM SUMMARY

Agency Name Children's Home Society of Treasure Coast

Program Name Teen Life Choices/ Dodgertown Community Partnership School

Brief Program Description

Teen Life Choices (TLC) serves youth ages 10 - 18 years old, targeting prevention of teen pregnancy and the promotion of healthy lifestyles in a group setting. Abstinence only programs are used in the middle schools to help students develop skills to resist pressures to become sexually active. Students participate in role-play to practice assertiveness techniques. Parents are involved through a take-home assignment intended to open lines of communication. High school teens explore the potential physical, social, emotional and financial consequences of teen parenthood through our "Baby Think It Over" program. Other health education topics focusing on healthy life styles and decision making are presented in schools, churches and community groups.

Using an evidence-based model of community partnerships, and maximum student success, Dodgertown CPS empowers students, strengthens parent involvement, and supports community stability. The services provided by Dodgertown CPS are provided on-site and at partner facilities (i.e. health care services at TCCH, tutoring at GYAC, etc.). The program services are available throughout the school day during the school year, during extended / afterschool school hours, and over the summer months.

Children's Home Society of Treasure Coast - Dodgertown Elementary, a Community Partnership School

Financial Information

	Draw Down
CSAC Specific Budget	37,500.00
CSAC Specific Actual	37,500.00
CSAC Specific Actual %	100.00

PROGRAM OUTCOMES & ACTIVITIES

CSAC Expected Outcomes

Expected Outcome /Change (Focus Area):

To increase (direction) measurable gains in math (area of change) for students who receive after school tutoring (target population) by 10% (degree of change) in one year (time frame) as reported by the 2024-2024 iReady scores - standardized assessment measuring growth for the academic year (as measured by). Baseline: 2023-2023 iReady scores for students receiving tutoring.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

During the fourth quarter of the grant cycle 2022-2023 128 Dodgertown Elementary School students participated in Expanded Learning activities which include afterschool mentoring and tutoring. There were 75 total who received tutoring however 5 were not students of Dodgertown in the previous school year, and no earlier data is available. Therefore the baseline for this is 70. Of the 70 students served 62 of the students showed an increase in their overall scores, from Quarter 1 to Quarter 4, for an overall improvement of 88%. We are so pleased to announce that 42 of the students served achieved the 10% learning gain improvement.

Expected Outcome /Change (Focus Area):

To increase (direction) measurable gains in English Language Arts (area of change) for students who receive after-school tutoring (target population) by 10% (degree of change) in one-year (time frame) as reported by the 2024-2024 iReady scores (as measured by). Baseline: 2023-2023 iReady scores for students receiving tutoring.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

During the fourth quarter of the grant cycle 2022-2023 141 Dodgertown Elementary School students participated in Expanded Learning activities which include afterschool mentoring and tutoring. There were 75 total who received tutoring however 5 were not students of Dodgertown in the previous school year, and no earlier data is available. Therefore the baseline for this is 70. Of the 70 students served 65 of the students increased in their overall scores, from quarter 1 to quarter 4, for an overall improvement of 93%. We are so pleased to announce that 24 of the student served achieved the 10% learning gain improvement.

Expected Outcome /Change (Focus Area):

CPS will increase the ability to manage attendance, and behavioral for students served by the CPS (target population) by 10% (degree of change) in one year (time frame) as reported by the 2023-2024 school attendance and behavioral referral record.(as measured by)

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

During the fourth quarter of the grant cycle, 141 Dodgertown Elementary School students participated in Expanded Learning activities. The School District of Indian River School no longer utilizes the Social and Emotional Learning skills assessment. However, the Expanded Learning Coordinator has a list of 14 students identified as needing additional behavioral interventions. All 14 students have been referred to a provider, ten of the student’s parents have accepted the service referral, the other 4 declined services. The coordinator will continue working with school administration, and the wellness team to engage the parents.

ATTENDANCE DATA

The Quarter 1 average attendance rate of students who receive after school tutoring is listed as 91%. The Quarter 4 average attendance rate of students who receive after school tutoring is listed as 95%. It is important to note that Quarter 4 average attendance rate is skewed based on the way the reporting system is programmed.

BEHAVIOR DATA

The Quarter 4 discipline data for students who receive after school tutoring is 14 discipline incidents. That is a 26% reduction in students that received discipline referrals from the previous reporting period.

Children's Home Society of Treasure Coast - Dodgertown Elementary, a Community Partnership School

Program Demographics

Population Served

	Total	Goal	% of Goal
Individual Children	70	70	100
Individual Adults	0	0	100
Number of Families	0	0	100

Age

	Age
Preschool 0-4	0
Elementary 5-10	37
Middle School 11-14	33
High School 15-18	0
Young Adult 19-25	0
Adult 26-54	0
Senior 55+	0

Income

	Income Level
100% of poverty or below	0
101% to 150% of poverty	0
Between 150% and 200% of FPL	0
Unknown	70

Ethnicity

	Ethnicity
Asian	0
American Indian	0
Black / African American	36
Hispanic / Latino	15
Pacific Islander	0
White	12
Multi-Racial	5
Unknown	2

Location

	Zip Code
32948	0
32958	0
32960	9
32962	0
32963	0
32967	59
32968	0
Unknown	2

Children's Home Society of Treasure Coast - Teen Life Choices

Financial Information

	Draw Down
CSAC Specific Budget	30,000.00
CSAC Specific Actual	30,000.00

	Draw Down
CSAC Specific Actual %	100.00

Children's Home Society of Treasure Coast - Teen Life Choices

PROGRAM OUTCOMES & ACTIVITIES

CSAC Expected Outcomes

Expected Outcome /Change (Focus Area):

To increase knowledge of Postponing Sexual Involvement (PSI) skills in 65% of participating teens and preteens upon completion of PSI curriculum as reported by Post-test scores. Baseline: Pre-Tests scores of participating students

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Postponing Sexual Involvement is a curriculum that addresses more of the lower middle school youth who become quite engaged in the questions and answers. During this presentation they learn about relationships and unfortunately will state in their surveys that they now know that they are in a bad relationship. Pre and post test scores indicated that 80% of the youth who received this presentation increased their knowledge of postponing sexual involvement (PSI) skills.

Expected Outcome /Change (Focus Area):

To increase the knowledge of the emotional, physical, psychological, social and financial consequences of teen parenthood - of teen students by 75% after participating in Teen Life Choices presentations of the Baby Think It Over program as reported by Post-tests. Baseline: Pre-tests given to teen students before the presentation of educational material.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Participating youth received presentation of Baby Think It Over many of which were able to have an electronic baby for a week end to experience what it is like to have a baby to care for. 89% of the youth through the completion of their pre and post tests stated that they had increased their knowledge of the emotional , physical ,psychological, social and financial consequences of teen parenthood and how that could impact their future if they chose to follow that path.

Expected Outcome /Change (Focus Area):

To increase participating children’s skills to resist negative peer pressure and unsafe activities by at least 75% from baseline through the use of “Postponing Sexual Involvement” and “When Dating Turns Dangerous” curriculum as measured by pre and post-test at the completion of the course.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

For the presentations of Postponing Sexual Involvement and When Dating Turns Dangerous , youth were provided the curriculum by TLC staff. 85% of the participating youths reporting that they have increased their skills in resisting negative peer pressure and unsafe activities.

Children's Home Society of Treasure Coast - Teen Life Choices

Program Demographics

Population Served

	Total	Goal	% of Goal
Individual Children	933	1,000	93
Individual Adults	0	0	0
Number of Families	0	0	0

Age

	Age
Preschool 0-4	0
Elementary 5-10	0
Middle School 11-14	433
High School 15-18	500
Young Adult 19-25	0
Adult 26-54	0
Senior 55+	0

Income

	Income Level
100% of poverty or below	0
101% to 150% of poverty	0
Between 150% and 200% of FPL	0
Unknown	933

Ethnicity

	Ethnicity
Asian	0

	Ethnicity
American Indian	1
Black / African American	194
Hispanic / Latino	191
Pacific Islander	17
White	389
Multi-Racial	0
Unknown	141

Location

	Zip Code
32948	
32958	
32960	
32962	
32963	
32967	
32968	
Unknown	933

2
2
-
2
3

CROSSOVER MISSION, INC

BUILDING THE FUTURE OF CROSSOVER MISSION

Crossover Mission helps Indian River County youth, ages 8-22, who need us most, both boys and girls, through a program of year-round basketball, one-to-one academic mentoring, and evidence-based life-skills programming. Included in the Crossover program is a subset of high-risk student athletes who continue to display disruptive behaviors and experience ongoing low academic achievement. Each student athlete at Crossover is assigned a dedicated team and is evaluated weekly. Interventions may include up to four additional mentoring days per week, ongoing communication with parents, teachers, coaches, and other school staff, training in self-advocacy, support in testing/development of Individualized Education Plans (when needed), additional support with transportation, medical, and legal issues, and in cases of imminent school dropout, access to an independent study program administered on-site at Crossover that as of the 2023-2024 school year is a stand-alone program. Increasing access to college and vocational training opportunities among Crossover students and their families is also provided through our College Bound & Career Readiness program.

Population Served				Utilization	
	Total	Goal	% of Goal		
Children	125	115	109%	Budget	\$85,000
Adults				Actual	\$85,000
Families				Actual %	100%

Outcome Performance	
1	In averaging the four quarters of data collected for this specific outcome, 83% of all Crossover student athletes had no behavior referrals or school suspensions.
2	An average of all four quarters across this reporting period found that 93% of all student athletes at Crossover earned at least a 2.0 GPA each quarter. At Crossover, a student athlete's grades are monitored continuously in order to assess progress and in numerous cases, helps us determine if an intervention needs to be performed, whether that is on-site at Crossover, at school, or most common, a collaboration between Crossover, the family, and the school.
3	In averaging data from the four quarters in this reporting period, 76% of all enrolled Crossover student athletes had less than three unexcused absences per quarter in actively participating in and engaging with Crossover's academic enrichment, athletic, and life-skills programming.
4	For this outcome, we report two figures: one a percentage for Crossover student athletes free of the Juvenile Justice System and second, a separate percentage for those with any known gang involvement/school enrollment. In analyzing the average of data collected for these outcomes over the full reporting period, we found that 99% of Crossover student athletes were free of the Juvenile Justice System and 100% of Crossover student athletes had no known gang involvement and were enrolled in school.

Program Outcome Performance Key:
GREEN - Met Expectations
YELLOW - Partially Met Expectations
RED - Did Not Meet Expectations



Children's Services Advisory Committee

CSAC Quarterly Reporting - CSAC Year-End Reporting

End of Year Report Status: Submitted

End of Year Report Submission Details

Approved at the Board of Directors meeting on: 9/28/2023

Executive Director: Catherine DeSchouwer

Board President: Bradley Lorimier

Board Treasurer: Thomas Piper III

Submission Confirmation Email Sent To: cdeschouwer@crossovermission.com

Submitted By: Catherine DeSchouwer on 10/27/2023 at 9:58 AM (CST)

Crossover Mission, Inc.

PROGRAM SUMMARY

Agency Name Crossover Mission, Inc.

Program Name Building the Future of Crossover Mission

Brief Program Description

Crossover Mission helps Indian River County youth, ages 9-22, who need us most, both boys and girls, through a program of year-round basketball, one-to-one academic mentoring, and evidence-based life-skills programming. Included in the Crossover program is a subset of high-risk student athletes who continue to display disruptive behaviors and experience ongoing low academic achievement. Each student athlete at Crossover is assigned a dedicated team and is evaluated weekly. Interventions may include up to four additional mentoring days per week, ongoing communication with parents, teachers, coaches, and other school staff, training in self advocacy, support in testing/development of Individualized Education Plans (when needed), additional support with transportation, medical, and legal issues, and in cases of imminent school drop out, access to an independent study program administered on-site at Crossover that as of the 2023-2024 school year is a stand-alone program. Increasing access to college and vocational training opportunities among Crossover students and their families is also provided through our College Bound & Career Readiness program.

Crossover Mission, Inc. - Building the Future of Crossover Mission

Financial Information

	Draw Down
CSAC Specific Budget	85,000.00
CSAC Specific Actual	85,000.00
CSAC Specific Actual %	100.00

Crossover Mission, Inc. - Building the Future of Crossover Mission

PROGRAM OUTCOMES & ACTIVITIES

CSAC Expected Outcomes

Expected Outcome /Change (Focus Area):

Quality remediation and enrichment programs that include a meaningful component of social/emotional skill building and academic instruction. 85% of all Crossover students will have no behavior referrals or school suspensions.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

In averaging the four quarters of data collected for this specific outcome, 83% of all Crossover student athletes had no behavior referrals or school suspensions.

Research suggests that positive behavior is linked with success in the classroom (e.g. GPA). Also, researchers have found there to be a correlation between positive classroom behavior and a student's perseverance, self-regulation, prudence, social intelligence, and hope (Wagner L, Ruch W. "Good character at school: positive classroom behavior mediates the link between character strengths and school achievement." *Front Psychol.* 2015 May 15).

As is the case with a minimum GPA of 2.0, positive behavior in the classroom is essential for a student athlete's eligibility to try out for the school basketball team. This, in turn, leads to even more benefits. According to a 2014 University of Kansas study, "athletes had higher percentages of days of school attended, higher graduation rates, higher assessment scores and lower dropout rates than non-athletes." Meanwhile, another study found that school sports participation was significantly associated with academic achievement, positive self-esteem, and other desirable outcomes (see Wretman 2017).

Expected Outcome /Change (Focus Area):

Quality remediation and enrichment programs that include a meaningful component of social/emotional skill building and academic instruction: 85% of all student athletes will earn a GPA greater than a 2.0 each quarter.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

An average of all four quarters across this reporting period found that 93% of all student athletes at Crossover earned at least a 2.0 GPA each quarter.

At Crossover, a student athlete's grades are monitored continuously in order to assess progress and in numerous cases, helps us determine if an intervention needs to be performed, whether that is on-site at Crossover, at school, or most common, a collaboration between Crossover, the family, and the school.

From a long-term perspective, good grades are shown to boost confidence, open the doors for youth to be the first in their families to attend a college, university, or vocational training program, be positioned to obtain scholarships, be attractive to employers (especially larger companies) for those directly entering the workforce after graduation from high school, and long-term, good grades influence lifetime earnings. Indeed, the benefits to earning a strong GPA are numerous, researchers have found (see, for instance, Lettau, J. "The Impact of Children's Academic Competencies and School Grades on their Life Satisfaction: What Really Matters?". *Child Ind Res* 14, 2171–2195 (2021).

At a minimum, a 2.0 GPA is required for a student athlete at Crossover to be eligible to try out for his/her school basketball team. As such, this outcome is a useful and evidence-based predictor linking formal participation in athletics with academic success. According to a 2014 University of Kansas study, "athletes had higher percentages of days of school attended, higher graduation rates, higher assessment scores and lower dropout rates than non-athletes." Meanwhile, another study found that school sports participation was significantly associated with academic achievement, positive self-esteem, and other desirable outcomes (see Wretman 2017).

Expected Outcome /Change (Focus Area):

Quality remediation and enrichment programs that include a meaningful component of social/emotional skill building and academic instruction: 90% of enrolled Crossover students will fully participate (less than three unexcused absences per quarter) in school-year Crossover activities.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

In averaging data from the four quarters in this reporting period, 76% of all enrolled Crossover student athletes had less than three unexcused absences per quarter in actively participating in and engaging with Crossover's academic enrichment, athletic, and life-skills programming.

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. In this grant's first reporting period, and even as we increased the percentage of student athletes with GPAs of 2.0 or higher, Crossover formalized the communications component of its attendance policy. At that point, all student athletes were required to call and complete an academic check in via phone or Zoom before receiving an excused absence. The purpose of the check in is to touch base with the student athlete, review grades, and provide academic support if necessary (all student athletes with failing grades have always been required to schedule times for tutoring and this population has never been an issue). Early on, some student athletes resisted this structural change in our communications requirement and the data for the outcome in this first period plunged and was an outlier to an overall positive trend during the remaining quarters. Throughout the grand period, we continued to emphasize accountability and consistent communication in order to improve our performance.

Students who attend Crossover regularly are more likely to receive the full impact of our program model and also, regularly attend school. School attendance is a critical predictor of students' outcomes. Regular attendance is linked to a higher academic performance; more varied work options and career-earnings potential; better opportunities for higher education; higher levels of civic engagement; and the cultivation of life skills that positively correlate to health and economic decisions. For a comprehensive literature review on school attendance, please see Patnode et al (2018).

Expected Outcome /Change (Focus Area):

Middle and High School programs that address risky behavior: 95% of Crossover students in middle and high school will remain free of the Juvenile Justice System, known gang involvement, and enrolled in school.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

For this outcome, we report two figures: one a percentage for Crossover student athletes free of the Juvenile Justice System and second, a separate percentage for those with any known gang involvement/school enrollment.

In analyzing the average of data collected for these outcomes over the full reporting period, we found that 99% of Crossover student athletes were free of the Juvenile Justice System and 100% of Crossover student athletes had no known gang involvement and were enrolled in school.

During the grant period and after an intensive intervention by Crossover during the period, one student athlete was arrested, will be released from the system on November 1, 2023, and then will be enrolled in the alternative school in Indian River County while living with his father. This young man is always welcome to re-enroll at Crossover in the future.

According to research conducted by, economists Anna Aizer (Brown University) and Joseph Doyle (MIT Sloan School of Management), "those incarcerated as a juvenile are 39 percentage points less likely to graduate from high school and are 41 percentage points more likely to have entered adult prison by age 25 compared with other public school students from the same neighbourhood. Once we include demographic controls, limit our comparison group to juveniles charged with a crime in court but not incarcerated, and exploit random assignment to judges, juvenile incarceration is estimated to decrease high school graduation by 13 percentage points and increase adult incarceration by 22 percentage points."

Crossover Mission, Inc. - Building the Future of Crossover Mission

Program Demographics

Population Served

	Total	Goal	% of Goal
Individual Children	125	115	100
Individual Adults	0	0	0
Number of Families	0	0	0

Age

	Age
Preschool 0-4	0
Elementary 5-10	20
Middle School 11-14	60
High School 15-18	45
Young Adult 19-25	0
Adult 26-54	0
Senior 55+	0

Income

	Income Level
100% of poverty or below	21
101% to 150% of poverty	48
Between 150% and 200% of FPL	29
Unknown	27

Ethnicity

	Ethnicity
Asian	0
American Indian	0
Black / African American	56
Hispanic / Latino	13
Pacific Islander	0
White	30
Multi-Racial	25
Unknown	1

Location

	Zip Code
32948	1
32958	15
32960	12
32962	33
32963	7
32967	29
32968	7
Unknown	

2 EDUCATION FOUNDATION

2 STEP INTO KINDERGARTEN

2 - 2 3 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.

Population Served				Utilization	
	Total	Goal	% of Goal		
Children	210	225	93%	Budget	\$136,182
Adults				Actual	\$136,182
Families				Actual %	100%

Outcome Performance	
1	<p>Baseline data was generated using pre-assessment at the start of the 2023 summer program during the 3rd quarter of the grant award. To note: The indicators for Social/Emotional Outcomes were "satisfactory" or "not satisfactory" based upon appropriate Kindergarten behavioral expectations. While many children did not exit STEP into K having met full Kindergarten behavioral readiness, a lot of progress was observed, especially in students with the most challenging behaviors. In the future, we will utilize a more specific and frequency-based rating scale to measure Social and Emotional growth and development.</p> <ul style="list-style-type: none"> Organizes Time, Tasks, and Materials - increased from 56% to 60%; 4% Growth Demonstrates Respect for Property, Self, and Others - increased from 65% to 69%; 4% Growth Works Cooperatively in Groups - increased from 63% to 66%; 3% Growth Actively Listens and Responds - increased from 54% to 56%; 2% Growth
2	<p>Baseline data was generated using a pre-assessment at the start of the 2023 summer program during the 3rd quarter of the grant award. To note: In support of the Kindergarten curriculum and the Science of Reading, the 2024 STEP into K program will focus on letter sound recognition prior to letter name recognition. Our assessment will reflect this shift in practice.</p> <ul style="list-style-type: none"> Uppercase Letter Identification [Goal: 20]- increased from 19.3 to 20.5 letters known; 6% Growth Lowercase Letter Identification [Goal: 20]- increased from 17 to 19.3 letters known; 12% Growth Initial Sounds [Goal: 5 points] - increased from 2.8 points to 3.6 points; 22% Growth Writing Name [Goal: 4 points]- increased from 3 points to 3.4 points; 12% Growth
3	<p>Baseline data was generated using a pre-assessment at the start of the 2023 summer program during the 3rd quarter of the grant award.</p> <ul style="list-style-type: none"> Count to 31 [Goal: Count to 21 without errors]- increased from 23 to 26.6; 10% Growth Identify Numbers to 20 [Goal: 20]- increased from 12.1 to 14.1 numbers known; 14% Growth

Program Outcome Performance Key:
 GREEN= Met Expectations
 YELLOW= Partially Met Expectations
 RED= Did Not Meet Expectations



Children's Services Advisory Committee

CSAC Quarterly Reporting - CSAC Year-End Reporting

End of Year Report Status: Submitted

End of Year Report Submission Details

Approved at the Board of Directors meeting on: 10/23/2023

Executive Director: Janet Knupp

Board President: Christina Jacobs

Board Treasurer: Brooke Flood

Submission Confirmation Email Sent To: Brooke.Flood@indianriverschools.org

Submitted By: Nate Bruckner on 10/25/2023 at 11:37 AM (CST)

Education Foundation of Indian River County, INC.

PROGRAM SUMMARY

Agency Name Education Foundation of Indian River County, INC.

Program Name STEP into Kindergarten

Brief 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 2nd, students attended this bridge program from June 5 to June 30, 2023. 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 as well as students with disabilities who would be assigned to a general education classroom for Kindergarten.

Education Foundation of Indian River County, INC. - STEP into Kindergarten

Financial Information

	Draw Down
CSAC Specific Budget	136,182.00
CSAC Specific Actual	136,182.00
CSAC Specific Actual %	100.00

Education Foundation of Indian River County, INC. - STEP into Kindergarten

PROGRAM OUTCOMES & ACTIVITIES

CSAC Expected Outcomes

Expected Outcome /Change (Focus Area):

Early Childhood Development - Students will demonstrate a 25% growth rate as measured by the pre- and post-social/emotional/behavioral progress rating.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Baseline data was generated using pre-assessment at the start of the 2023 summer program during the 3rd quarter of the grant award.

- Organizes Time, Tasks, and Materials - increased from 56% to 60%; 4% Growth
- Demonstrates Respect for Property, Self, and Others - increased from 65% to 69%; 4% Growth
- Works Cooperatively in Groups - increased from 63% to 66%; 3% Growth
- Actively Listens and Responds - increased from 54% to 56%; 2% Growth

To note: The indicators for Social/Emotional Outcomes were "satisfactory" or "not satisfactory" based upon appropriate Kindergarten behavioral expectations. While many children did not exit STEP into K having met full Kindergarten behavioral readiness, a lot of progress was observed, especially in students with the most challenging behaviors. In the future, we will utilize a more specific and frequency based rating scale to measure Social and Emotional growth and development.

Expected Outcome /Change (Focus Area):

Early Childhood Development - Students will demonstrate an increase of 15% on assessed literacy skills

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Baseline data was generated using a pre-assessment at the start of the 2023 summer program during the 3rd quarter of the grant award.

- Uppercase Letter Identification [Goal: 20 letters known]- increased from 19.3 to 20.5 letters known; 6% Growth
- Lowercase Letter Identification [Goal: 20 letters known]- increased from 17 to 19.3 letters known; 12% Growth
- Initial Sounds [Goal: 5 points] - increased from 2.8 points to 3.6 points; 22% Growth
- Writing Name [Goal: 4 points]- increased from 3 points to 3.4 points; 12% Growth

To note: In support of the Kindergarten curriculum and the Science of Reading, the 2024 STEP into K program will focus on letter sound recognition prior to letter name recognition. Our assessment will reflect this shift in practice.

Expected Outcome /Change (Focus Area):

Early Childhood Development - Students will demonstrate an increase of 15% on assessed mathematical skills.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Baseline data was generated using a pre-assessment at the start of the 2023 summer program during the 3rd quarter of the grant award.

- Count to 31 [Goal: Count to 21 without errors]- increased from 23 to 26.6; 10% Growth
- Identify Numbers to 20 [Goal: 20 numbers known]- increased from 12.1 to 14.1 numbers known; 14% Growth

Education Foundation of Indian River County, INC. - STEP into Kindergarten

Program Demographics

Population Served

	Total	Goal	% of Goal
Individual Children	210	225	93
Individual Adults			
Number of Families			

Age

	Age
Preschool 0-4	210
Elementary 5-10	
Middle School 11-14	
High School 15-18	
Young Adult 19-25	
Adult 26-54	
Senior 55+	

Income

	Income Level
100% of poverty or below	210
101% to 150% of poverty	

	Income Level
Between 150% and 200% of FPL	
Unknown	

Ethnicity

	Ethnicity
Asian	4
American Indian	
Black / African American	41
Hispanic / Latino	78
Pacific Islander	
White	78
Multi-Racial	9
Unknown	

Location

	Zip Code
32948	39
32958	34
32960	20
32962	31
32963	0
32967	61
32968	14
Unknown	11

ENVIRONMENTAL LEARNING CENTER

ELC'S STEAM EXPLORERS PROGRAM

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 after-school 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.

Population Served				Utilization	
	Total	Goal	% of Goal		
Children	227	375	61%	Budget	\$11,650
Adults				Actual	\$11,650
Families				Actual %	100%

Outcome Performance	
1	<p>Ninety-eight percent of participants reported increased confidence and interest in at least one STEAM domain. Across all five STEAM domains, nearly 40 percent of participants reported an increase in their confidence level post-program while nearly 30 percent increased their overall interest in learning the major STEAM domains. Survey data also shows 46 percent of participants increased their knowledge of environmental science and nearly 55 percent increased their knowledge of ecology. Overall, students reported the following across the various domains of STEAM:</p> <ul style="list-style-type: none"> • Aggregated % of students reported an increase in confidence: Science: 58%; Technology: 26%; Engineering: 47%; Art: 42%; Math: 19%; Average % confidence increase across all domains: 39% • Aggregated % of students reported an increase in interest: Science: 39%; Technology: 19%; Engineering: 30%; Art: 33%; Math: 19%; Average % confidence increase across all domains: 28%
2	<p>Sixty percent, rather than the goal of 75%, of participants reported in their pre-survey that they were interested in a STEAM career. 90% of participants identified themselves as having at least one character trait in common with a person working in STEAM, an increase from 82% on the pre-survey. Additionally, 60% of participants reported a better understanding of what a career in the STEAM fields entails. In the Draw-A-Scientist evaluation, post-survey data shows that 82% 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. While we did not meet the goal of seventy-five percent of students reporting an increase in their conceptual understanding of STEAM, we believe that a sixty percent increase is still quite an accomplishment.</p>
3	<p>90% of participants reported an increase in confidence that they have the skills needed to succeed in a STEAM career field, with 93% of participants indicating that they can achieve a career in a STEAM field. Ninety-six percent of participants reported that it was somewhat true, true, or very true that they planned on attending college, with almost 20% of participants reporting that they would be the first in their family to go to college.</p>
4	<p>Across all four program sites, data from K-2 cohorts show a 23% improvement of student-group content-based knowledge from the pre-survey to the post-survey. Survey data shows a 31% improvement in student-group content-based knowledge for the 3-5 cohorts from the same four program sites. Knowledge gain may be lower than expected as student pre-survey scores demonstrate a large initial knowledge base. Pre-survey results for three out of the five lessons show scores at or above 75% across all cohorts. Individual lesson data demonstrate knowledge gain; all but one cohort scored 75% or higher on post-surveys for five out of five lessons. ELC Educators report great student enthusiasm. Students were excited to learn and explore with ELC Educators. Several students were so enthused by their experience that they asked their adults to take them to the ELC for a visit that very weekend!</p>



Program Outcome Performance Key:
GREEN= Met Expectations
YELLOW= Partially Met Expectations
RED= Did Not Meet Expectations

Children's Services Advisory Committee

CSAC Quarterly Reporting - CSAC Year-End Reporting

End of Year Report Status: Submitted

End of Year Report Submission Details

Approved at the Board of Directors meeting on: 10/24/2023

Executive Director: Barbara Schlitt-Ford

Board President: Richard Brennan

Board Treasurer: Tarik Kawi

Submission Confirmation Email Sent To: sarap@DiscoverELC.org

Submitted By: Sara Piotter on 10/24/2023 at 11:06 AM (CST)

Environmental Learning Center

PROGRAM SUMMARY

Agency Name Environmental Learning Center

Program Name Environmental STEAM Explorers Program

Brief 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 after-school 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.

Environmental Learning Center - Environmental Learning Center's Environmental STEAM Explorers Program

Financial Information

	Draw Down
CSAC Specific Budget	11,650.00
CSAC Specific Actual	11,985.59

	Draw Down
CSAC Specific Actual %	1.03

Environmental Learning Center - Environmental Learning Center's Environmental STEAM Explorers Program

PROGRAM OUTCOMES & ACTIVITIES

CSAC Expected Outcomes

Expected Outcome /Change (Focus Area):

To increase interest in STEAM (Science, Technology, Engineering, Art, and Math) of participants in at least one domain for 75% participants after completion of the middle and high school three day program as measured by pre and post survey evaluation data. Baseline: Pre-survey evaluation completed by all participants prior to beginning the program.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

According to pre and post-survey data, 98 percent of participants reported increased confidence and interest in at least one STEAM domain. Across all five STEAM domains, nearly 40 percent of participants reported an increase in their confidence level post-program while nearly 30 percent increased their overall interest in learning the major STEAM domains. Survey data also shows 46 percent of participants increased their knowledge of environmental science and nearly 55 percent increased their knowledge of ecology. Overall, students reported the following across the various domains of STEAM:

Aggregated % of students reported an increase in confidence :

- Science: 58%
- Technology: 26%
- Engineering: 47%
- Art: 42%
- Math: 19%
- Average % confidence increase across all domains: 39%

Aggregated % of students reported an increase in interest:

- Science: 39%
- Technology: 19%
- Engineering: 30%
- Art: 33%
- Math: 19%
- Average % confidence increase across all domains: 28%

Expected Outcome /Change (Focus Area):

To increase conceptual understanding of what STEAM is and who can achieve in a STEAM career for 75% of participants after the completion of the middle and high school three-day program as measured by pre and post survey and Draw-A-Scientist evaluation data. Baseline: Pre-survey and Draw-A-Scientist evaluation completed by all participants prior to beginning the program.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

While 60 percent of participants reported in their pre-survey that they were interested in a STEAM career. Furthermore, 15 percent of participants reported a more defined career interest post program while 10 percent 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 changed their career interest from cosmetics to marine biology. On the post-survey, when asked to describe the character traits of a person working in STEAM, 90 percent of participants identified themselves as having at least one character trait in common with a person working in STEAM, an increase from 82 percent who identified themselves as having at least one character trait in common on the pre-survey. Additionally, 60 percent of participants reported a better understanding of what a career in the STEAM fields entails. In the Draw-A-Scientist evaluation, post-survey data shows that 82 percent 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.

Expected Outcome /Change (Focus Area):

To increase career-readiness skills, including teamwork, collaboration, and communication and self-confidence in STEAM career fields, for at least 50% of participants following the completion of the three-day middle and high school program as measured by pre and post assessment date. Baseline: Pre-assessment completed by all participants prior to the beginning of the program.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Survey results show that 90 percent of participants reported an increase in confidence that they have the skills needed to succeed in a STEAM career field, with 93 percent of participants indicating that they are able to achieve a career in a STEAM field. Ninety-six percent of participants reported that it was somewhat true, true, or very true that they planned on attending college, with almost 20 percent of participants reporting that they would be the first in their family to go to college.

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. While almost every cohort experiences challenges while canoeing, participant feedback highlights the impact these challenges create. One student reported on their survey feedback "...this program helped me with persistence and understanding that failure is a natural part of the process!" While participants may still be disappointed by failure, normalizing this conversation allows participants to better understand the value these experiences provide.

Expected Outcome /Change (Focus Area):

To 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 afterschool enrichment program as measured by pre and post assessment data. Baseline: Pre-assessment completed by all participants prior to beginning the program.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

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 to 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: Vero Beach Elementary, Dodgertown Elementary, Liberty Magnet, and Fellsmere Elementary. Each site included two cohorts/student groups, one K-2 group and one 3-5 group. Over the course of two 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 23 percent improvement of student-group content-based knowledge from the pre-survey to the post-survey. Survey data shows a 31 percent improvement in student-group content-based knowledge for the 3-5 cohorts from the same four program sites.

Knowledge gain may be lower than expected as student pre-survey scores demonstrate a large initial knowledge base. Pre-survey results for three out of the five lessons show scores at or above 75 percent across all K-2 cohorts. Learning gains were evident when comparing individual lessons. Instead of a 75 percent or better on three out of five lessons as reported on the pre-survey, all four K-2 cohorts scored 75 percent or better for four out of five lessons with two cohorts scoring 75 percent or better on all five lessons.

Like the K-2 cohorts, participants from the 3-5th grade cohorts had a fairly high knowledge base from the start, with three out of four cohorts receiving 75 percent or higher on three out of five lessons. Individual lesson data demonstrate knowledge gain; all but one cohort scored 75 percent or higher on post-surveys for five out of five lessons.

ELC Educators report great student enthusiasm. Students were excited to learn and explore with ELC Educators. Several students were so enthused by their experience that they asked their adults to bring them to the ELC for a visit that very weekend!

Environmental Learning Center - Environmental Learning Center's Environmental STEAM Explorers Program

Program Demographics

Population Served

	Total	Goal	% of Goal
Individual Children	227	375	61
Individual Adults			
Number of Families			

Age

	Age
Preschool 0-4	
Elementary 5-10	167
Middle School 11-14	60
High School 15-18	

	Age
Young Adult 19-25	
Adult 26-54	
Senior 55+	

Income

	Income Level
100% of poverty or below	
101% to 150% of poverty	
Between 150% and 200% of FPL	
Unknown	227

Ethnicity

	Ethnicity
Asian	
American Indian	
Black / African American	
Hispanic / Latino	
Pacific Islander	
White	
Multi-Racial	
Unknown	227

Location

	Zip Code
32948	8
32958	8
32960	13
32962	11
32963	1
32967	8
32968	5
Unknown	173

ECONOMIC OPPORTUNITIES COUNCIL

EARLY BIRD- ST. HELENS

Early Bird is a high-quality, comprehensive early childhood care and education program for at-risk, 2-year-old children from low-income families. Services provided in the Early Bird Program mirrors those provided to 2-year-olds and their families by the federally funded Early Head Start Program. The only difference is that Early Bird is privately funded. This Early Bird Program gives children with the most need an additional year of early childhood education to prepare them for kindergarten.

Population Served				Utilization	
	Total	Goal	% of Goal		
Children	16	16	100%	Budget	\$62,100
Adults				Actual	\$62,100
Families				Actual %	100%

Outcome Performance	
1	Currently 16 out of 16 parents/guardians have received parent-teacher conferences to close out the school year. Teachers provided the parents with information on their child's progress, summer activities, and additional information to transition to the Head Start program. The family advocates followed up with parents on the family goals. All families were able to complete their goals and a few families will continue to pursue their goals throughout the summer and the advocates will continue to monitor their progress doing the new school term.
2	We were able to maintain full enrollment of 16 children for the entire school term.
3	<p>All 16 children were assessed using the Ages and Stages Questionnaire. Results of the initial assessment indicated 12 of 16 children were meeting or exceeding expectations. Four children were diagnosed or have suspected delays as noted below:</p> <ul style="list-style-type: none"> • One of the children was diagnosed with ASD (Autism Spectrum Disorder) and currently receives speech, physical, and occupational therapy; also receives life skills training (eating, getting dressed, etc.) • Another child received an IEP (Individual Education Plan) and will start support services. • Two children are waiting on further evaluation from Early Steps to determine services needed.

Program Outcome Performance Key:
GREEN= Met Expectations
YELLOW= Partially Met Expectations
RED= Did Not Meet Expectations



Children's Services Advisory Committee

CSAC Reporting - CSAC Year-End Reporting

End of Year Report Status: Submitted

End of Year Report Submission Details

Approved at the Board of Directors meeting on: 5/18/2023

Executive Director: Angela Davis-Green

Board President: Grant Gillenwater

Board Treasurer: Leonard Frankel

Submission Confirmation Email Sent To: adavisgreen@eocofirc.net

Submitted By: Angela Davis-Green on 12/4/2023 at 10:43 AM (CST)

Economic Opportunities Council

PROGRAM SUMMARY

Agency Name Economic Opportunities Council

Program Name

Brief Program Description

Early Bird is a high-quality, comprehensive early childhood care and education program for at-risk, 2-year-old children from low-income families. Services provided in the Early Bird Program mirrors those provided to 2-year-olds and their families by the federally funded Early Head Start Program. The only difference is that Early Bird is privately funded. This Early Bird Program gives children with the most need an additional year of early childhood education to prepare them for kindergarten.

Economic Opportunities Council - Early Bird - St. Helen's

Financial Information

	Draw Down
CSAC Specific Budget	62,100.00
CSAC Specific Actual	62,100.00
CSAC Specific Actual %	100.00

Economic Opportunities Council - Early Bird - St. Helen's

PROGRAM OUTCOMES & ACTIVITIES

CSAC Expected Outcomes

Expected Outcome /Change (Focus Area):

By the end of the school year, 16 of 16 parents/guardians (100%) will increase their knowledge of early childhood growth and development and will be supported in achieving family goals, as

measured by reports obtained from ChildPlus monthly or as needed.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Expected Outcome /Change (Focus Area):

During the 22-23 school year, the program will maintain 16 at-risk, low-income children , age 2, and their families, will have access to high-quality early childhood development experiences in an early childhood setting which will prepare them to enter school ready to learn.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Expected Outcome /Change (Focus Area):

By the end of the 2022-2023 school year, at least 14 of the 16 children (87%) will improve their scores and meet or exceed developmental milestones for their age.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Economic Opportunities Council - Early Bird - St. Helen's

Program Demographics

Population Served

	Total	Goal	% of Goal
Individual Children	16	16	100
Individual Adults			
Number of Families			

Age

	Age
Preschool 0-4	16
Elementary 5-10	
Middle School 11-14	
High School 15-18	
Young Adult 19-25	

	Age
Adult 26-54	
Senior 55+	

Income

	Income Level
100% of poverty or below	14
101% to 150% of poverty	2
Between 150% and 200% of FPL	
Unknown	

Ethnicity

	Ethnicity
Asian	
American Indian	
Black / African American	12
Hispanic / Latino	
Pacific Islander	
White	4
Multi-Racial	
Unknown	

Location

	Zip Code
32948	
32958	
32960	
32962	4
32963	
32967	11
32968	1
Unknown	

FEED THE LAMBS ENRICHMENT PROGRAM, INC

AFTER SCHOOL TUTORING AND SUMMER CAMP

Feed the Lambs Enrichment Program, Inc. (FTL) provides several activities to address the needs of children (ages 6-14) with after school tutoring, counseling and one-on-one mentoring. The program provides educational support services to parents and children in elementary through middle school in Indian River County. FTL's summer programming continues After School activities and adds supervised recreation. The After School and Summer Camp programming were developed to improve scholastic abilities, build confidence and reduce the number of children being left alone without parental or other custodial care.

Population Served				Utilization	
	Total	Goal	% of Goal		
Children	111	88	126%	Budget	\$13,000
Adults	19	12	158%	Actual	\$13,000
Families				Actual %	100%

Outcome Performance	
1	100% of parents who received coaching from the Program Director helped their children improve their grades.
2	Summer Camp's creative methods of tutoring kept students engaged in improving academic performance. 100% of students progressed to the next grade. Maladaptive, risky behaviors were addressed quickly and positively. Behavioral options for resolving issues were presented. Over the summer, group interactions improved with mutual respect and more cooperation.
3	Students improved their ability to work collaboratively. They also learned to deal with adversity and to address problems appropriately. These results were achieved through team exercises, group creative activities, games and personal coaching by Coordinators and tutors.

Program Outcome Performance Key:
GREEN= Met Expectations
YELLOW= Partially Met Expectations
RED= Did Not Meet Expectations



Children's Services Advisory Committee

CSAC Quarterly Reporting - CSAC Year-End Reporting

End of Year Report Status: Submitted

End of Year Report Submission Details

Approved at the Board of Directors meeting on: 10/7/2023

Executive Director: John May

Board President: Marc Richard

Board Treasurer: Maria Zambigadis

Submission Confirmation Email Sent To: patriciajgeyer@gmail.com

Submitted By: Pat Geyer-Patton on 10/26/2023 at 10:49 PM (CST)

Feed the Lambs Enrichment Program, Inc.

PROGRAM SUMMARY

Agency Name Feed the Lambs Enrichment Program, Inc.

Program Name After School Tutoring and Summer Camp

Brief Program Description

Feed the Lambs Enrichment Program, Inc. (FTL) provides several activities to address the needs of children (ages 6-14) with after school tutoring, counseling and one-on-one mentoring. The program provides educational support services to parents and children in elementary through middle school in Indian River County.

FTL's summer programming continues After School activities and adds supervised recreation. The After School and Summer Camp programming were developed to improve scholastic abilities, build confidence and reduce the number of children being left alone without parental or other custodial care.

FTL also addresses risky behaviors through RRR (Respect, Responsibilities, and Rules) along with mentoring for children ages 6-12 and teens who are tutors, ages 13-17. This effort teaches respectful language and appropriate dress, responsibilities, and living within the rules as well as good health and hygiene, financial responsibility, and job seeking skills. Activities include speakers from local businesses and role models to encourage and empower the teens and young adults.

FTL also assists parents with math, reading and technology - P.I.E (Parents Improving Education). These Tutoring Activities were scheduled as 90-minute tutoring sessions held in the evenings. Gathering groups of parents wasn't working; so parents are tutored on an individual, as needed basis. The goal is for parents to increase their knowledge and learn how they can help their children with homework.

NOTE: Regarding the demographic section on Location - We know the location for all of our students. But, the "unknown" category reflects the number 13. This represents the fact that 13 of our students live in 5 Indian River County Zip codes that are not included on the list.

Feed the Lambs Enrichment Program, Inc. - Feed the Lambs Enrichment Programs, Inc

Financial Information

	Draw Down
CSAC Specific Budget	13,000.00
CSAC Specific Actual	13,000.00
CSAC Specific Actual %	100.00

Feed the Lambs Enrichment Program, Inc. - Feed the Lambs Enrichment Programs, Inc

PROGRAM OUTCOMES & ACTIVITIES

CSAC Expected Outcomes

Expected Outcome /Change (Focus Area):

Improve parent capacity to tutor their children.

80% of parents will improve through tutoring.

100% of participating parents will help their children improve their grades.

70% of Parents will improve their ability to use technology.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Parents who were offered assistance by Kenya agreed to be helped and most improved their personal skills. 100% of participating parents helped their children improve their grades.

Even when parents didn't understand the academic topics per se, the fact that they sat with their children and showed interest in their studies resulted in improving children's grades. Students also became timelier in submitting homework.

Most parents continued to rely on their children for the use of technology

One student was getting failing grades. She would come to Tutoring and lay down, refusing to do anything. Kenya worked with the mother who started to focus on her daughter's studies, come to school with her daughter, and ultimately get a job in Oslo Middle School to be close every day. The daughter's grades improved dramatically.

Expected Outcome /Change (Focus Area):

Summer Camp: Increase learning retention in 80% of students, decrease food insecurity in 100% of students and reduce the development of maladaptive behaviors in 90% of students

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Students reinforced their knowledge of academic topics through summer tutoring. 100% of students progressed to the next grade.

Creative methods for tutoring kept students engaged; for instance, math problems were calculated in chalk on the ground or solutions to problems were written on mirrors where the students could literally see themselves mastering their work.

No students were left hungry at camp. Healthy breakfasts, lunches and snacks were served each day. Extra food was brought in immediately if students were still hungry after a meal.

Maladaptive, risky behaviors were addressed quickly and positively. Coaching of students included presenting them with behavioral options for resolving issues and sitting down with all parties to the dispute to gain a full understanding of the situation. Tutor observations and parent feedback indicated improved behaviors continued in camp and at home.

A new program was initiated to address risky behaviors. The “Boys Will be Boys – Striving for Success” program was led by Executive Director, John May. It is continuing throughout the year along with a new “Girls Will be Girls – Seeking a Pathway to Fulfillment” program led by Kenya May.

Expected Outcome /Change (Focus Area):

Students will improve social skills, teamwork, collaboration and ability to handle adversity

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Most of the students have improved ability to work in teams.

All of the older students have increased skills in collaboration and coaching.

As needed, students have improved skills to deal with adversity or problems in an appropriate manner. These results were achieved during After-School Tutoring through students’ mutual support with homework exercises, and coaching by the Program Coordinator, Assistant and Tutors. As occasions of conflict or adversity occurred, the Program Coordinator would work individually with the students.

During Summer Camp, student team exercises, group creativity activities, and games enhanced students’ abilities to collaborate. In one water-filled balloon toss competition, students were not able to select their own partners despite their protests that they couldn’t win without their chosen companion. And adding to their frustration, older students were paired with much younger students. Kenya explained that the older participants should teach the younger students how to successfully toss the balloons without breaking them. Kenya often built lessons such as this into recreation, expanding students’ team/collaborative skills.

When problems occurred, the Program and Assistant Coordinators used each situation as a lesson in developing coping skills.

Group outings provided many opportunities for students to exhibit their ability to work together and to demonstrate socially acceptable behavior.

Older students helped younger students with tutoring, team activities and skill building as part of competitive games.

Program Demographics

Population Served

	Total	Goal	% of Goal
Individual Children	111	88	126
Individual Adults	19	12	158
Number of Families			

Age

	Age
Preschool 0-4	0
Elementary 5-10	71
Middle School 11-14	40
High School 15-18	
Young Adult 19-25	
Adult 26-54	19
Senior 55+	

Income

	Income Level
100% of poverty or below	130
101% to 150% of poverty	
Between 150% and 200% of FPL	
Unknown	

Ethnicity

	Ethnicity
Asian	1
American Indian	0
Black / African American	73
Hispanic / Latino	20
Pacific Islander	0
White	13
Multi-Racial	23
Unknown	0

Location

	Zip Code
32948	3
32958	2
32960	13
32962	64
32963	0
32967	29
32968	6
Unknown	13

2 GIFFORD YOUTH ACHIEVEMENT 2 CENTER, INC

2 - 2 AFTER SCHOOL EDUCATION PROGRAM 3

The After School Education Program serves students in grades K-12. The program offers educational assistance through tutoring, homework assistance, personal growth and development, and cultural, social and recreational activities.

Population Served				Utilization	
	Total	Goal	% of Goal		
Children	373	340	110%	Budget	\$62,000
Adults				Actual	\$62,000
Families				Actual %	100%

Outcome Performance	
1	Ninety-seven percent (97%) of students were promoted to the next grade. Records from the SDIRC are used to verify this information. Students' grades and test scores are tracked throughout the year. In addition to homework assistance, volunteer tutors provide supplemental assistance in reading and math.
2	Ninety-two percent (92%) of students improved their anger and coping skills. The Student Support Specialist provides ongoing social, emotional, and academic counseling throughout the school year, both individual and group sessions. In addition, students utilized "Ripple Effect", a research-based tool to help students build resilience and handle non-academic issues.
3	Approximately 95% of students in grades 5th - 12th, who were enrolled by the 3rd nine-weeks, completed the ACES screening. Sixty-three percent (63%) of GYAC students screened are at high risk for toxic stress. The results of the screening are included with this report.

Program Outcome Performance Key:

GREEN= Met Expectations
 YELLOW= Partially Met Expectations
 RED= Did Not Meet Expectations



Children's Services Advisory Committee

CSAC Quarterly Reporting - CSAC Year-End Reporting

End of Year Report Status: Submitted

End of Year Report Submission Details

Approved at the Board of Directors meeting on: 10/26/2023

Executive Director: Angelia Perry

Board President: Deborah Taylor-Long

Board Treasurer: Ken Mindt

Submission Confirmation Email Sent To: aperry@mygyac.org

Submitted By: Angelia Perry on 10/23/2023 at 3:37 PM (CST)

Gifford Youth Achievement Center, Inc.

PROGRAM SUMMARY

Agency Name Gifford Youth Achievement Center, Inc.

Program Name After School Education Program

Brief Program Description

The After School Education Program serves students in grades K -12. The program offers educational assistance through tutoring, homework assistance, personal growth and development, and cultural, social and recreational activities.

Gifford Youth Achievement Center, Inc. - After School Education Program

Financial Information

	Draw Down
CSAC Specific Budget	1,188,089.00
CSAC Specific Actual	62,000.00
CSAC Specific Actual %	5.00

Gifford Youth Achievement Center, Inc. - After School Education Program

PROGRAM OUTCOMES & ACTIVITIES

CSAC Expected Outcomes

Expected Outcome /Change (Focus Area):

To maintain the number of students promoted to the next grade to 95% during the 2023-24 school year as verified by the 2023-24 School District of IRC grade promotion report. Baseline: 2022-23 Grade Promotion Report.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Ninety-seven percent (97%) of students were promoted to the next grade. Records from the SDIRC are used to verify this information.

Students' grades and test scores are tracked throughout the year. In addition to homework assistance, volunteer tutors provide supplemental assistance in reading and math.

Expected Outcome /Change (Focus Area):

To maintain a minimum of 80% of students in grades 5 - 12 who are enrolled for three nine-weeks will improve their anger, coping and/or social-emotional skills as measured by pre/post-test and/or teacher reports. Baseline: 2021-22 school results of 90% improvement.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Ninety-two percent (92%) of students improved their anger and coping skills. The Student Support Specialist provides ongoing social, emotional, and academic counseling throughout the school year, both individual and group sessions. In addition, students utilized "Ripple Effect", a research-based tool to help students build resilience and handle non-academic issues.

Expected Outcome /Change (Focus Area):

Maintain at 85% the number of 5th - 12th-grade students enrolled by the 3rd nine weeks who will complete the ACES screening as reported by the Student Support Specialist. The results of the assessment

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Approximately 95% of students in grades 5th - 12th, who were enrolled by the 3rd nine-weeks, completed the ACES screening. The results of the screening are included with this report.

Gifford Youth Achievement Center, Inc. - After School Education Program

Program Demographics

Population Served

	Total	Goal	% of Goal
Individual Children	373	340	
Individual Adults			
Number of Families			

Age

	Age
Preschool 0-4	
Elementary 5-10	227
Middle School 11-14	115
High School 15-18	31
Young Adult 19-25	
Adult 26-54	
Senior 55+	

Income

	Income Level
100% of poverty or below	172
101% to 150% of poverty	72
Between 150% and 200% of FPL	129
Unknown	

Ethnicity

	Ethnicity
Asian	1
American Indian	
Black / African American	294
Hispanic / Latino	32
Pacific Islander	
White	26
Multi-Racial	20
Unknown	

Location

	Zip Code
32948	2
32958	21
32960	36
32962	58
32963	0
32967	238

	Zip Code
32968	9
Unknown	9

GIFFORD YOUTH ORCHESTRA

STAGING FOR SUCCESS

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.

Population Served				Utilization	
	Total	Goal	% of Goal		
Children	100	100	100%	Budget	\$30,000
Adults				Actual	\$30,000
Families				Actual %	100%

Outcome Performance	
1	<p>EARLY CHILDHOOD: The focus is on social/emotional/cognitive development. Children start with no skill for playing an instrument. Knowing they can learn to play music “by ear,” and develop emotional feelings about the piano and music, we use a combination of the Suzuki and traditional methods to raise the bar from zero ability to having the ability to play songs with their right hand at their age-appropriate level (level 1).</p> <p>Met 100% in the 2022-23 Year.</p>
2	<p>ENRICHMENT PROGRAM: Learning to play an instrument, performing with poise and confidence on stage in front of a live audience, and tutoring or encouraging other children to do the same. According to the Gifford Neighborhood Action Plan, its children were lacking a classical cultural arts exposure that could provide a music-education-based quality enrichment program and redirect the poverty consciousness for its children. To respond to this need we offer cultural enrichment opportunities in music, drama, voice, and dance with a core focus on the violin; we make the program affordable and accessible; and we help parents understand that classical cultural arts exposure and training can provide college opportunities for their children.</p> <p>Met 100% in Year 2022-23</p>
3	<p>Parents are expected to observe the process of teaching music to their children. They can learn new skills as they observe the teacher modeling strategies and techniques to bring out the best from each child. I.e., how to follow instructions, how to give positive reinforcement and keep home practice organized and efficient, how to set goals, and how to be involved in keeping track of practice time. These skills can be used for other purposes to improve their parenting at home. Parents are expected to participate in the Parent Action Committee which meet bi-monthly where they discuss how to improve students' participation and practice time at home as well as how to employ these new skills as part of their general parenting techniques.</p> <p>Met 100% in Year 2022-23</p>

Program Outcome Performance Key:
GREEN= Met Expectations
YELLOW= Partially Met Expectations
RED= Did Not Meet Expectations



Children's Services Advisory Committee

CSAC Reporting - CSAC Year-End Reporting

End of Year Report Status: Submitted

End of Year Report Submission Details

Approved at the Board of Directors meeting on: 10/21/2002

Executive Director: Charles Lunceford

Board President: Jane Burton

Board Treasurer: Roger Sobwinak

Submission Confirmation Email Sent To: caseylunceford@comcast.net

Submitted By: Casey Lunceford on 12/3/2023 at 6:23 PM (CST)

Gifford Youth Orchestra

PROGRAM SUMMARY

Agency Name Gifford Youth Orchestra

Program Name Staging for Success

Brief 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.

Gifford Youth Orchestra - Staging for Success

Financial Information

	Draw Down
CSAC Specific Budget	30,000.00
CSAC Specific Actual	30,000.00
CSAC Specific Actual %	100.00

Gifford Youth Orchestra - Staging for Success

PROGRAM OUTCOMES & ACTIVITIES

CSAC Expected Outcomes

Expected Outcome /Change (Focus Area):

EARLY CHILDHOOD: The focus is on social/emotional/cognitive development. Children start with no skill for playing an instrument. Students are taught to play songs with each hand separately then together. Students increase their ability from zero skill to 100% ability to play songs with their right hand at their age appropriate level (1). At level 2, they have increased their skills 100% to play the song with their left hand. At level 3, they have increased their skill by 100% to perform with both hands.

Listening, watching, then performing helps develop focus, memorization, cognition and emotional maturity.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

This outcome was met 100% by all children and students in the program through our various public performance opportunities. The GYO added our first Winter Recital and also a new concert in the Spring to allow students the opportunity to perform a solo or ensemble piece in the three areas we concentrate on in individual and group lessons: Strings, Vocal, and Piano. The growth in the beginners described in Outcome#1

was observed and heard by the instructors, parents/guardians, and staff. Students who began using just one hand in the fall were able to add both hands to their piano pieces in the spring and some even played using both hands together. The Vocal students improvement was quite noticeable. Students went from simple and short pieces to more complex and longer pieces. Many chose more "pop and culture-driven songs" for the spring which included extending their vocal range and musicianship.

Finally, string students increased their dexterity around the instruments, and were coached to take the colors schemes they used for beginning finger placements on the violin to not having to use those at all. Listening and intonation between notes, especially in our enesemble pieces showed stronger intonation and blend. We focused our spring term and then subsequent spring concert on developing both individual players to group and ensemble pieces since that is what most students will begin their school musical experiences in. Even our piano students learned to sing our GYO Anthem "Peace for Gifford" vocal parts. This is a song we end every concert with beginning in the Fall of 2022. It was written for GYO. 100% of all GYO students performed both a solo and in a group during the 2022-23 year. This is something we will continue to do so everyone participates in a variety of musical experiences. This also strengthens the beginners and young performers confidence.

Expected Outcome /Change (Focus Area):

Parents are expected to decrease their need to yell at, threaten harm, and reduce frustration with having to help their children practice. They are required to observe the process of GYO teachers teaching music to their children as they observe the teacher modeling strategies and techniques to increase their parenting skills, and increase ways to give positive reinforcement to their children. Parents are expected to participate in the Parent Action Committee which meets bi-monthly where they discuss how to they are helping their child's during practice time at home as well as how to employ these new skills as part of their general parenting techniques, and

becoming more involved in accompanying their children to performances.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Goal #3 is being met 100% because parents receive weekly and monthly progress reports from staff on students' lessons and improvement. Beginning in Fall 2023 the GYO has implemented the use of a software system called My Music Staff that sends emails and messages to parents about calendar activities, class and lesson times, and communications from the teachers and staff. Parents can also send us messages to let us know if they need help or have student attendance conflicts. This system has had very positive results to date in our first 60 days of use.

We had over 60 students and 26 parents/guardians attend our first ever parent/student orientation on September 12, 2023. We gathered information, paperwork, and discussed the importance of practicing and supporting the students. We also gathered names of parents to begin work on our 2023-24 PAC (Parent Action Committee). Parents are not only responsible for their children, but we are now asking them to volunteer at one event a year. We had 16 sign up to help at events coming up in the fall! Parents are always invited and encouraged to stay during their child's lessons as well and most do so. They will hear the outcomes of the lessons and practice at our GYO concerts such as the 20th Annual Fall Concert in November 2023 and the Fall Recital in December 2023.

We are also planning a series of discussions and talks about parenting and opportunities for the students and parents to improve their skill sets both individually and professionally in the spring of 2024. We want to build a stronger community through music education.

Expected Outcome /Change (Focus Area):

75% of children enrolled in the GYO program are expected increase their ability to play an instrument, improve their self-esteem by performing with poise and confidence on stage in front of a live audience at their skill level. This should decrease student's attraction to risky behavior by 100% every year because they are busy practicing and performing.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

As mentioned in Goal #1, EVERY student in the GYO program performed at least twice and most even more throughout the full year since October 1, 2022. This is the most important goal, having students perform in public to build their self-esteem and confidence. Student performers at our GYO Concerts had to walk across the stage to the microphone, introduce themselves to the audience, perform, and then bow upon completion of the performance and recognize their piano accompanist if they had one. This is part of the etiquette and professionalism we teach, which bolsters students' self-esteem and worth in front of an audience. The students demonstrated progress on their instruments and repertoire through the multiple times they performed so their parents, teachers, and staff could hear and see the improvement in literature and the student's skills and confidence. They all received both lunches beforehand and then snacks during the intermission of the program.

GYO students performed for over 1,000 people throughout the community in 2022-23. We tallied this number based on head counts at each event our students performed at or we received a head count from the sponsor of the events where we played.

Gifford Youth Orchestra - Staging for Success

Program Demographics

Population Served

	Total	Goal	% of Goal
Individual Children	120	100	100
Individual Adults	0		
Number of Families			

Age

	Age
Preschool 0-4	1
Elementary 5-10	60
Middle School 11-14	39
High School 15-18	20
Young Adult 19-25	
Adult 26-54	
Senior 55+	

Income

	Income Level
100% of poverty or below	110
101% to 150% of poverty	8
Between 150% and 200% of FPL	2
Unknown	0

Ethnicity

	Ethnicity
Asian	0
American Indian	
Black / African American	70
Hispanic / Latino	31
Pacific Islander	
White	13
Multi-Racial	
Unknown	6

Location

	Zip Code
32948	0
32958	6
32960	4
32962	6
32963	1
32967	67
32968	34
Unknown	2

INDIAN RIVER HEALTHY START COALITION

BABIES AND BEYOND

The Babies and Beyond program focuses on providing services to every mother, baby, and family in Indian River County. The Babies & Beyond program offers childbirth education, lactation support within the hospital, and a nurse home visit to postpartum mothers and babies.

Population Served				Utilization	
	Total	Goal	% of Goal		
Children	810	1,140	71%	Budget	\$62,650
Adults	809	1,140	71%	Actual	\$62,650
Families	809	1,140	71%	Actual %	100%

Outcome Performance	
1	<p>Goal Results: 94% Overall</p> <ul style="list-style-type: none"> 91% (137/151) of 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. 96% (790/819) of new mother and family participants received education of infant safe sleep practices at actual bedside (postpartum). Data pulled from bedside education.
2	<p>Goal Results: 72% Overall</p> <ul style="list-style-type: none"> 99% (137/138) 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. 46% (428/938) 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.
3	<p>Goal Results: 84% Overall</p> <ul style="list-style-type: none"> 89% (736/823) of all mother's giving birth at CCIRH will initiate breastfeeding at the bedside. Data pulled from bedside education. 79% (746/950) of 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, bedside education and in-home lactation visits.

Program Outcome Performance Key:
GREEN= Met Expectations
YELLOW= Partially Met Expectations
RED= Did Not Meet Expectations



INDIAN RIVER HEALTHY START COALITION GROW DOULA

The G.R.O.W. Doula program supports, educates, and empowers pregnant women to take control of their health. A Doula is a trained non-medical professional who provides continuous physical, emotional, and informational support to a mother before, during, and shortly after childbirth, to help her achieve the healthiest, most satisfying experience possible.

Population Served				Utilization	
	Total	Goal	% of Goal		
Children	141	100	141%	Budget	\$37,500
Adults	140	100	140%	Actual	\$37,500
Families	140	100	140%	Actual %	100%

Outcome Performance	
1	<p>Goal Results: 98% Overall</p> <ul style="list-style-type: none"> 99% (138/140) of program participants completed all prenatal appointments with their OB provider. 4% (96/5,140) of program participants had low birth weight infants (2,500gm). The goal for this indicator is low birth weight infants will be 7% or lower for program participants. Q3 - Experienced 5 low birth weight infants caused by the following factors: *3 clients were in maternal distress and had to have an emergency cesarean sections. <p>*Twin babies that were breech and placenta nourishment issues.</p>
2	<p>98% (108/110) of eligible program participants had a vaginal birth; 6% (8/140) of eligible participants had cesarean sections (23 participants ineligible).</p> <ul style="list-style-type: none"> Q1 - 3 of 6 were repeat cesarean sections and Cleveland Clinic does not offer Vaginal Birth after Cesarean and not afforded a trial of labor; 1 removed for Maternal distress. Q2 - 5 of 9 cesarean sections removed as they were repeat c-sections and Cleveland Clinic does not offer Vaginal Birth after Cesarean and not afforded a trial of labor; 2 removed for Maternal distress/failure to progress; 1 removed for fetal distress. Q3 - 3 of 7 were repeat cesarean sections and Cleveland Clinic does not offer Vaginal Birth after Cesarean and not afforded a trial of labor; 1 removed for Maternal distress; 2 removed for fetal distress. Q4 - 5 of 8 were repeat cesarean sections and Cleveland Clinic does not offer Vaginal Birth after Cesarean and not afforded a trial of labor.
3	<p>Goal Results: 93% Overall</p> <ul style="list-style-type: none"> 94%, 130 out of 139 program participants-initiated breastfeeding at birth. Q2 - 1 client removed due to a contraindicated medical factor. 91%, 121 out of 133 program participants continued breastfeeding postpartum. Denominator is based on moms that attend their postpartum visit and report they are continuing to breastfeed.

Program Outcome Performance Key:
GREEN= Met Expectations
YELLOW= Partially Met Expectations
RED= Did Not Meet Expectations



INDIAN RIVER HEALTHY START COALITION

HEALTHY FAMILIES IRC

Healthy Families provides intensive prescribed home visits to families at the highest risk of potential child abuse.

Population Served				Utilization	
	Total	Goal	% of Goal		
Children	236	221	107%	Budget	\$38,000
Adults	135	129	105%	Actual	\$38,000
Families	133	120	111%	Actual %	100%

Outcome Performance	
1	<p>Goal Results: 97% Overall</p> <ul style="list-style-type: none"> 97% (286/295) of families will have received at least 75% of home visits as prescribed by the leveling system.
2	<p>Goal Results: 97% Overall</p> <ul style="list-style-type: none"> 97% (67/69) of participants will have the postnatal Edinburgh administered after the target child's birth, according to HFF policy.
3	<p>Goal Results: 91% Overall</p> <ul style="list-style-type: none"> 91% 10/11 of children eligible will have an improved and on time childhood immunization adherence. For decreasing the risk of preventable childhood diseases.

Program Outcome Performance Key:
GREEN= Met Expectations
YELLOW= Partially Met Expectations
RED= Did Not Meet Expectations



INDIAN RIVER HEALTHY START COALITION

PARENTS AS TEACHERS

Parents As Teachers (PAT) program provides at-risk mothers and fathers with the knowledge and skills to maximize their child's cognitive, social and emotional development during the most crucial period of brain development: birth through age three or the first 1,000 days of life.

Population Served				Utilization	
	Total	Goal	% of Goal		
Children	64	59	108%	Budget	\$116,450
Adults	64	62	103%	Actual	\$116,450
Families	64	62	103%	Actual %	100%

Outcome Performance

1	<p>Goal Results: 96% Overall</p> <ul style="list-style-type: none"> 100%, 125 out of 125 of parents/caregivers received education and tailored feedback on how to increase 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). 88%, 73 out of 83 of parents/caregivers received education and tailored feedback on how to respond appropriately to developmental milestones. During the entire year, PICCOLO is given more than one time at different age intervals (Data pulled from PICCOLO). 100%, 75 out of 75 of parents/caregivers received education and tailored feedback on how to 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).
2	<p>Goal Results: 100% Overall</p> <ul style="list-style-type: none"> 100%, 115 out of 115 of parents will be linked to at least one community resource as needed (Data pulled from Penelope).
3	<p>Goal Results: 96% Overall</p> <ul style="list-style-type: none"> 92%, 82 out of 89 of parents/caregivers received education and tailored feedback about parent child interaction and age-appropriate play activities. (Data pulled from PICCOLO). 100%, 125 out of 125 of children assessed with the age-appropriate developmental screening tool increased their language development and communicate needs on an age-appropriate level (ASQ-3). (Data pulled from ASQ3).

Program Outcome Performance Key:

- GREEN= Met Expectations
- YELLOW= Partially Met Expectations
- RED= Did Not Meet Expectations



INDIAN RIVER HEALTHY START COALITION

PEACE

The PEACE program is designed to enhance the Healthy Start system of care by streamlining initiatives that involve a primary focus on education and outreach which in turn creates healthier families and communities.

Population Served				Utilization	
	Total	Goal	% of Goal		
Children	25	13	139%	Budget	\$40,000
Adults	536	537	99%	Actual	\$40,000
Families				Actual %	100%

Outcome Performance	
1	<p>Goal Results: 94% Overall</p> <ul style="list-style-type: none"> 91% (137/151) of 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. 96% (790/819) of new mother and family participants received education of infant safe sleep practices at actual bedside (postpartum). Data pulled from bedside education.
2	<p>Goal Results: 72% Overall</p> <ul style="list-style-type: none"> 99% (137/138) 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. 46% (428/938) 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.
3	<p>Goal Results: 84% Overall</p> <ul style="list-style-type: none"> 89% (736/823) of all mother's giving birth at CCIRH will initiate breastfeeding at the bedside. Data pulled from bedside education. 79% (746/950) of 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, bedside education and in-home lactation visits.



Program Outcome Performance Key:

- GREEN = Met Expectations
- YELLOW = Partially Met Expectations
- RED = Did Not Meet Expectations

2
2
-
2
3

INDIAN RIVER HEALTHY START COALITION

COORDINATED INTAKE & REFERRAL / PRESUMPTIVE ELIGIBILITY FOR PREGNANT WOMEN

The CI&R program informs all participants about the various services for which they are eligible and makes referrals as appropriate. The Maternity Navigator follows up with clients regarding service referrals and overall satisfaction. Through community collaboration, IRCHSC has simplified navigating available services and programs. One of these services being Presumptive Eligibility for Pregnant Women (PEPW) assists eligible pregnant women to receive early prenatal care through Medicaid for up to 45 days, while their eligibility for full Medicaid benefits is determined.

Population Served				Utilization	
	Total	Goal	% of Goal		
Children	627	396	158%	Budget	\$20,000
Adults	840	704	119%	Actual	\$20,000
Families	840	1,100	76%	Actual %	100%

Outcome Performance	
1	<p>Goal Results: 71% Overall</p> <ul style="list-style-type: none"> 71% (894/1,255) of mothers received early access to prenatal care, compared to the state's average of 67% (148,647/222,214) (Florida Charts 2023 Provisional). <p>Over the last reporting period of October 2022 to September 30, 2023, another COVID incident limited access to care. We have seen a shift in the right direction and women are accessing care earlier in their pregnancies and physicians are mindful of precautions.</p>
2	<p>Goal Results: 50% Overall compared to the State's average of 48%</p> <ul style="list-style-type: none"> 54%, 462 out of 859 of Prenatal referrals made to other services (home visiting services) will be comparable to the State's average of 50% (43,756/87,341) (Pulled from WFS). 45%, 283 out of 629 of Postnatal referrals made to other services (home visiting services) will be comparable to State's average of 45% (33,476/74,418) (Pulled from WFS).
3	<p>Goal Results: 76% Overall compared to the State's average of 59%</p> <ul style="list-style-type: none"> 72%, 859 out of 1,192 of Prenatal referrals and screens will complete an initial intake compared to the state's average 49% (87,342/176,684) (Pulled from WFS). 80%, 629 out of 787 of Postnatal referrals and screens received will complete an initial intake compared to the state's average 68% (74,418/109,488) (Pulled from WFS).

Program Outcome Performance Key:
GREEN= Met Expectations
YELLOW= Partially Met Expectations
RED= Did Not Meet Expectations



Children's Services Advisory Committee

CSAC Reporting - CSAC Year-End Reporting

End of Year Report Status: Submitted

End of Year Report Submission Details

Approved at the Board of Directors meeting on: 4/19/2022

Executive Director: Megan McFall

Board President: Karen Campbell

Board Treasurer: Kyle Thurn

Submission Confirmation Email Sent To: Autumn@irhealthystart.org

Submitted By: Autumn Schneider on 10/27/2023 at 8:32 AM (CST)

Indian River County Healthy Start Coalition

PROGRAM SUMMARY

Agency Name	Indian River County Healthy Start Coalition
Program Name	Babies & Beyond, G.R.O.W. Doula, CI&R, Healthy Families, Parents as Teachers(PAT), Prevention Education(PEACE)

Brief Program Description

IRCHSC CI&R program informs all participants about the various services for which they are eligible and makes referrals as appropriate. The Maternity Navigator follows up with clients regarding service referrals and overall satisfaction. Through community collaboration, IRCHSC has simplified navigating services and programs available in IRC. One of these services being Presumptive Eligibility for Pregnant Women (PEPW) assists eligible pregnant women to receive early prenatal care through Medicaid for up to 45 days, while their eligibility for full Medicaid benefits is determined.

Babies & Beyond program focuses on providing services to every mother, baby, and family in Indian River County. The Babies & Beyond program offers childbirth education, lactation support within the hospital, and a nurse home visit to postpartum mothers and babies.

The G.R.O.W. Doula program supports, educates, and empowers pregnant women to take control of their health. A Doula is a trained non-medical professional who provides continuous physical, emotional, and informational support to a mother before, during, and shortly after childbirth, to help her achieve the healthiest, most satisfying experience possible.

Fatherhood program is designed to support fathers in their journey with education, mentoring, child interaction and child development.

Healthy Families provides intensive prescribed home visits to families at the highest risk of potential child abuse.

NFP offers

PAT program provides at-risk mothers and fathers with the knowledge and skills to maximize their child's cognitive, social and emotional development during the most crucial period of brain development: birth through age three or the first 1,000 days of life.

The PEACE program is designed to enhance the Healthy Start system of care by streamlining initiatives that involve a primary focus on education and outreach which in turn creates healthier families and communities.

Indian River County Healthy Start Coalition - Babies and Beyond

Financial Information

	Draw Down
CSAC Specific Budget	62,650.00
CSAC Specific Actual	62,650.00
CSAC Specific Actual %	19.00

Indian River County Healthy Start Coalition - Babies and Beyond

PROGRAM OUTCOMES & ACTIVITIES

CSAC Expected Outcomes

Expected Outcome /Change (Focus Area):

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 with 80% of moms indicating their intention to breastfeed and 90% of moms receiving education of infant safe sleep practices.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Goal Results: 94% Overall

91% 137/151 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.

96% 790/819 new mother and family participants received education of infant safe sleep practices at actual bedside (postpartum). Data pulled from beside education.

Expected Outcome /Change (Focus Area):

Indian River County Healthy Start Babies and Beyond program participants have improved access to prenatal and postpartum preventative care services to improve infant development and health with 90% of women reporting an increase in knowledge and awareness of labor and delivery techniques and 60% of women receiving a postpartum Nurse Home Visit.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Goal Results: 72% Overall

99% 137/138 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.

46% 428/938 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.

Action Plan: Nurse Home Visit RN returned to hospital setting on July 17, 2023. Prior to this, the lactation team was introducing the nurse home visit program to patients and scheduling nurse home visit appointments. As of July 17th, 2023, the nurse home visit RN is meeting patients bedside after delivery at the hospital and introducing the program in person. Through weekly supervisory meetings, Babies & Beyond Coordinator and home visit RN worked to increase nurse home visit acceptance, particularly through encouraging a patient to accept a follow up telehealth appointment with home visit RN if they decline an in-home visit. Babies & Beyond Coordinator will continue to work on relationship building with the surrounding communities to target out of county deliveries of Indian River County residents. The current average of women giving birth at a facility out of Indian River County is 38%.

Expected Outcome /Change (Focus Area):

Women initiate and maintain breastfeeding with their infant at 90% to decrease associated risk factors of obesity in children.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Goal Results: 84% Overall

89% 736/823 all mother's giving birth at CCIRH will initiate breastfeeding at the bedside. Data pulled from bedside education.

79% 746/950 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, bedside education and in home lactation visits.

Action Plan:

Increase nurse home visits: NHV RN returned to hospital setting on July 17, 2023. Prior to this, the lactation team was introducing the NHV program to patients and scheduling nurse home visit appointments. The nurse home visit RN is meeting patients bedside after delivery at the hospital and introducing the program in person. Through weekly supervisory meetings, B&B Coordinator and home visit RN worked to increase NHV acceptance, particularly through encouraging a patient to accept a follow up telehealth appointment with home visit RN if they decline an in-home visit. B&B Coordinator will continue to work on relationship building with the surrounding communities to target out of county deliveries of IRC residents. The current average of women giving birth at a facility out of IRC is 38%.

Increase lactation follow up calls: A seasoned member of our lactation team retired on August 1st (Cheryl Whitney). There are two open positions that we are looking to fill for the lactation team- one full time lactation counselor and one per diem lactation counselor. The jobs are posted both through CCIRH and IRCHSC. After several interviews, we have yet to find the right fit for our team. We currently have one full time lactation counselor and one per diem lactation counselor on our team providing hospital support. In addition, we have one per diem lactation consultant providing in-home lactation support. With two members of the lactation team working with patients at the hospital, the priority is first to assist every patient at the bedside and then to complete follow-up calls. With more staff, the follow-up calls will increase. The B&B team is holding monthly meetings with the lactation team and brainstorming additional ways to engage patients after discharge, including emails and text messages. Additionally, IRCHSC has received funding to provide training for 10 Certified Lactation Counselor's for IRC. The scholarship agreement for participants is they must provide a minimum of 4 hours to Healthy Start lactation support.

Indian River County Healthy Start Coalition - Babies and Beyond

Program Demographics

Population Served

	Total	Goal	% of Goal
Individual Children	810	1,140	71
Individual Adults	809	1,140	71
Number of Families	809	1,140	71

Age

	Age

Preschool 0-4	810
Elementary 5-10	
Middle School 11-14	2
High School 15-18	15
Young Adult 19-25	229
Adult 26-54	563
Senior 55+	

Income

	Income Level
100% of poverty or below	305
101% to 150% of poverty	391
Between 150% and 200% of FPL	54
Unknown	59

Ethnicity

	Ethnicity
Asian	16
American Indian	0
Black / African American	177
Hispanic / Latino	124
Pacific Islander	0
White	477
Multi-Racial	0
Unknown	15

Location

	Zip Code
32948	65
32958	108
32960	208
32962	0
32963	0
32967	166
32968	183

	Zip Code
Unknown	79

Indian River County Healthy Start Coalition - Care Coordinaton - Doula Services

Financial Information

	Draw Down
CSAC Specific Budget	37,500.00
CSAC Specific Actual	37,500.00
CSAC Specific Actual %	17.00

Indian River County Healthy Start Coalition - Care Coordinaton - Doula Services

PROGRAM OUTCOMES & ACTIVITIES

CSAC Expected Outcomes

Expected Outcome /Change (Focus Area):

Doula program participants will experience an increase in healthy birth weight infants of greater than 2500 grams with 95% of clients completing all prenatal appoinments with their provider and 7% or lower will have a low birth weight infant.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Goal Results: 98% Overall

99% 138/140program participants completed all prenatal appointments with their OB provider.

4%/ 96% 5/140 program participants had low birth weight infants (2500gm). The goal for this indicator is low birth weight infants will be 7% or lower for program participants.

Q3 - Experienced 5 low birth weight infants caused by the following factors:

*3 clients were in maternal distress and had to have an emergency cesarean sections.

*Twin babies that were breech and placenta nourishment issues.

Expected Outcome /Change (Focus Area):

The rate of cesarean delivery will decrease to 22% among prenatal clients receiving Doula services.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Goal Results: 95% Overall

91% / 99 out of 109 program participants increased their knowledge about pain management during labor, coping techniques during labor, comfort measures, procedures and terminology during labor, and pain medication used during labor.

98% 108/110 eligible program participants had a vaginal birth. 6% 8/140 out of eligible participants had cesarean sections *23 participants ineligible.

Q1 - (3 of 6 were repeat cesarean sections and Cleveland Clinic does not offer Vaginal Birth after Cesarean and not afforded a trial of labor, 1 removed for Maternal distress)

Q2 - (5 of 9 cesarean sections removed as they were repeat c-sections and Cleveland Clinic does not offer Vaginal Birth after Cesarean and not afforded a trial of labor, 2 removed for Maternal distress/failure to progress, 1 removed for fetal distress)

Q3- (3 of 7 were repeat cesarean sections and Cleveland Clinic does not offer Vaginal Birth after Cesarean and not afforded a trial of labor, 1 removed for Maternal distress, 2 removed for fetal distress)

Q4- (5 of 8 were repeat cesarean sections and Cleveland Clinic does not offer Vaginal Birth after Cesarean and not afforded a trial of labor)

Expected Outcome /Change (Focus Area):

Doula program participants have improved access to high quality services that promote healthy habits and decrease infant mortality with 90% of clients initiating breastfeeding at birth and 85% of clients continuing to breastfeed postpartum.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Goal Results: 93% Overall

94% / 130 out of 139 program participants-initiated breastfeeding at birth.

Q2 - 1 client removed due to a contraindicated medical factor.

91% / 121 out of 133 program participants continued breastfeeding postpartum. *Denominator is based on moms that attend their postpartum visit and report they are continuing to breastfeed.

Indian River County Healthy Start Coalition - Care Coordinaton - Doula Services

Program Demographics

Population Served

	Total	Goal	% of Goal
Individual Children	141	100	141
Individual Adults	140	100	140
Number of Families	140	100	140

Age

	Age
Preschool 0-4	141
Elementary 5-10	
Middle School 11-14	
High School 15-18	2
Young Adult 19-25	60
Adult 26-54	78
Senior 55+	

Income

	Income Level
100% of poverty or below	79
101% to 150% of poverty	11
Between 150% and 200% of FPL	21
Unknown	29

Ethnicity

	Ethnicity
Asian	2
American Indian	1
Black / African American	40
Hispanic / Latino	35
Pacific Islander	
White	48
Multi-Racial	3
Unknown	11

Location

	Zip Code
32948	11
32958	16
32960	31
32962	21

	Zip Code
32963	1
32967	36
32968	11
Unknown	13

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

Financial Information

	Draw Down
CSAC Specific Budget	20,000.00
CSAC Specific Actual	20,000.00
CSAC Specific Actual %	15.00

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

PROGRAM OUTCOMES & ACTIVITIES

CSAC Expected Outcomes

Expected Outcome /Change (Focus Area):

Indian River County mothers will increase early access to prenatal care (as measured by Trimester Prenatal Care Began) at 75% receiving prenatal care in the first trimester.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Goal Results: 71% Overall

71% 894/1255 of mothers will receive early access to prenatal care, compared to the state's average of 67% 148647/222214 (Florida Charts 2023 Provisional)

*Over the last reporting period of October 2022 to September 30, 2023, another COVID incident limited access to care. We have seen a shift in the right direction and women are accessing care earlier in their pregnancies and physicians are mindful of precautions.

Expected Outcome /Change (Focus Area):

Indian River County families will experience an increase in referrals that will link them to appropriate programs based on risk and need based on the state average.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Goal Results: 50% Overall compared to the State's average of 48%.

54% 462 out of 859 Prenatal referrals made to other services (home visiting services) will be comparable to the State's average of 50% 43756/87341 (Pulled from WFS).

45% 283 out of 629 Postnatal referrals made to other services (home visiting services) will be comparable to State's average of 45% 33476/74418 (Pulled from WFS).

Expected Outcome /Change (Focus Area):

Indian River County families will have increased knowledge of resources and local programs as indicated by the percent of initial intakes completed at a 75% completion rate.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Goal Results: 76% Overall compared to the State's average of 59%.

72%/ 859 out of 1192 of prenatal referrals and screens will complete an initial intake compared to the state's average 49% 87342/176684. (Pulled from WFS)

80%/ 629 out of 787 of postnatal referrals and screens received will complete an initial intake compared to the state's average 68% 74418/109488). (Pulled from WFS)

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

Program Demographics

Population Served

	Total	Goal	% of Goal
Individual Children	627	396	157
Individual Adults	840	704	119
Number of Families	840	1,100	76

Age

	Age
Preschool 0-4	627
Elementary 5-10	
Middle School 11-14	1
High School 15-18	22

	Age
Young Adult 19-25	212
Adult 26-54	605
Senior 55+	

Income

	Income Level
100% of poverty or below	69
101% to 150% of poverty	869
Between 150% and 200% of FPL	474
Unknown	55

Ethnicity

	Ethnicity
Asian	15
American Indian	1
Black / African American	263
Hispanic / Latino	304
Pacific Islander	
White	742
Multi-Racial	40
Unknown	102

Location

	Zip Code
32948	123
32958	206
32960	302
32962	279
32963	22
32967	324
32968	93
Unknown	118

Financial Information

	Draw Down
CSAC Specific Budget	38,000.00
CSAC Specific Actual	38,000.00
CSAC Specific Actual %	9.00

Indian River County Healthy Start Coalition - Healthy Families IRC

PROGRAM OUTCOMES & ACTIVITIES

CSAC Expected Outcomes

Expected Outcome /Change (Focus Area):

Parent education that will increase attunement and promote learning from birth by families receiving 75% of home visits.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Goal Results: 97% Overall

97% 286/295 of families will have received at least 75% of home visits as prescribed by the leveling system.

Expected Outcome /Change (Focus Area):

Participants had the postnatal Edinburgh screening administered after the target child's birth, to improve mental and behavioral health issues at 90% according to Healthy Families Florida policy.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Goal Results: 97% Overall

97% 67/69 of participants will have the postnatal Edinburgh administered after the target child's birth, according to HFF policy.

Expected Outcome /Change (Focus Area):

Children and families have improved access to high quality preventative care with 80% of children having improved and on-time immunization records.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Goal Results: 91% Overall

91% 10/11 of children eligible will have an improved and on time childhood immunization adherence.
For decreasing the risk of preventable childhood diseases.

Indian River County Healthy Start Coalition - Healthy Families IRC

Program Demographics

Population Served

	Total	Goal	% of Goal
Individual Children	236	221	107
Individual Adults	135	129	105
Number of Families	133	120	111

Age

	Age
Preschool 0-4	228
Elementary 5-10	8
Middle School 11-14	
High School 15-18	1
Young Adult 19-25	25
Adult 26-54	109
Senior 55+	

Income

	Income Level
100% of poverty or below	93
101% to 150% of poverty	
Between 150% and 200% of FPL	
Unknown	42

Ethnicity

	Ethnicity
Asian	1
American Indian	1

	Ethnicity
Black / African American	35
Hispanic / Latino	38
Pacific Islander	
White	45
Multi-Racial	3
Unknown	12

Location

	Zip Code
32948	15
32958	0
32960	34
32962	27
32963	0
32967	32
32968	8
Unknown	19

Indian River County Healthy Start Coalition - Parents As Teachers

Financial Information

	Draw Down
CSAC Specific Budget	116,450.00
CSAC Specific Actual	116,450.00
CSAC Specific Actual %	64.00

Indian River County Healthy Start Coalition - Parents As Teachers

PROGRAM OUTCOMES & ACTIVITIES

CSAC Expected Outcomes

Expected Outcome /Change (Focus Area):

Parents will increase their knowledge of their child's positive growth and development through age-appropriate parenting at 95% increasing their knowledge and are able to recognize and respond to their children's age-appropriate development, are able to recognize and respond appropriately to their child's developmental milestones, and respond appropriately to the emotional needs of their child.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Goal Results: 96% Overall

100% / 125 out of 125 parents/caregivers received education and tailored feedback on how to increase 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).

88% / 73 out of 83 parents/caregivers received education and tailored feedback on how to respond appropriately to developmental milestones. During the entire year, PICCOLO is given more than one time at different age intervals (Data pulled from PICCOLO).

100% / 75 out of 75 parents/caregivers received education and tailored feedback on how to 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).

Expected Outcome /Change (Focus Area):

Parents will increase self-advocacy skills and obtain support that will enhance their family's success and self-sufficiency (self-report) at 60%.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Goal Results: 100% Overall

100% / 115 out of 115 parents will be linked to at least one community resource as needed (Data pulled from Penelope).

Expected Outcome /Change (Focus Area):

Parents/caregivers will improve parenting capacity, parenting practices, and parent-child relationships at 95% reporting an increase in knowledge about parent child interaction and age-appropriate play activities and children assessed with the age-appropriate developmental screening tool increased their language development and communicate needs on an age-appropriate level (ASQ-3).

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Goal Results: 96% Overall

92% / 82 out of 89 parents/caregivers received education and tailored feedback about parent child interaction and age-appropriate play activities. (Data pulled from PICCOLO).

100% / 125 out of 125 children assessed with the age-appropriate developmental screening tool increased their language development and communicate needs on an age-appropriate level (ASQ-3). (Data pulled from ASQ3).

Indian River County Healthy Start Coalition - Parents As Teachers

Program Demographics

Population Served

	Total	Goal	% of Goal
Individual Children	64	59	108
Individual Adults	64	62	103
Number of Families	64	62	103

Age

	Age
Preschool 0-4	64
Elementary 5-10	
Middle School 11-14	
High School 15-18	
Young Adult 19-25	12
Adult 26-54	52
Senior 55+	

Income

	Income Level
100% of poverty or below	28
101% to 150% of poverty	13
Between 150% and 200% of FPL	6
Unknown	17

Ethnicity

	Ethnicity
Asian	
American Indian	
Black / African American	7
Hispanic / Latino	9
Pacific Islander	
White	35

	Ethnicity
Multi-Racial	
Unknown	13

Location

	Zip Code
32948	1
32958	10
32960	12
32962	10
32963	2
32967	16
32968	1
Unknown	12

Indian River County Healthy Start Coalition - PEACE

Financial Information

	Draw Down
CSAC Specific Budget	40,000.00
CSAC Specific Actual	40,000.00
CSAC Specific Actual %	24.00

Indian River County Healthy Start Coalition - PEACE

PROGRAM OUTCOMES & ACTIVITIES

CSAC Expected Outcomes

Expected Outcome /Change (Focus Area):

Develop and implement professional development opportunities for Perinatal Mental Health to increase awareness of the mental, emotional, and physical needs of perinatal persons, their partners, and families, as well as developing infants.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Goal Results: 100% Overall

100% 418 out of 418 Program participants will increase knowledge about Perinatal Mood and Anxiety Disorders and build skills for assessment and treatment of Perinatal Mood Disorders. *Target 30 Participants FY22-23. This outcome well exceeded the stated outcome.

100%/ 88 out of 88 Program participants will increase knowledge about Perinatal Bereavement and methods of support, with the ability to provide appropriate interventions for families who have suffered a loss. *Target 30 Participants FY22-23. This outcome well exceeded the stated outcome.

Expected Outcome /Change (Focus Area):

Development and implement educational opportunities for childbirth education on prevention and early intervention through a series of classes for pregnant and postpartum persons and their families, and professionals in the community.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Goal Results: 94% Overall

87% 26 out of 30 Program participants will complete Preconception Health Trainings for Community Members.

100% 18 out of 10 Program participants will complete Preconception Health Parent Education Classes. This outcome exceeded the expected outcome.

Expected Outcome /Change (Focus Area):

Development and implement educational opportunities for Foundations in Paternal Perinatal Mental Health, with key information regarding paternal perinatal mental health with an emphasis on psychosocial dynamics and evidence-based interventions with fathers.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

This outcome is not funded until the 2023-2024 grant cycle.

Indian River County Healthy Start Coalition - PEACE

Program Demographics

Population Served

	Total	Goal	% of Goal
Individual Children	25	13	139
Individual Adults	536	537	99

	Total	Goal	% of Goal
Number of Families			

Age

	Age
Preschool 0-4	
Elementary 5-10	2
Middle School 11-14	18
High School 15-18	5
Young Adult 19-25	35
Adult 26-54	452
Senior 55+	49

Income

	Income Level
100% of poverty or below	21
101% to 150% of poverty	5
Between 150% and 200% of FPL	11
Unknown	499

Ethnicity

	Ethnicity
Asian	0
American Indian	1
Black / African American	71
Hispanic / Latino	57
Pacific Islander	0
White	124
Multi-Racial	7
Unknown	276

Location

	Zip Code
32948	5

	Zip Code
32958	12
32960	76
32962	19
32963	3
32967	39
32968	8
Unknown	374

2 HIBISCUS CHILDREN'S CENTER

2 SAFECARE- PARENTING EDUCATION

- AND HOME VISITATION PROGRAM

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.

Population Served				Utilization	
	Total	Goal	% of Goal		
Children	60	90	68%	Budget	\$35,000
Adults	30	55	58%	Actual	\$35,000
Families	27	42	64%	Actual %	100%

Population Served				Utilization	
	Total	Goal	% of Goal		
Children	60	90	68%	Budget	\$35,000
Adults	30	55	58%	Actual	\$35,000
Families	27	42	64%	Actual %	100%

Outcome Performance	
1	100% of parents completing services were successful in increasing their parenting outcomes as measured by comparing pre and posttest assessment checklist results. Totaling 5/5
2	100% of families had no verified findings of abuse or neglect 6 months and 12 months after completion of services. Totaling 8 at 6months of closure and 9 at 1 year of closure.
3	100% of families served had no verified findings of abuse or neglect during services measured by the ability to search (Florida Safe Families Network) FSFN. Totaling 32/32
4	44% of all clients referred for Safecare services were engaged 2 plus sessions. Totaling 14/32

Program Outcome Performance Key:
GREEN= Met Expectations
YELLOW= Partially Met Expectations
RED= Did Not Meet Expectations



Children's Services Advisory Committee

CSAC Quarterly Reporting - CSAC Year-End Reporting

End of Year Report Status: Submitted

End of Year Report Submission Details

Approved at the Board of Directors meeting on: 12/8/2022

Executive Director: Matt Markley

Board President: Scott Roads

Board Treasurer: Tracey Dexter

Submission Confirmation Email Sent To: wmalone@hcc4kids.org

Submitted By: Will Malone on 10/24/2023 at 2:52 PM (CST)

Hibiscus Children's Center, Inc.

PROGRAM SUMMARY

Agency Name Hibiscus Children's Center, Inc.

Program Name SafeCare

Brief 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.

Hibiscus Children's Center, Inc. - SafeCare - Parenting Education Home Visitation Program

Financial Information

	Draw Down
CSAC Specific Budget	35,000.00
CSAC Specific Actual	35,000.00
CSAC Specific Actual %	100.00

Hibiscus Children's Center, Inc. - SafeCare - Parenting Education Home Visitation Program

PROGRAM OUTCOMES & ACTIVITIES

CSAC Expected Outcomes

Expected Outcome /Change (Focus Area):
Build Parent Capacity

90% of parents completing services successfully will increase their parenting outcomes as measured by comparing pre and post test assessment checklist results.

Program Activities (What):

All modules involve baseline assessment, intervention(training) and follow up assessments to monitor change. Parent Coaches conduct observations of parental knowledge and skills for each module by using a set of observation checklists. The SafeCare training format is based on well-established social learning theory and evidence from previous research

Frequency (How Often):

At the beginning of each module and end of each module. The program consists of three modules in total.

Responsible Parties (Who):

Observation and checklists

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

100% of parents completing services were successful in increasing their parenting outcomes as measured by comparing pre and posttest assessment checklist results. Totaling 5/5

Expected Outcome /Change (Focus Area):

Build parent Capacity

90% of families had no verified findings of abuse or neglect 6 months and 12 months after completion of services.

rogram Activities (What):

An abuse registry search is run through the Florida Safe Families Network system.

Frequency (How Often):

A search is made 6 months and 12 months post services for each family completing services.

Responsible Parties (Who):

Thee Director of Prevention Services is responsible for completing abuse registry checks.

Data Source (Where):

Completed searches are kept in client files.

Time of Measurement (When):

6 and 12 months post services

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

100% of families had no verified findings of abuse or neglect 6 months and 12 months after completion of services. Totaling 8 at 6months of closure and 9 at 1 year of closure.

Expected Outcome /Change (Focus Area):

To maintain at least 95% or more of families served having no verified findings of abuse or neglect during services measured by the ability to search(Florida Safe Families Network) FSFN

Program Activities (What):

A child abuse history search will be made through the Florida Safe Families Network.

Frequency (How Often):

A search is made within a week upon intake into the program and monthly searches are made

with the family is enrolled in the safecare program.

Responsible Parties (Who):

Director of Prevention services is responsible for completing the searches.

Data Source (Where):

Records of searches are kept in files.

Time of Measurement (When):

Time of measurement is upon admission and monthly while the case is still opened.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

100% of families served had no verified findings of abuse or neglect during services measured by the ability to search (Florida Safe Families Network) FSFN. Totaling 32/32

Expected Outcome /Change (Focus Area):

Build Parent Capacity

To Maintain engagement of client services

To maintain at least 80% of all clients referred for safecare service will be engaged 2 plus sessions

Program Activities (What):

In home parenting sessions

Frequency (How Often):

weekly

Responsible Parties (Who):

Parent Coaches and Parents.

Data Source (Where):

Logs kept in clients files.

Time of Measurement (When):

Logs completed by Parent Coaches after each parenting session.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

44% of all clients referred for safecare services were engaged 2 plus sessions. Totaling 14/32

Hibiscus Children's Center, Inc. - SafeCare - Parenting Education Home Visitation Program

Program Demographics

Population Served

	Total	Goal	% of Goal
Individual Children	60	90	68
Individual Adults	30	55	58

	Total	Goal	% of Goal
Number of Families	27	42	64

Age

	Age
Preschool 0-4	42
Elementary 5-10	11
Middle School 11-14	4
High School 15-18	1
Young Adult 19-25	3
Adult 26-54	29
Senior 55+	0

Income

	Income Level
100% of poverty or below	56
101% to 150% of poverty	13
Between 150% and 200% of FPL	0
Unknown	21

Ethnicity

	Ethnicity
Asian	0
American Indian	0
Black / African American	54
Hispanic / Latino	0
Pacific Islander	0
White	27
Multi-Racial	1
Unknown	8

Location

	Zip Code
32948	0

	Zip Code
32958	5
32960	26
32962	18
32963	0
32967	36
32968	1
Unknown	4

HOPE FOR FAMILIES CENTER

SHELTER CHILDREN'S PROGRAM

The shelter program is the first step to homeless families to stabilize their lives by accessing safe shelter, nutritious meals, clothing and other basic necessities as well as 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.

Population Served				Utilization	
	Total	Goal	% of Goal		
Children	219	200	110%	Budget	\$40,000
Adults	130	130	100%	Actual	\$40,000
Families	115	125	95%	Actual %	100%

Outcome Performance	
1	<p>Indicator # 1 - Percentage of school-aged children placed in after school programs or camps: 4th quarter – 100%; Fiscal year average - 72%</p> <p>Indicator # 2 - Percentage of school-aged children transported to various programs: 4th quarter – 100% Fiscal year average - 100%</p> <p>Indicator # 3 - Percentage of parents who completed required documents for placement in programs: 4th quarter – 100%; Fiscal year average - 100%</p> <p>Over the summer this year HFC transported children to various camps daily to ensure their summer was full of learning and enrichment. The Homeless Children's Foundation worked with HFC to find camps for all our children to attend and HFC transported children the summer of 2023. On average 30 children a week were transported to horse camp, Vero Beach Museum of Art, swim camp and skate camp (just to name a few). Tutoring was also part of the of the summer program for students to catch up on studies and be prepared for the new school year. Keeping the children active and providing summer learning was our main goal for improvement in their lives.</p>
2	<p>Indicator # 1 - Percentage of children who qualify for daycare and percentage placed: 4th quarter – Qualify - 91.97%; Placed - 91.97%</p> <p>Indicator # 2 - Percentage of children transported to daycare facilities: 4th quarter – 91.27%</p> <p>Recently there has been a waitlist of all daycares for children under the age of one year. A few of our families had to wait up to three months for their younger child to secure a spot in daycare. All residents are assisted with ELC paperwork for daycare entry and low-cost childcare. Younger children are transported daily to daycare so parents can work.</p>
3	<p>Indicator # 1 - Percentage of adults and children who secure Primary Care Physicians: 4th quarter – 100%</p> <p>Indicator # 2 - Percentage of adults and children who are referred for health/mental health/substance abuse/ domestic violence: 4th quarter – 100%</p> <p>Mental Health Care providers have a long wait list and it is a struggle to find therapist, but we continue to be diligent and look for solutions. Developing a stronger relationship with Suncoast Mental Health and Tykes & Teens is part of our strategic solutions. Over this past reporting period Suncoast Mental Health has been having therapy appointment at the HFC facility for families needing mental health care. This referral takes place on intake into The Hope for Families Center by the Intake Case Manager and direct collaboration with these two agencies to make a smooth transition for mental health needs. Immediate mental health resources will contribute to breaking the cycle of homelessness and will help the children with resilience in a traumatic situation. HFC Case Managers have made 100% referrals to different agencies in Indian River County but the wait list to see a therapist can take up to 4 weeks. All residents upon entry to the shelter meet with our patient navigator who assist them with insurance and establishing a PCP. This decreases the number of emergency room visits and encourages families to incorporate regular well checks with doctors. This overall improves the health and wellbeing of the entire family including the children.</p>



Program Outcome Performance Key:
GREEN= Met Expectations
YELLOW= Partially Met Expectations
RED= Did Not Meet Expectations

Children's Services Advisory Committee

CSAC Quarterly Reporting - CSAC Year-End Reporting

End of Year Report Status: Submitted

End of Year Report Submission Details

Approved at the Board of Directors meeting on: 9/26/2023

Executive Director: Marty Mercado

Board President: Chuck Cunningham

Board Treasurer: Bruce Albro

Submission Confirmation Email Sent To: mmercado@hopeforfamiliescenter.org

Submitted By: Marty Mercado on 10/23/2023 at 9:53 AM (CST)

Hope for Families Center

PROGRAM SUMMARY

Agency Name Hope for Families Center

Program Name The Hope for Families Shelter - Children's Program

Brief Program Description

The shelter program is the first step to homeless families to stabilize their lives by accessing safe shelter, nutritious meals, clothing and other basic necessities as well as 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. 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. Children are immediately enrolled into schooling, day care and after school, summer, winter and spring break activities/camps. HFC also works with the families and children to discuss mental health needs of the entire family for stability. Speakers and enrichment activities take place monthly in the reading room to inspire homeless youth to look beyond their current situation. Also, tutoring is available to review school work and assistance with homework. Computers are available if student doesn't have access to one. Taking time to invest in homeless children helps the family to break the cycle and begin generational healing.

Hope for Families Center - Children's Services Advisory Committee Grant

Financial Information

	Draw Down
CSAC Specific Budget	40,000.00
CSAC Specific Actual	40,000.00
CSAC Specific Actual %	100.00

Hope for Families Center - Children's Services Advisory Committee Grant

PROGRAM OUTCOMES & ACTIVITIES

CSAC Expected Outcomes

Expected Outcome /Change (Focus Area):

To increase the number of children placed in after-school and summer, winter, spring camps and enrichment academic/vocational programs by 10% in year 2 as reported by the after school and camp records maintained by children's case manager.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Goal One

Indicator # 1 Percentage of school-aged children placed in after school programs or camps.

4th quarter – 100%

Fiscal year average - 72%

Indicator # 2 Percentage of school-aged children transported to various programs

4th quarter – 100%

Fiscal year average - 100%

Indicator # 3 Percentage of parents who completed required documents for placement in programs

4th quarter – 100%

Fiscal year average - 100%

Over the summer this year HFC transported children to various camps daily to ensure their summer was full of learning and enrichment. On average 30 children a week we transported to horse camp, Vero Beach Museum of Art, swim camp and skate camp (just to name a few). Tutoring was also part of the of the summer program for students to catch up on studies and be prepared for the new school year. Keeping the children active and providing summer learning was our main goal for improvement in their lives.

Expected Outcome /Change (Focus Area):

To maintain the number of non-school aged children placed in daycare facilities that provide early childhood development at 100% as reported in case management records. Also, to assist with paperwork for ELC for affordable daycare and provide rides to and from daycare for those residents without transportation.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

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.

Indicator # 1 Percentage of children who qualify for daycare and percentage placed.

4th quarter – Qualify - 91.97% Placed - 91.97%

Indicator # 2 Percentage of children transported to daycare facilities

4th quarter – 91.27%

Recently there has been a waitlist of all daycares for children under the age of one year. A few of our families had to wait up to three months for their younger child to secure a spot in daycare. All residents are assisted with ELC paperwork for daycare entry and low cost childcare. Younger children are transported daily to daycare so parents can work.

Expected Outcome /Change (Focus Area):

To increase the number of families able to navigate healthcare and social service systems, access to support for continued sobriety for adults, and mental health for themselves and their children by an increase of 20% as measured by families requesting assistance for services or those required to secure service.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Indicator # 1 Percentage of adults and children who secure Primary Care Physicians.

4th quarter – 100%

Indicator # 2 Percentage of adults and children who are referred for health/mental health/substance abuse/ domestic violence.

4th quarter – 100%

Mental Health Care providers have a long wait list and it is a struggle to find therapist, but we continue to be diligent and look for solutions. Developing a stronger relationship with Suncoast Mental Health and Tykes & Teens is part of our strategic solutions. Over this past reporting period Suncoast Mental Health has been having therapy appointment at the HFC facility for families needing mental health care. This referral takes place on intake into The Hope for Families Center by the Intake Case Manager and direct collaboration with these two agencies to make a smooth transition for mental health needs. Immediate mental health resources will contribute to breaking the cycle of homelessness and will help the children with resilience in a traumatic situation. HFC Case Managers have made 100% referrals to different agencies in Indian River County but the wait list to see a therapist can take up to 4 weeks. All residents upon entry to the shelter meet with our patient navigator who assist them with insurance and establishing a PCP. This decreases the number of emergency room visits and encourages families to incorporate regular well checks with doctors. This overall improves the health and wellbeing of the entire family including the children.

Hope for Families Center - Children's Services Advisory Committee Grant

Program Demographics

Population Served

	Total	Goal	% of Goal
Individual Children	59	50	118
Individual Adults	30	30	100
Number of Families	30	40	75

Age

	Age
Preschool 0-4	22
Elementary 5-10	17
Middle School 11-14	18
High School 15-18	3
Young Adult 19-25	8
Adult 26-54	21
Senior 55+	0

Income

	Income Level
100% of poverty or below	76
101% to 150% of poverty	3
Between 150% and 200% of FPL	3
Unknown	7

Ethnicity

	Ethnicity
Asian	0
American Indian	0
Black / African American	43
Hispanic / Latino	5
Pacific Islander	1

	Ethnicity
White	36
Multi-Racial	4
Unknown	0

Location

	Zip Code
32948	2
32958	4
32960	16
32962	10
32963	0
32967	12
32968	8
Unknown	37

THE LEARNING ALLIANCE

MOONSHOT ACADEMY

The Moonshot Academy program provides after-school and summer learning opportunities for struggling readers. Students scoring below the 50th percentile on their reading assessment qualify to attend this remediation and enrichment program. We know that struggling readers need extra time that is well structured and includes targeted instruction to catch up to their peers. Our program is a multi-faceted enriched literacy program that provides remediation, additional time for mastery of academic content for struggling students, and enrichment that connects learning concepts.

Moonshot Academy currently serves 400+ K-3 students.

Population Served				Utilization	
	Total	Goal	% of Goal		
Children	449	475	94%	Budget	\$350,000
Adults				Actual	\$350,000
Families				Actual %	100%

Outcome Performance	
1	Moonshot Academy students made their expected growth of at least four Sonday levels. 1st grade students increase by four levels, 2nd grade by five levels, and 3rd grade by four levels.
2	Using an 8 question, teacher-reported survey, which measures perseverance, self-control and social competence, we aim to demonstrate that Moonshot Academy helps build student success skills to support learning and promote positive behavior. According to a parent survey distributed at the end of the Summer session, 90% of parents would recommend Moonshot Academy to a friend or colleague.
3	<p>On average, MSA students experienced 45% more scale score growth than peers on the SDIRC's standardized assessments in K-3rd grade. These assessments include Star Early Literacy assessment (1st grade), Star Reading assessment (2nd grade), and FAST assessment (3rd grade). Both comprehension and vocabulary acquisition improved among MSA students as evidenced in their Storytime Workshop pre- and post-assessment scores.</p> <p>1st Grade Vocabulary Pre/Post Assessment, MSA Summer 2023</p> <ul style="list-style-type: none"> Beachland Elementary School - PRE 42, POST 96 Citrus Elementary School - PRE 53, POST 92 Treasure Coast Elementary School - PRE 52, POST 84 <p>2nd Grade Vocabulary Pre/Post Assessment, MSA Summer 2023</p> <ul style="list-style-type: none"> Treasure Coast Elementary School - PRE 72, POST 82 Citrus Elementary School - PRE 49, POST 88 Beachland Elementary School - PRE 49, POST 91 <p>3rd Grade Vocabulary Pre/Post Assessment, MSA Summer 2023</p> <ul style="list-style-type: none"> Beachland Elementary School - PRE 71, POST 90 Citrus Elementary School - PRE 53, POST 85

Program Outcome Performance Key:
GREEN= Met Expectations
YELLOW= Partially Met Expectations
RED= Did Not Meet Expectations



THE LEARNING ALLIANCE

MOONSHOT READING ROCKET

The Moonshot Reading Rocket is a mobile literacy lab that creates customized literacy experiences for children and families in Indian River County. The Rocket partners with dozens of early childhood community organizations as well as VPK and Pre-K programs. Working in the 0-5 space, Bridget brings engaging curriculum that builds early literacy skills to our youngest learners through the Literacy in Action program. She engages with families through working with the Moonshot Families Connection Centers and curates literacy rich engagements throughout the community.

Population Served			Utilization		
	Total	Goal	% of Goal		
Children	2,225	2,721	82%	Budget	\$35,000
Adults	825	1,360	61%	Actual	\$35,000
Families				Actual %	100%

Outcome Performance	
1	The Moonshot Reading Rocket 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 literacy, social awareness, and gives children meaningful ways to apply learning, to help support the development of the whole child.
2	Moonshot Rocket programming supports Executive Functioning skill development through embodied cognition and other strategies and approaches to engage the whole child. Since October, 2022 the Rocket held more than 1,400 engagements, impacting over 3,000 children and families.
3	Since October of 2022, the Moonshot Reading Rocket has forged a strong collaboration with Moonshot Families in supporting the foundational literacy development through helping families build home literacy environments, modeling age-appropriate parent/child interactions, and providing resources families need to support learning at home. The Reading Rocket has brought 1,400+ literacy engagements to families and students through this collaboration.
	Through the development and dissemination of content in the form of story time videos and in-person interactions, early foundational literacy skills such as vocabulary acquisition, were supported in families and classrooms, impacting hundreds of students throughout Indian River County. Videos were distributed through the social media platforms of The Learning Alliance, Childcare Resources, Redland Christian Migrant Association, Moonshot academy, and Head Start centers.

Program Outcome Performance Key:
GREEN= Met Expectations
YELLOW= Partially Met Expectations
RED= Did Not Meet Expectations



THE LEARNING ALLIANCE

FAMILY CONNECTION CENTERS

Moonshot Families Early Learning programs focus on building early language and literacy skills in children 0-5 which are the building blocks of kindergarten readiness. Helping parents understand that they are their child’s first and most important teacher is paramount to academic and life success.

Moonshot Families (MSF) utilizes a tiered approach to accessing and supporting families.

Population Served			Utilization		
	Total	Goal	% of Goal		
Children	512	308	166%	Budget	\$20,000
Adults	384	154	249%	Actual	\$20,000
Families				Actual %	100%

Outcome Performance	
1	Utilizing the three-tiered approach for accessing families to engage in parenting support, coaching and literacy resources, the Moonshot Families team facilitated 24 family-centered engagements from July through September, 2023. These engagements catered to registered MS Families and were held in our clients’ underserved neighborhoods and at our two connection centers. At these engagements, positive parent/child interactions are modeled through Read, Talk, Play, Sing, Create activities, there is a make-and-take craft, book giveaway, and food.
2	The number of registered Moonshot Families increased by 170 families and 250 children from July 1 - Sept. 30th, 2023. As some of our families age out of the program (when their child matriculates to Kindergarten) new families are onboarded. At the time of this report MSF has a total of 549 families and 705 children.
3	Moonshot Families’ priority is to serve families where they are throughout Indian River County. As a result, MSF has registered families in every zip code and has increased awareness of the importance of interactions that support early literacy among all our families. All of Moonshot Families programming and materials include helpful suggestions about how to utilize both the resources given to them as Moonshot Families and everyday materials easily found in the home, neighborhood, and community. This information is also shared regularly via social media and through community institutions and agencies like the libraries and public health facilities. We are currently conducting a survey to better understand the degree to which parents/caregivers are supporting early literacy at home.

Program Outcome Performance Key:
GREEN= Met Expectations
YELLOW= Partially Met Expectations
RED= Did Not Meet Expectations



2
2
-
2
3

THE LEARNING ALLIANCE

EARLY LEARNING PROGRAMS

SEL COACH

The Early Learning Programs Prevention Intervention Specialist plays an essential role in ensuring best practice strategies across schools are implemented to promote a positive school climate that supports students' executive functioning needs such as self-regulation and resilience. The Prevention Intervention Specialist provides direct support to school leaders, teachers, and staff with essential programming.

Population Served				Utilization	
	Total	Goal	% of Goal		
Children	348	344	100%	Budget	\$20,000
Adults	59	55	100%	Actual	\$20,000
Families				Actual %	100%

Outcome Performance	
1	<p>Parent engagement protocol has been developed which includes one on one parent interaction leveraging Moonshot Families (MSF) Early Learning Team to help parents support their children's learning at home. The MSF team along with the Prevention Intervention Coach visits a different VPK campus every Monday and engages with parents in the pickup line - these are called Moonshot Mondays. Students are sent home with learning kits which include Read, Talk, Sing, Play, Create activities to support what students are learning during the school day. Moonshot the puppet is there to interact with the students and explain what is in their take home kit. All the students and teachers have learned the Read, Talk, Play, Sing, Create jingle and have made strong connections with Moonshot and the MSF team. Parents and students have come to expect seeing the Prevention Intervention Coach and the MSF teach and the implementation of this protocol has been extremely successful in building trust and support for our families/parents. A monthly newsletter is distributed giving parents useful information to support their child's executive functioning and early literacy development.</p>
2	<p>Teachers are asked to self assess using the Devereaux Reflective Checklist for Teaching Practices, apart of the E-DECA program for PreK classrooms. From this assessment, support for teachers through professional development and coaching is designed and implemented. There are 16 statements on the assessment to gauge how teachers are supporting their students' success skills such as self-regulation, social awareness, and social emotional needs. Statements include: Encourage children to take on a role during daily routines (for example, provide opportunities to do jobs that build a sense of community); Provide materials and toys that support group play and development of social skill; Help children learn the skills necessary to play and learn with others; Provide many opportunities for children to build language and literacy skills (for example, talk, read, and sing with children every day).</p> <p>Teachers respond to each statement with "Almost Always," "Sometimes," or "Not Yet." On average, for the 16 statements: 81% answered "Almost Always", 19% answered "Sometimes", <1% answered "Not Yet"</p>
3	<p>According to the Devereaux Early Childhood Assessment (DECA) Screener, students improved their Total Protective Factors scores from Fall to Spring. Reducing students in Need from 25% to 17%, and increasing students showing Strength on the DECA screener from 8% to 22%. Currently collecting baseline data for 2023-24 Academic School Year.</p>



Program Outcome Performance Key:
GREEN= Met Expectations
YELLOW= Partially Met Expectations
RED= Did Not Meet Expectations



The Learning Alliance - Early Learning Programs Prevention Intervention Coach

Financial Information

	Draw Down
CSAC Specific Budget	20,000.00
CSAC Specific Actual	0.00
CSAC Specific Actual %	100.00

The Learning Alliance - Early Learning Programs Prevention Intervention Coach

PROGRAM OUTCOMES & ACTIVITIES

CSAC Expected Outcomes

Expected Outcome /Change (Focus Area):

Early Childhood Development: Create and implement a parent engagement protocol focused on executive functioning and early literacy development

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Parent engagement protocol has been developed which includes:

one on one parent interaction leveraging Moonshot Families (MSF) Early Learning Team to help parents support their children's learning at home

The MSF team along with the Prevention Intervention Coach visits a different VPK campus every Monday and engages with parents in the pickup line - these are called Moonshot Mondays

Students are sent home with learning kits which include Read, Talk, Sing, Play, Create activities to support what students are learning during the school day

Moonshot the puppet is there to interact with the students and explain what is in their take home kit

All the students and teachers have learned the Read, Talk, Play, Sing, Create jingle and have made strong connections with Moonshot and the MSF team

Parents and students have come to expect seeing the Prevention Intervention Coach and the MSF team and the implementation of this protocol has been extremely successful in building trust and support for our families/parents

A monthly newsletter is distributed giving parents useful information to support their child's executive functioning and early literacy development

Expected Outcome /Change (Focus Area):

Early Childhood Development: Early Learning Programs teachers will improve their ability to support their own executive functioning skills and those of their students.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Children's Services Advisory Committee

CSAC Reporting - CSAC Year-End Reporting

End of Year Report Status: Submitted

End of Year Report Submission Details

Approved at the Board of Directors meeting on: 11/7/2023

Executive Director: Barbara Hammond

Board President: Raymond Oglethorpe

Board Treasurer: Andy Sowers

Submission Confirmation Email Sent To: lbahl@thelearningalliance.org

Submitted By: Liz Bahl on 12/5/2023 at 10:59 AM (CST)

The Learning Alliance

PROGRAM SUMMARY

Agency Name	The Learning Alliance
Program Name	Moonshot Academy, Moonshot Reading Rocket, PreK Prevention Intervention Specialist

Brief Program Description

The 2022-2023 grant encompassed 4 separate programs which address 3 of CSAC's 4 focus areas. The programs we seek funding for are: Early Learning Programs Prevention Intervention Specialist, Moonshot Families Programs, Moonshot Academy, and the Moonshot Reading Rocket.

The Moonshot Academy program provides after-school and summer learning opportunities for struggling readers. Students scoring below the 50th percentile on their reading assessment qualify to attend this remediation and enrichment program. We know that struggling readers need extra time that is well structured and includes targeted instruction to catch up to their peers. Our program is a multi-faceted enriched literacy program that provides remediation, additional time for mastery of academic content for struggling students, and enrichment that connects learning concepts. Moonshot Academy currently serves 400+ K-3 students.

The Moonshot Reading Rocket is a mobile literacy lab that creates customized literacy experiences for children and families in Indian River County. The Rocket partners with dozens of early childhood community organizations as well as VPK and Pre-K programs. Working in the 0-5 space, Bridget brings engaging curriculum that builds early literacy skills to our youngest learners through the Literacy in Action program. She engages with families through working with the Moonshot Families Connection Centers and curates literacy rich engagements throughout the community.

The Early Learning Programs Prevention Intervention Specialist plays an essential role in ensuring best practice strategies across schools are implemented to promote a positive school climate that supports students' executive functioning needs such as self-regulation and resilience. The Prevention Intervention Specialist provides direct support to school leaders, teachers, and staff with essential programming.

Teachers are asked to self assess using the Devereaux Reflective Checklist for Teaching Practices, a part of the E-DECA program for PreK classrooms. From this assessment, support for teachers through professional development and coaching is designed and implemented. There are 16 statements on the assessment to gauge how teachers are supporting their students' success skills such as self-regulation, social awareness, and social emotional needs.

Statements include:

Encourage children to take on a role during daily routines (for example, provide opportunities to do jobs that build a sense of community).

Support children as they transition between home and the program (for example, invite comfort items, or sing a special song).

Provide materials and toys that support group play and development of social skill

Help Children learn the skills necessary to play and learn with others

Provide many opportunities for children to build language and literacy skills (for example, talk, read, and sing with children every day).

Teachers respond to each statement with "Almost Always," "Sometimes," or "Not Yet."

On average, for the 16 statements:

81% answered "Almost Always"

19% answered "Sometimes"

<1% answered "Not Yet"

Expected Outcome /Change (Focus Area):

Early Childhood Development: Identify a research-informed universal screening measure for PreK students and use it to assess baseline executive functioning skills and monitor development related to competencies such as Initiative, Self-Regulation, and Attachment/Relationships. 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 implemented.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

According to the Devereux Early Childhood Assessment (DECA) Screener, students improved their Total Protective Factors scores from Fall to Spring. Reducing students in Need from 25% to 17%, and increasing students showing Strength on the DECA screener from 8% to 22%. Currently collecting baseline data for 2023-24 Academic School Year.

The Learning Alliance - Early Learning Programs Prevention Intervention Coach

Program Demographics

Population Served

	Total	Goal	% of Goal
Individual Children	384	344	1
Individual Adults	59	55	1
Number of Families			

Age

	Age
Preschool 0-4	384
Elementary 5-10	
Middle School 11-14	
High School 15-18	
Young Adult 19-25	
Adult 26-54	59
Senior 55+	

Income

	Income Level
100% of poverty or below	
101% to 150% of poverty	
Between 150% and 200% of FPL	
Unknown	443

Ethnicity

	Ethnicity
Asian	4
American Indian	
Black / African American	102
Hispanic / Latino	95
Pacific Islander	
White	208
Multi-Racial	24
Unknown	10

Location

	Zip Code
32948	62
32958	98
32960	76
32962	50

	Zip Code
32963	3
32967	70
32968	
Unknown	84

The Learning Alliance - Moonshot Academy

Financial Information

	Draw Down
CSAC Specific Budget	350,000.00
CSAC Specific Actual	0.00
CSAC Specific Actual %	100.00

The Learning Alliance - Moonshot Academy

PROGRAM OUTCOMES & ACTIVITIES

CSAC Expected Outcomes

Expected Outcome /Change (Focus Area):

Quality remediation and enrichment programs: MSA 1st - 3rd grade students, reading below the 50th percentile will increase comprehension based on content taught, improve vocabulary and improve foundational literacy skills, such that literacy gaps are narrowed as indicated by pre/post assessments given at the beginning and end of the program.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Moonshot Academy students made their expected growth of at least four Sunday levels. 1st grade students increase by four levels, 2nd grade by five levels, and 3rd grade by four levels.

Expected Outcome /Change (Focus Area):

Quality remediation and enrichment programs: Moonshot Academy students 1st-3rd grades will improve their student success skills as evidenced by pre/post, teacher reported assessment which measures persistence, self-control, and social competence.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Using an 8 question, teacher-reported survey, which measures perseverance, self-control and social competence, we aim to demonstrate that Moonshot Academy helps build student success skills to support learning and promote positive behavior. According to a parent survey distributed at the end of the Summer session, 90% of parents would recommend Moonshot Academy to a friend or colleague.

Expected Outcome /Change (Focus Area):

Quality remediation and enrichment programs: Increase reading proficiency among Moonshot Academy students, 1st - 3rd grades who are currently reading below the 50th percentile as indicated by iReady assessments given in the Fall, Winter and Spring.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

On average, MSA students experienced 45% more scale score growth than peers on the SDIRC's standardized assessments in K-3rd grade. These assessments include Star Early Literacy assessment (1st grade), Star Reading assessment (2nd grade), and FAST assessment (3rd grade).

Both comprehension and vocabulary acquisition improved among MSA students as evidenced in their Storytime Workshop pre- and post-assessment scores.

1st Grade Vocabulary Pre/Post Assessment, MSA Summer 2023
Beachland Elementary School
PRE 42
POST 96

Citrus Elementary School
PRE 53
POST 92

Treasure Coast Elementary School
PRE 52
POST 84

2nd Grade Vocabulary Pre/Post Assessment, MSA Summer 2023
Treasure Coast Elementary School
PRE 72
POST 82

Citrus Elementary School
PRE 49
POST 88

Beachland Elementary School
PRE 49
POST 91

3rd Grade Vocabulary Pre/Post Assessment, MSA Summer 2023
Beachland Elementary School
PRE 71
POST 90

Citrus Elementary School
PRE 53
POST 85

The Learning Alliance - Moonshot Academy

Program Demographics

Population Served

	Total	Goal	% of Goal
Individual Children	449	475	94
Individual Adults			
Number of Families			

Age

	Age
Preschool 0-4	
Elementary 5-10	449
Middle School 11-14	
High School 15-18	
Young Adult 19-25	
Adult 26-54	
Senior 55+	

Income

	Income Level
100% of poverty or below	
101% to 150% of poverty	
Between 150% and 200% of FPL	
Unknown	449

Ethnicity

	Ethnicity
Asian	4
American Indian	
Black / African American	130
Hispanic / Latino	135
Pacific Islander	
White	162
Multi-Racial	
Unknown	18

Location

	Zip Code

32948	
32958	60
32960	68
32962	21
32963	42
32967	64
32968	
Unknown	194

The Learning Alliance - Moonshot Families Early Learning Programs

Financial Information

	Draw Down
CSAC Specific Budget	20,000.00
CSAC Specific Actual	0.00
CSAC Specific Actual %	100.00

The Learning Alliance - Moonshot Families Early Learning Programs

PROGRAM OUTCOMES & ACTIVITIES

CSAC Expected Outcomes

Expected Outcome /Change (Focus Area):

Build Parent Capacity: Implement family engagement that includes parent training, coaching, and literacy resources based on a research-based delivery model.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Utilizing the three-tiered approach for accessing families to engage in parenting support, coaching and literacy resources, the Moonshot Families team facilitated 63 family-centered engagements from October 1st, 2022 through September 30, 2023. These engagements catered to registered MS Families and were held in our clients' underserved neighborhoods and at our two connection centers. At these engagements, positive parent/child interactions are modeled through Read, Talk, Play, Sing, Create activities, there is a make-and-take craft, book giveaway, and food.

Expected Outcome /Change (Focus Area):

Early Childhood Development: Increase the number of registered Moonshot Families through building relationships with early childcare providers who will see Moonshot Families programming as a valuable resource in supporting their students' learning and increasing engagement with their families.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

The number of registered Moonshot Families increased by 523 families October 1st, 2022 - Sept. 30th, 2023. As some of our families age out of the program (when their child matriculates to Kindergarten) new families are onboarded. At the time of this report MSF had a total of 549 families and 705 children.

Expected Outcome /Change (Focus Area):

Early Childhood Development: Increase awareness and action among families such that they are able to build strong home literacy environments that support their children in meeting milestones and achieving kindergarten readiness.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Moonshot Families' priority is to serve families where they are throughout Indian River County. As a result, MSF has registered families in every zip code and has increased awareness of the importance of interactions that support early literacy among all our families. All of Moonshot Families programming and materials include helpful suggestions about how to utilize both the resources given to them as Moonshot Families and everyday materials easily found in the home, neighborhood, and community. This information is also shared regularly via social media and through community institutions and agencies like the libraries and public health facilities. According to a recent survey, 63% of families have received 4 or more age appropriate books from Moonshot Families; 30% of families have attended 3 or more MSF events; 85% believe that Read, Talk, Play, Sing, Create activities builds early literacy skills; more than 40% with their child daily; and 96% of parents would recommend Moonshot Families to a friend.

The Learning Alliance - Moonshot Families Early Learning Programs

Program Demographics

Population Served

	Total	Goal	% of Goal
Individual Children	705	512	137
Individual Adults	549	384	142
Number of Families			

Age

	Age
Preschool 0-4	384
Elementary 5-10	128
Middle School 11-14	
High School 15-18	

	Age
Young Adult 19-25	119
Adult 26-54	240
Senior 55+	25

Income

	Income Level
100% of poverty or below	
101% to 150% of poverty	
Between 150% and 200% of FPL	
Unknown	896

Ethnicity

	Ethnicity
Asian	
American Indian	
Black / African American	
Hispanic / Latino	
Pacific Islander	
White	
Multi-Racial	
Unknown	896

Location

	Zip Code
32948	125
32958	120
32960	99
32962	170
32963	7
32967	161
32968	81
Unknown	133

Financial Information

	Draw Down
CSAC Specific Budget	35,000.00
CSAC Specific Actual	0.00
CSAC Specific Actual %	100.00

The Learning Alliance - The Moonshot Reading Rocket

PROGRAM OUTCOMES & ACTIVITIES

CSAC Expected Outcomes

Expected Outcome /Change (Focus Area):

Early Childhood Development: To build awareness, reinforce and support applied comprehension skill development

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

The Moonshot Reading Rocket 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 literacy, social awareness, and gives children meaningful ways to apply learning, to help support the development of the whole child.

Expected Outcome /Change (Focus Area):

Early Childhood: To build awareness and reinforce and support executive functioning skill development.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Moonshot Rocket programming supports Executive Functioning skill development through embodied cognition and other strategies and approaches to engage the whole child. Since October, 2022 the Rocket held more than 1,400 engagements, impacting over 3,000 children and families.

Expected Outcome /Change (Focus Area):

Early Childhood Development: To support early foundational skill development through the delivery of engaging, enriching literacy curriculum and programming.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Since October of 2022, the Moonshot Reading Rocket has forged a strong collaboration with Moonshot Families in supporting the foundational literacy development through helping families build home literacy environments, modeling age-appropriate parent/child interactions, and providing resources families need to support learning at home. The Reading Rocket has brought 1,400+ literacy engagements to families and students through this collaboration.

Through the development and dissemination of content in the form of story time videos and in-person interactions, early foundational literacy skills such as vocabulary acquisition, were supported in families and classrooms, impacting hundreds of students throughout Indian River County. Videos were distributed through the social media platforms of The Learning Alliance, Childcare Resources, Redland Christian Migrant Association, Moonshot academy, and Head Start centers.

The Learning Alliance - The Moonshot Reading Rocket

Program Demographics

Population Served

	Total	Goal	% of Goal
Individual Children	2,225	2,721	82
Individual Adults	825	1,360	61
Number of Families			

Age

	Age
Preschool 0-4	1,112
Elementary 5-10	1,113
Middle School 11-14	
High School 15-18	
Young Adult 19-25	412
Adult 26-54	413
Senior 55+	

Income

	Income Level
100% of poverty or below	
101% to 150% of poverty	
Between 150% and 200% of FPL	
Unknown	3,050

Ethnicity

	Ethnicity
Asian	
American Indian	
Black / African American	
Hispanic / Latino	
Pacific Islander	
White	
Multi-Racial	
Unknown	3,050

Location

	Zip Code
32948	435
32958	436
32960	435
32962	436
32963	435
32967	436
32968	
Unknown	437

MENTAL HEALTH ASSOCIATION

MIDDLE & HIGH SCHOOL VIOLENCE & SUICIDE PREVENTION

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.

Population Served				Utilization	
	Total	Goal	% of Goal		
Children	2490	3000	83%	Budget	\$46,833
Adults				Actual	\$46,833
Families				Actual %	100%

Outcome Performance	
1	<p>No Erika's Lighthouse group psychoeducational prevention/intervention services were provided during this reporting period. School year resumed on August 10, 2023, and plans are to present a one-day Erika's Lighthouse curriculum at the Freshman Learning Center in November and start the other schools in January. 101 students who self-referred were seen by MHA in the schools for ELH for the year.</p> <p>Due to new legislation, this school year the Indian River School District implemented a requirement of obtaining parental consent for any student who requests to be seen by a mental health professional through Erica's Lighthouse Program. Students are notified of this during the classroom sessions and guidance assists with contacting parents of students who request to be seen following the lesson. There was a 62% decrease in self-referrals from the previous year.</p>
2	<p>During this reporting period we conducted 15 youth mental health screenings/crisis intervention services with a total of 121 screenings/crisis interventions conducted for the year.</p>
3	<p>During this reporting period 100% of youth in therapy were discharged favorably. 67% of youth discharged showed a reduction of anxiety &/or depression per the GAD7/PHQ9 scores. End-of-the-year outcomes showed 89% of youth in therapy were discharged favorably with 74% of youth showing a reduction of anxiety and/or depressive symptoms.</p> <p>This reporting period MHA conducted surveys for youth in grades 6-12 seen for Outpatient services.</p> <ul style="list-style-type: none"> 95% of youth strongly agree or agree they feel their therapists listens to them. 94% of students strongly agree or agree that after their visit they feel more hopeful about their future. 96% of students who agree or agree they have learned things in therapy that have helped them feel better.
4	<p>No Erika's Lighthouse group psychoeducational prevention/intervention services were provided during this reporting period. School year resumed on August 10, 2023, and plans are to present a one-day Erika's Lighthouse curriculum at the Freshman Learning Center in November and start the other schools in January. Erika's lighthouse was presented to 2198 IRC middle and High school students for the year. There was a 27% decrease from the previous year.</p>

Program Outcome Performance Key:
GREEN= Met Expectations
YELLOW= Partially Met Expectations
RED= Did Not Meet Expectations



Children's Services Advisory Committee

CSAC Reporting - CSAC Year-End Reporting

End of Year Report Status: Submitted

End of Year Report Submission Details

Approved at the Board of Directors meeting on: 10/18/2023

Executive Director: Philip Cromer

Board President: Susan Adams

Board Treasurer: Sandy Brown

Submission Confirmation Email Sent To: philip@mhairc.org

Submitted By: Nate Bruckner on 12/8/2023 at 7:05 AM (CST)

Mental Health Association in Indian River County

PROGRAM SUMMARY

Agency Name Mental Health Association in Indian River County

Program Name MHA Middle & High School Violence & Suicide Prevention Program

Brief 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.

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.

Mental Health Association in Indian River County - MHA Walk-In & Counseling Center

Financial Information

	Draw Down
CSAC Specific Budget	46,833.00

	Draw Down
CSAC Specific Actual	46,833.00
CSAC Specific Actual %	100.00

Mental Health Association in Indian River County - MHA Walk-In & Counseling Center

PROGRAM OUTCOMES & ACTIVITIES

CSAC Expected Outcomes

Expected Outcome /Change (Focus Area):

The expected outcome is increased middle and high school access to timely mental health assistance for urgent and/or unmet mental health needs. Students who participate in Erika's Lighthouse (ELH) prevention psychoeducation can self-refer for individual therapeutic help. Students in grades 6 to 12 and/or their families can have same-day, walk-in mental health screening.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

No Erika's Lighthouse group psychoeducational prevention/intervention services were provided during this reporting period. School year resumed on August 10, 2023, and plans are to present a one-day Erika's Lighthouse curriculum at the Freshman Learning Center in November and start the other schools in January.

101 students who self-referred were seen by MHA in the schools for ELH for the year.

- Due to new legislation, this school year the Indian River School District implemented a requirement of obtaining parental consent for any student who requests to be seen by a mental health professional through Erica's Lighthouse Program. Students are notified of this during the classroom sessions and guidance assists with contacting parents of students who request to be seen following the lesson. There was a 62% decrease in self-referrals from the previous year.

During this reporting period we conducted 15 youth mental health screenings/crisis intervention services with a total of 121 screenings/crisis interventions conducted for the year.

Expected Outcome /Change (Focus Area):

The expected outcome is the reduction of youth risk for IRC students grades 6-12 through effective care for untreated mental health issues. Program outpatient mental health care will provide services for area youth with a lack of access or resources for needed mental health help. Reduction in anxiety/depression and/or resolution of presenting mental health concerns of IRC students grades 6-12 per results of objective measures.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

During this reporting period 100% of youth in therapy were discharged favorably.
 67% of youth discharged showed a reduction of anxiety &/or depression per the GAD7/PHQ9 scores.

End-of-the-year outcomes showed 89% of youth in therapy were discharged favorably with 74% of youth showing a reduction of anxiety and/or depressive symptoms.

Expected Outcome /Change (Focus Area):

Improvement in coping skills of IRC middle and high school students from learning about signs and symptoms of depression, ways to support their mental health, and resources to receive mental health help when needed.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

No Erika’s Lighthouse group psychoeducational prevention/intervention services were provided during this reporting period. School year resumed on August 10, 2023, and plans are to present a one-day Erika’s Lighthouse curriculum at the Freshman Learning Center in November and start the other schools in January.

Erika’s lighthouse was presented to 2198 IRC middle and High school students for the year. There was a 27% decrease from the previous year.

Mental Health Association in Indian River County - MHA Walk-In & Counseling Center

Program Demographics

Population Served

	Total	Goal	% of Goal
Individual Children	2,490	3,000	83
Individual Adults			
Number of Families			

Age

	Age
Preschool 0-4	
Elementary 5-10	
Middle School 11-14	861
High School 15-18	1,629
Young Adult 19-25	
Adult 26-54	
Senior 55+	

Income

	Income Level
100% of poverty or below	47
101% to 150% of poverty	24
Between 150% and 200% of FPL	24
Unknown	2,395

Ethnicity

	Ethnicity
Asian	4
American Indian	0
Black / African American	12
Hispanic / Latino	24
Pacific Islander	0
White	138
Multi-Racial	10
Unknown	2,302

Location

	Zip Code
32948	6
32958	37
32960	35
32962	30
32963	2
32967	40
32968	22
Unknown	2,318

2
2
-
2
3

MISS B'S LEARNING BEES

ACADEMIC ENRICHMENT COMMUNITY OUTREACH

Project C.O.P.E addresses the need for quality remediation and enrichment program at neighborhood hubs within high poverty communities throughout our community. The program targets children in grades K-12 that assist them in reaching and/ or maintaining proficiency in the areas of reading and math. The purpose of the program is to increase the number of economically disadvantaged students that are proficient in the areas of reading and math.

Population Served				Utilization	
	Total	Goal	% of Goal		
Children	49	65	75%	Budget	\$30,000
Adults				Actual	\$30,000
Families	27	27	100%	Actual %	100%

Outcome Performance	
1	Miss B's Learning Bees was able to exceed its original goal of decreasing summer slide by 5%. Summer slide was decreased by 56%; 33 of 59 students were able to maintain their previous scores or showed an increase in learning gains made over the summer.
2	Miss B's Learning Bees exceeded our goal by 31%. We assisted 36% of our student population in reaching and maintaining math proficiency.
3	Eighteen percent (18%) of students were assisted in becoming proficient in Reading, exceeding our goal of 15%.

Program Outcome Performance Key:
GREEN= Met Expectations
YELLOW= Partially Met Expectations
RED= Did Not Meet Expectations



Children's Services Advisory Committee

CSAC Quarterly Reporting - CSAC Year-End Reporting

End of Year Report Status: Submitted

End of Year Report Submission Details

Approved at the Board of Directors meeting on: 10/19/2023

Executive Director: Latoya M. Bullard

Board President: Adra Rigby

Board Treasurer: Keya Brown Billue

Submission Confirmation Email Sent To: missbslearningbees@outlook.com

Submitted By: LaToya Bullard on 10/27/2023 at 3:58 PM (CST)

Miss B's Learning Bee's Inc.

PROGRAM SUMMARY

Agency Name Miss B's Learning Bee's Inc.

Program Name Miss B's Learning Bees Inc.

Brief Program Description

Project COAEP addresses the need for quality remediation and enrichment program at neighborhood hubs within high poverty communities throughout our community. The program targets children in grades K-12 that assist them in reaching and/ or maintaining proficiency in the areas of reading and math. The purpose of the program is to increase the number of economically disadvantaged students that are proficient in the areas of reading and math.

To assist in reaching proficiency, Project COAEP provides quality enrichment services in the after-school program four days a week. The program is currently held at our neighborhood hubs two days a week at the Intergenerational Center and two days a week at the West Wabasso Outreach Center. Access to the program is provided by students who walk from nearby schools, parent drop off and others who use the transportation program. It provides transportation from school, to the neighborhood hub, and then home. Project COAEP also offers a food component, all students receive a healthy snack and substantial meal each day they attend the program.

Academic support is provided using an online learning program called IXL. IXL is used as a progress monitoring system. It assesses students utilizing state standards to assist with reaching proficiency. The program also utilizes iReady to monitor student growth. Students are provided a diagnostic in the beginning. It is then tracked using the continuous diagnostic, which assists in monitoring student growth throughout the year. The post assessment consists of data collected by the iReady Diagnostic 3 and IXL. Eligibility requirements for Project COAEP include:

- Reside in either of our five high poverty communities which include 32967, 32970, 32958, 32962, or 32968
- Defined as Economically Disadvantaged
- Age 5 : Entering into Kindergarten (Includes Summer before Kindergarten)
- Grades K-12

Miss B's Learning Bee's Inc. - Project COAEP

Financial Information

	Draw Down
CSAC Specific Budget	30,000.00
CSAC Specific Actual	30,000.00
CSAC Specific Actual %	18.30

Miss B's Learning Bee's Inc. - Project COAEP

PROGRAM OUTCOMES & ACTIVITIES

CSAC Expected Outcomes

Expected Outcome /Change (Focus Area):

Decrease the number of students that experience learning loss from summer slide by 5% using data collected from IXL in August.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Miss B's Learning Bees was able to exceed its original goal of decreasing summer slide by 5%. Summer slide was decreased by 56%. 33 of 59 students were able to maintain there previous scores or showed an increase in learning gains made over the Summer.

Expected Outcome /Change (Focus Area):

Increase the number of students who are proficient in the area of Math by 5%in one year using data collected from the Progress Monitoring Tool

Baseline Data

Spring FAST data (if released by the state)

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Miss B's Learning Bees also exceeded our goal here by 31%. We assisted 36% of our students population in reaching and maintaining proficiency.

Expected Outcome /Change (Focus Area):

Increase the number of economically disadvantaged students that are proficient in reading by 15% using data collected from the F.A.S.T assessment

Baseline Data May 2023 Results

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

18% of students were assisted in becoming proficient in Reading.

Miss B's Learning Bee's Inc. - Project COAEP

Program Demographics

Population Served

	Total	Goal	% of Goal
Individual Children	56		
Individual Adults			
Number of Families	27		

Age

	Age
Preschool 0-4	
Elementary 5-10	32
Middle School 11-14	10
High School 15-18	7
Young Adult 19-25	
Adult 26-54	
Senior 55+	

Income

	Income Level
100% of poverty or below	9
101% to 150% of poverty	10
Between 150% and 200% of FPL	30
Unknown	

Ethnicity

	Ethnicity
Asian	
American Indian	
Black / African American	40
Hispanic / Latino	8
Pacific Islander	
White	1

	Ethnicity
Multi-Racial	
Unknown	

Location

	Zip Code
32948	
32958	5
32960	
32962	15
32963	
32967	20
32968	9
Unknown	

OCP COMMUNITY OUTREACH

PURPOSE DRIVEN YOUTH

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.

Population Served				Utilization	
	Total	Goal	% of Goal		
Children	34	30	113%	Budget	\$20,000
Adults				Actual	\$20,000
Families				Actual %	100%

Outcome Performance	
1	54% of unemployed students successfully obtained their Work Certified certificate and 70% of enrolled students were employed by the end of the program compared to 62% at enrollment.
2	47% of students improved or maintained academic performance (GPA); however, the average GPA at the end of the program was 3.16.
3	93% of seniors enrolled have applied and been accepted to a college, university, or branch of military. 93% of seniors have completed the FAFSA and 81% are eligible for Pell Grant (16 seniors).

Program Outcome Performance Key:

- GREEN = Met Expectations
- YELLOW = Partially Met Expectations
- RED = Did Not Meet Expectations



Children's Services Advisory Committee

CSAC Quarterly Reporting - CSAC Year-End Reporting

End of Year Report Status: Submitted

End of Year Report Submission Details

Approved at the Board of Directors meeting on: 10/25/2023

Executive Director: Constance Peterson

Board President: Constance Peterson

Board Treasurer: Orville Peterson, Sr.

Submission Confirmation Email Sent To: OCP2021@comcast.net

Submitted By: Constance Peterson on 10/25/2023 at 10:29 PM (CST)

OCP Community Outreach, Inc.

PROGRAM SUMMARY

Agency Name OCP Community Outreach, Inc.

Program Name Purpose Driven Youth

Brief 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.

OCP Community Outreach, Inc. - Purpose Driven Youth

Financial Information

	Draw Down
CSAC Specific Budget	20,000.00
CSAC Specific Actual	20,000.00
CSAC Specific Actual %	100.00

OCP Community Outreach, Inc. - Purpose Driven Youth

PROGRAM OUTCOMES & ACTIVITIES

CSAC Expected Outcomes

Expected Outcome /Change (Focus Area):

Increase the number of unemployed enrolled students by 65% to be prepared for employment as reported by WorkCertified completion report.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

54% of unemployed students successfully obtained their Work Certified certificate and 70% of enrolled students were employed by the end of the program compared to 62% at enrollment.

Expected Outcome /Change (Focus Area):

To improve or maintain academic performance of enrolled students by 55% in one year as reported by students report cards/transcripts

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

47% of students improved or maintained academic performance (GPA) however, the average GPA at the end of the program was 3.16.

Expected Outcome /Change (Focus Area):

Increase the number of enrolled graduating seniors (class of 2023) prepared for higher education by 80% as reported by college admissions to 2-4 year universities, colleges or technical schools.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

93% of seniors enrolled have applied and been accepted to a college, university, or branch of military. 93% of seniors have completed the FAFSA and 81% are eligible for Pell Grant (16 seniors).

OCP Community Outreach, Inc. - Purpose Driven Youth

Program Demographics

Population Served

	Total	Goal	% of Goal
Individual Children	34	30	113
Individual Adults			
Number of Families			

Age

	Age
Preschool 0-4	
Elementary 5-10	
Middle School 11-14	

	Age
High School 15-18	34
Young Adult 19-25	
Adult 26-54	
Senior 55+	

Income

	Income Level
100% of poverty or below	8
101% to 150% of poverty	6
Between 150% and 200% of FPL	15
Unknown	

Ethnicity

	Ethnicity
Asian	
American Indian	
Black / African American	34
Hispanic / Latino	
Pacific Islander	
White	
Multi-Racial	
Unknown	

Location

	Zip Code
32948	
32958	
32960	1
32962	16
32963	1
32967	11
32968	2
Unknown	3

2
2
-
2
3

PELICAN ISLAND AUDUBON SOCIETY

AUDUBON ADVOCATES AFTERSCHOOL PROGRAM & ADVENTURE CAMP

Our after-school program for 5th graders is conducted at Audubon House and Oslo Riverfront Conservation Area (ORCA). All participants focus on conservation, science literacy and vocabulary, the natural history and identification of local flora and fauna, and environmental advocacy. The program is free of charge to participating families. The Indian River County RiverKidz Nature Club extends free opportunities for families in Indian River County to expand their understanding of the natural world through guided field trips, informative lessons with guest speakers, and opportunities for political action such as letter writing. Audubon Adventure Camp offers environmental science experiences to children entering 5th-8th grade.

Population Served				Utilization	
	Total	Goal	% of Goal		
Children	256	203	126%	Budget	\$25,000
Adults	307	250	123%	Actual	\$25,000
Families				Actual %	100%

Outcome Performance	
1	<p>The increase of knowledge and environmental understanding is measured by a vocabulary survey taken by students before and after participating in the program. Discrepancies between the semesters can be explained by the Fall 22 semester having a delayed start, then two weeks getting cancelled due to Hurricanes Ian and Nicole. Pre-survey avg Post-survey avg Score improvement (in percentage points) Outdoor hours (students only):</p> <ul style="list-style-type: none"> Fall 22 – from 69% to 83%; 14 students - 546.25 hours Spring 23 – from 66% to 95%, 29 students - 649.25 hours
2	<p>Boosting direct parent involvement in the Audubon Advocate program: Parents complete pre-surveys before their child begins the Audubon Advocate program and a post-survey when completed. Post surveys consistently express overwhelming satisfaction with the program. · Saturday kayaking sessions extended more opportunities for parents to participate with their child in the Audubon Advocate program. Several families and children attest that kayaking is their favorite part of the program; 32 adults and 42 children kayaked as part of the Audubon Advocate program this fiscal year. · The Audubon Advocate graduation ceremonies invite families to the Audubon House to celebrate their child's accomplishments in the program. The total attendance of the Fall 2022 and Spring 2023 Audubon Advocates graduation ceremonies was 275 people, including Audubon Advocate family members, teachers, and Pelican Island Audubon Society members. · All Audubon Advocate families are kept informed about the program and Pelican Island Audubon Society's events via monthly newsletters sent home with their child, monthly issues of Pelican Island Audubon Society's newsletter 'The Peligram', and through a private Facebook page for each participating school group which is updated weekly.</p>
3	<p>PIAS, Clean Water Coalition, the Homeless Children's Foundation, the IRC Conservation Lands Department, and the IRC Stormwater Department collaborated to provide 5 weeks of summer camp. Activities included hiking, photography, kayaking, field sketching, a field trip to the St. Lucie Aquarium, and a day at the Sebastian Inlet to close out each week. The IRC Conservation Lands department invited our campers to participate in a biological survey of the newly restored Jones Pier Conservation Area. Children collected species then identified and documented them as field guide entries. The product of their compiled entries will be published as a field guide to the park later this year. PIAS was able to provide full scholarships to all former Audubon Advocates attending the camps, and partial scholarships for all children who registered. No summer camp expenses were taken from the funds provided by CSAC.</p>

Program Outcome Performance Key:

- GREEN = Met Expectations
- YELLOW = Partially Met Expectations
- RED = Did Not Meet Expectations



Children's Services Advisory Committee

CSAC Quarterly Reporting - CSAC Year-End Reporting

End of Year Report Status: Submitted

End of Year Report Submission Details

Approved at the Board of Directors meeting on: 10/2/2023

Executive Director: Donna Halleran

Board President: Richard Baker

Board Treasurer: Steve Goff

Submission Confirmation Email Sent To: dmaewright@att.net

Submitted By: Graham L Cox on 10/23/2023 at 1:05 PM (CST)

Pelican Island Audubon Society

PROGRAM SUMMARY

Agency Name Pelican Island Audubon Society

Program Name Audubon Advocates Afterschool Program & Adventure Camp

Brief Program Description

Our after-school program for 5th graders is conducted at Audubon House and Oslo Riverfront Conservation Area (ORCA). All participants focus on conservation, science literacy and vocabulary, the natural history and identification of local flora and fauna, and environmental advocacy. The program is free of charge to participating families. The Audubon Advocate Program Fall term begins at the start of the school year in August and continues through December. Newly selected students begin the Spring Term in January and attend through May.

The Indian River County RiverKidz Nature Club extends free opportunities for families in Indian River County to expand their understanding of the natural world through guided field trips, informative lessons with guest speakers, and opportunities for political action such as letter writing.

Audubon Adventure Camp offers environmental science experiences to children entering 5th-8th grade. Activities included hiking, photography, kayaking, art lessons, field trips, and beach clean-ups. Children are provided with a safe, stress-free environment to experience nature and learn about the environment.

Pelican Island Audubon Society - Audubon Advocates after-school lagoon science program

Financial Information

	Draw Down
CSAC Specific Budget	25,000.00
CSAC Specific Actual	25,000.00
CSAC Specific Actual %	100.00

Pelican Island Audubon Society - Audubon Advocates after-school lagoon science program

PROGRAM OUTCOMES & ACTIVITIES

CSAC Expected Outcomes

Expected Outcome /Change (Focus Area):

After school Audubon advocates

In 2023-24 increase participation in after-school lagoon science program for 5-12th graders with 104 students from 4 south county elementary schools. Grow student enrollment incrementally, maintain free accessible after-school science exploration programs. Enrollment grew from 48 students in 2015 to 104. Expand our 12 week program to 14 weeks. Prime targets are 4 schools serving largely underrepresented/underserved student populations (up to 88% of students in 4 schools). We will continue to show a 25% increase in student knowledge & understanding of science concepts, increasing scores 25 points, from 70% to 95%, increase by 10% conservation & stewardship activities, improve student attitudes & behavior.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

B. The increase of knowledge and environmental understanding is measured by a vocabulary survey taken by students before and after participating in the program. Discrepancies between the semesters can be explained by the Fall 22 semester having a delayed start, then two weeks getting cancelled due to Hurricanes Ian and Nicole.

Pre-survey avg Post-survey avg Score improvement

(in percentage points) Outdoor hours

(students only)

Fall 22 69% 83% 14 546.25

Spring 23 66% 95% 29 649.25

Pre- and post- survey score improvement (data not acquired for Fall 23):

total outdoor student hours during Audubon Advocate program(s)

total Outdoor learning in nature hours of all students Fall 22- 546.25 hours

total Outdoor learning in nature hours hours of all students Spring - 23 - 649.25 hours

A. A total of 58 children and 60 adults attended events with the RiverKidz since its founding in October 2022. Children ranged from age 2-18 years old. Notable events this year include a fishing trip and hike at the Jones Pier Conservation Area executed in collaboration with the Conservation Lands

Department, an Entomology for Kidz taught by graduate students from the Florida Medical Entomology Laboratory, and an invasive plant removal contest.

B. IRC RiverKidz also encourages children and families to independently research and photograph or illustrate native species to be featured as a post on the IRC RiverKidz social media pages.

Expected Outcome /Change (Focus Area):

Boosting/increasing parental involvement

Increase by 25% direct parental involvement. Target population reached by inviting parents/guardians/family members to free Audubon Family Events with the goal of helping them feel comfortable outdoors and encouraging them to play outside and explore together as a family. Educate in one year up to 200 parents on Nature Deficit Disorder and provide them with baseline information on places and activities to safely take their families in the outdoors. Target audience: appeal to current and past Audubon Advocates and their families; and encourage interested middle and high school students and parents/guardians to increase their involvement by 50%..

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Boosting direct parent involvement in the Audubon Advocate program

A. Parents complete pre-surveys before their child begins the Audubon Advocate program and a post-survey when completed. Surveys are offered in Spanish and English. Parents are asked about the amount of time they spend with their child outdoors and their perception of how important it was for their child to attend the Audubon Advocate Program. Post surveys consistently express overwhelming satisfaction with the program.

B. Saturday kayaking sessions extended more opportunities for parents to participate with their child in the Audubon Advocate program. Several families and children attest that kayaking is their favorite part of the program. 32 adults and 42 children kayaked as part of the Audubon Advocate program this fiscal year.

C. The Audubon Advocate graduation ceremonies invite families to the Audubon House to celebrate their child's accomplishments in the program. The total attendance of the Fall 2022 and Spring 2023 Audubon Advocates graduation ceremonies was 275 people, including Audubon Advocate family members, teachers, and Pelican Island Audubon Society members.

D. All Audubon Advocate families are kept informed about the program and Pelican Island Audubon Society's events via monthly newsletters sent home with their child, monthly issues of Pelican Island Audubon Society's newsletter 'The Peligram', and through a private Facebook page for each participating school group which is updated weekly.

Expected Outcome /Change (Focus Area):

Increase by 10% Junior Guide/Leadership and Adventure Camp training: 6th-12th grade: These programs provide seasonal & weekend outdoor learning opportunities, provide training in conservation, advocacy, stewardship, encourage teens to make healthy lifestyle choices and to appreciate the natural environment through outdoor adventure and exploration, reducing their screen time and increasing their mental health. Reduced fee program is modeled on past PIAS summer adventure camp programs, with added scholarships. Additionally we offer slots for those without the means to pay; no child is excluded. Participating campers are referred to PIAS by schools, parents, community programs, and the Homeless Children's Foundation.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

PIAS, Clean Water Coalition, the Homeless Children’s Foundation, the IRC Conservation Lands Department, and the IRC Stormwater Department collaborated to provide 5 weeks of summer camp. Activities included hiking, photography, kayaking, field sketching, a field trip to the St. Lucie Aquarium, and a day at the Sebastian Inlet to close out each week. The IRC Conservation Lands department invited our campers to participate in a biological survey of the newly restored Jones Pier Conservation Area. Children collected species then identified and documented them as field guide entries. The product of their compiled entries will be published as a field guide to the park later this year. PIAS was able to provide full scholarships to all former Audubon Advocates attending the camps, and partial scholarships for all children who registered. No summer camp expenses were taken from the funds provided by CSAC.

C. 60% of registered children participated in all 4 weeks of camp. Students participating in more than one week of camp are not counted more than once in the total attendance of 30 children served.

D. PIAS, Clean Water Coalition, the Homeless Children’s Foundation, the IRC Conservation Lands Department, and the IRC Stormwater Department collaborated to provide 5 weeks of summer camp. Activities included hiking, photography, kayaking, field sketching, a field trip to the St. Lucie Aquarium, and a day at the Sebastian Inlet to close out each week. The IRC Conservation Lands department invited our campers to participate in a biological survey of the newly restored Jones Pier Conservation Area. Children collected species then identified and documented them as field guide entries. The product of their compiled entries will be published as a field guide to the park later this year.

E. PIAS was able to provide full scholarships to all former Audubon Advocates attending the camps, and partial scholarships for all children who registered. No summer camp expenses were taken from the funds provided by CSAC.

F. 60% of registered children participated in all 4 weeks of camp. Students participating in more than one week of camp are not counted more than once in the total attendance of 3 children served.

G. Pelican Island Audubon Society provided Seasonal camps for children from the Homeless Children’s Foundation of IRC. Seasonal Nature camps for the Children’s Homeless Foundation of Indian River County, using nature as a healing modality and an introduction to conservati

Pelican Island Audubon Society - Audubon Advocates after-school lagoon science program

Program Demographics

Population Served

	Total	Goal	% of Goal
Individual Children	256	203	126
Individual Adults	307	250	123
Number of Families	0	0	0

Age

	Age
Preschool 0-4	3
Elementary 5-10	30
Middle School 11-14	125
High School 15-18	37

	Age
Young Adult 19-25	1
Adult 26-54	307
Senior 55+	0

Income

	Income Level
100% of poverty or below	
101% to 150% of poverty	
Between 150% and 200% of FPL	
Unknown	0

Ethnicity

	Ethnicity
Asian	1
American Indian	0
Black / African American	28
Hispanic / Latino	39
Pacific Islander	0
White	57
Multi-Racial	17
Unknown	114

Location

	Zip Code
32948	
32958	
32960	26
32962	40
32963	
32967	6
32968	9
Unknown	175

ENHANCING INFANT AND TODDLER CARE

The Enhancing Infant and Toddler Care (EITC) program supports educational and other services for infants and toddlers as well as their families at the Whispering Pine Center in Fellsmere.

Population Served				Utilization	
	Total	Goal	% of Goal		
Children	120	129	93%	Budget	\$75,500
Adults				Actual	\$75,000
Families				Actual %	100%

Outcome Performance	
1	Out of all the children who are enrolled in the early childhood education program and are of the appropriate age, 99% received health screenings and developmental assessments within 45 days of enrollment. However, there was one child who did not undergo a hearing test because they refused to take it, even though the staff brought in their parent to help. The child was then referred to their medical provider for further evaluation.
2	Children are assessed in language, literacy, and communication skills using COR Assessments. COR data collected during the program year 2022-2023 show 97% of infants and toddlers (ages 0-2) were at age level or above in Language skills at the end of the school year, while 87% of preschoolers (ages 3-4) met or exceeded language expectations for their age.
3	Staff in the early childhood program have individual professional development plans to monitor their progress and ensure they have the required credentials to provide care for children in the classroom (completion of DCF required 45 hours for onboarding staff, completion and renewals of Child Development Associates (CDA) credential and enrollment in early childhood college coursework).

Program Outcome Performance Key:
GREEN= Met Expectations
YELLOW= Partially Met Expectations
RED= Did Not Meet Expectations



SCHOOL READINESS MATCH (SRMAT) PROGRAM

The RCMA School Readiness Match (SRMAT) Program is a partnership between RCMA & Child Care Resources in Indian River County that provides quality early childhood education to low-income families throughout the county that make up more than 150% but less than or equal to 200% of the poverty level.

Population Served				Utilization	
	Total	Goal	% of Goal		
Children	258	225	115%	Budget	\$50,000.00
Adults				Actual	\$49,764.29
Families				Actual %	99.53%

Outcome Performance	
1	RCMA enrollment process is based on priority to ensure that the most families in need are enrolled. After children are enrolled we provide the family with services and referrals and ensure that assistance is provided for the whole family unit.
2	All of the children that are age-appropriate received the screenings within 45 days of enrollment and assessments within 90 calendar days. Children who fail the initial screening are rescreened and/or receive appropriate referrals.
3	100% of enrolled children received a developmental screening within 45 days of enrollment and redetermination to identify age-appropriate progress and catch delays in young children. Children who fail the screening receive referrals.

Program Outcome Performance Key:

- GREEN= Met Expectations
- YELLOW= Partially Met Expectations
- RED= Did Not Meet Expectations



Children's Services Advisory Committee

CSAC Quarterly Reporting - CSAC Year-End Reporting

End of Year Report Status: Submitted

End of Year Report Submission Details

Approved at the Board of Directors meeting on: 10/4/2023

Executive Director: Isabel Garcia

Board President: Linda A Miles

Board Treasurer: Larry Salustro

Submission Confirmation Email Sent To: sabrina.darang@rcma.org

Submitted By: Sabrina Darang on 10/27/2023 at 3:17 PM (CST)

Redlands Christian Migrant Association

PROGRAM SUMMARY

Agency Name Redlands Christian Migrant Association

Program Name SRMAT & Infant Toddler

Brief Program Description

RCMA School Readiness Match (SRMAT) Program: This program is a partnership between RCMA & Child Care Resources in Indian River County that provides quality early childhood education to low-income families throughout the county that make up more than 150% but less than or equal to 200% of the poverty level.

Enhancing Infant and Toddler Care (EITC) program: This program supports educational and other services for infants and toddlers as well as their families at the Whispering Pine Center in Fellsmere.

Redlands Christian Migrant Association - Enhancing infant and toddler care in Indian River County

Financial Information

	Draw Down
CSAC Specific Budget	75,500.00
CSAC Specific Actual	75,500.00
CSAC Specific Actual %	100.00

Redlands Christian Migrant Association - Enhancing infant and toddler care in Indian River County

PROGRAM OUTCOMES & ACTIVITIES

CSAC Expected Outcomes

Expected Outcome /Change (Focus Area):

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

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Out of all the children who are enrolled in the early childhood education program and are of the appropriate age, 99% received health screenings and developmental assessments within 45 days of enrollment. However, there was one child who did not undergo a hearing test because they refused to take it, even though the staff brought in their parent to help. The child was then referred to their medical provider for further evaluation.

Expected Outcome /Change (Focus Area):

85% of enrolled children in RCMA's early childhood education program will make progress throughout the year, increasing their language, literacy and communications skills to meet or exceed age appropriate development as indicated by the High Scope COR Advantage assessment tool.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Children are assessed in language, literacy, and communication skills using COR Assessments. COR data collected during the program year 2022-2023 show 97% of infants and toddlers (ages 0-2) were at age level or above in Language skills at the end of the school year, while 87% of preschoolers (ages 3-4) met or exceeded language expectations for their age.

Expected Outcome /Change (Focus Area):

Completion of DCF required 45 hours for onboarding staff, completion and renewals of Child Development Associates (CDA) credential and enrollment in early childhood college coursework.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Staff in the early childhood program have individual professional development plans to monitor their progress and ensure they have the required credentials to provide care for children in the classroom.

Redlands Christian Migrant Association - Enhancing infant and toddler care in Indian River County

Program Demographics

Population Served

	Total	Goal	% of Goal
--	-------	------	-----------

Individual Children	120	129	93
Individual Adults	0	0	0
Number of Families	0	0	0

Age

	Age	
Preschool 0-4		120
Elementary 5-10		0
Middle School 11-14		0
High School 15-18		0
Young Adult 19-25		0
Adult 26-54		0
Senior 55+		0

Income

	Income Level	
100% of poverty or below		118
101% to 150% of poverty		2
Between 150% and 200% of FPL		0
Unknown		0

Ethnicity

	Ethnicity	
Asian		1
American Indian		0
Black / African American		19
Hispanic / Latino		91
Pacific Islander		0
White		3
Multi-Racial		4
Unknown		2

Location

	Zip Code	
32948		62

	Zip Code
32958	19
32960	5
32962	34
32963	0
32967	0
32968	0
Unknown	0

Redlands Christian Migrant Association - RCMA SRMAT Early Care and Education Program

Financial Information

	Draw Down
CSAC Specific Budget	50,000.00
CSAC Specific Actual	49,764.29
CSAC Specific Actual %	99.53

Redlands Christian Migrant Association - RCMA SRMAT Early Care and Education Program

PROGRAM OUTCOMES & ACTIVITIES

CSAC Expected Outcomes

Expected Outcome /Change (Focus Area):

Children in ALICE households will be enrolled in high quality childcare centers.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

RCMA enrollment process is based on priority to ensure that the most neediest families are enrolled. After children are enrolled we provide the family with services and referrals and ensure that assistance is provided for the whole family unit.

Expected Outcome /Change (Focus Area):

100% of children enrolled in RCMA early childhood education programs will receive health screenings within 45 days of enrollment and assessments within 90 calendar days.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

All of the children that are age-appropriate received the screenings within 45 days of enrollment and assessments within 90 calendar days. Children who fail the initial screening are rescreened and/or receive appropriate referrals.

Expected Outcome /Change (Focus Area):

100% of enrolled children will receive a developmental screening within 45 days of enrollment and at redetermination to identify age appropriate progress and catch delays in young children.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

100% of enrolled children received a developmental screening within 45 days of enrollment and redetermination to identify age-appropriate progress and catch delays in young children. Children who fail the screening receive referrals.

Redlands Christian Migrant Association - RCMA SRMAT Early Care and Education Program

Program Demographics

Population Served

	Total	Goal	% of Goal
Individual Children	258	225	100
Individual Adults	0	0	0
Number of Families	0	0	0

Age

	Age
Preschool 0-4	258
Elementary 5-10	0
Middle School 11-14	0
High School 15-18	0
Young Adult 19-25	0
Adult 26-54	0
Senior 55+	0

Income

	Income Level
100% of poverty or below	252

	Income Level
101% to 150% of poverty	6
Between 150% and 200% of FPL	0
Unknown	0

Ethnicity

	Ethnicity
Asian	1
American Indian	0
Black / African American	37
Hispanic / Latino	204
Pacific Islander	0
White	9
Multi-Racial	5
Unknown	2

Location

	Zip Code
32948	223
32958	22
32960	12
32962	1
32963	0
32967	0
32968	0
Unknown	

SAFE FAMILIES FOR CHILDREN

SAFE FAMILIES FOR CHILDREN – TREASURE COAST

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.

Population Served				Utilization	
	Total	Goal	% of Goal		
Children	143	140	102%	Budget	\$20,000
Adults	70	60	116%	Actual	\$20,000
Families	70	60	116%	Actual %	100%

Outcome Performance	
1	Based on quarterly performance, our final outcome reached 75%. This indicates that parents are needing longer to stabilize and that harder to reach goals, like housing, are taking longer than in previous years. We are adjusting to start breaking goals down into smaller, more actionable items, so parents can recognize their progress while we work on larger issues.
2	For each quarter, 100% of caregivers that completed a mid-point survey improved in 2 or more areas on the PFS-2. We are pleased with this outcome and that indicates to us that even when it takes a little longer to reach goals, parents are still improving in stress management, capacity, and relationships. We have been adjusting our practices over time to improve response rates to the survey as well so that more parents complete it before closing out with Safe Families.
3	Based on DCF responses, our final outcome is 98% (Goal: Deflect screening of low income families into the child welfare system after engagement with Safe Families for Children as reported by families together up to 1 year after engagement with SFFC in 90% of families served).

Program Outcome Performance Key:
GREEN= Met Expectations
YELLOW= Partially Met Expectations
RED= Did Not Meet Expectations



Children's Services Advisory Committee

CSAC Quarterly Reporting - CSAC Year-End Reporting

End of Year Report Status: Submitted

End of Year Report Submission Details

Approved at the Board of Directors meeting on: 10/27/2023

Executive Director: Jessie Ray

Board President: Warren Habib

Board Treasurer: Lawrence Boysen

Submission Confirmation Email Sent To: jray@safefamilies.net

Submitted By: Jessie Ray on 10/27/2023 at 12:20 PM (CST)

Safe Families for Children

PROGRAM SUMMARY

Agency Name Safe Families for Children

Program Name Circle of Support

Brief 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.

Safe Families for Children - Safe Families for Children - Treasure Coast

Financial Information

	Draw Down
CSAC Specific Budget	20,000.00
CSAC Specific Actual	20,000.00
CSAC Specific Actual %	100.00

Safe Families for Children - Safe Families for Children - Treasure Coast

PROGRAM OUTCOMES & ACTIVITIES

CSAC Expected Outcomes

Expected Outcome /Change (Focus Area):

Increase Family Stabilization and Support of low income families after engagement with Safe Families for Children for 6 months as measured by an increase in parents meeting at least one goal in 90% of families served (Build Parent Capacity).

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Based on quarterly performance, our final outcome reached 75%.

This indicates that parents are needing longer to stabilize and that harder to reach goals, like housing, are taking longer than in previous years. We are adjusting to start breaking goals down into smaller, more actionable items, so parents can feel good about making progress while we work on larger issues.

Expected Outcome /Change (Focus Area):

Decrease abuse and neglect of children within 6 months of engagement with Safe Families as reported by an increase in 2 of the 5 protective factors in 90% of the families served (Build Parent Capacity).

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

For each quarter, 100% of caregivers that completed a mid-point survey improved in 2 or more areas on the PFS-2.

We are pleased with this outcome and that indicates to us that even when it takes a little longer to reach goals, parents are still improving in stress management, capacity, and relationships. We have been adjusting our practices over time to improve response rates to the survey as well so that more parents complete it before closing out with Safe Families.

Expected Outcome /Change (Focus Area):

Deflect screening of low income families into the child welfare system after engagement with Safe Families for Children as reported by families together up to 1 year after engagement with SFFC in 90% of families served. (Early Childhood Development)

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

based on responses from DCF, our final outcome is 98%.

Safe Families for Children - Safe Families for Children - Treasure Coast

Program Demographics

Population Served

	Total	Goal	% of Goal
Individual Children	143	140	102
Individual Adults	70	60	116
Number of Families	70	60	116

Age

	Age
Preschool 0-4	53
Elementary 5-10	50
Middle School 11-14	30
High School 15-18	10
Young Adult 19-25	8
Adult 26-54	64
Senior 55+	6

Income

	Income Level
100% of poverty or below	40
101% to 150% of poverty	15
Between 150% and 200% of FPL	5
Unknown	10

Ethnicity

	Ethnicity
Asian	4
American Indian	1
Black / African American	63
Hispanic / Latino	20
Pacific Islander	0
White	91
Multi-Racial	37
Unknown	5

Location

	Zip Code
32948	3
32958	22
32960	54
32962	44

	Zip Code
32963	0
32967	12
32968	3
Unknown	0

SUBSTANCE AWARENESS CENTER OF IRC, INC. UNIVERSAL SCHOOL BASED PREVENTION

The Substance Awareness Center of Indian River County (SAC) is licensed by the Florida Department of Children and Families (DCF) to provide Prevention 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.

Population Served				Utilization	
	Total	Goal	% of Goal		
Children	5,313	5,500	97%	Budget	\$90,000
Adults				Actual	\$90,000
Families				Actual %	100%

Outcome Performance	
1	3,631 6th through 8th grade students received Everfi Mental Wellness curriculum with fidelity. <ul style="list-style-type: none"> Students who received programming had a statistically significant difference in knowledge items learned compared to baseline. Baseline score: 82.2% Post-Test Score: 85.5% Students who received programming had a statistically significant difference in knowing how to get help for a friend compared to baseline. Baseline score: 82.4% Post-Test Score: 85.6% Students who received programming had a statistically significant difference in knowing how to get help for themselves compared to baseline. Baseline score: 66.6% Post-Test Score: 71.5%
2	2,372 6th and 9th grade students were provided with ELH curriculum with fidelity. <ul style="list-style-type: none"> Students who received programming had a statistically significant difference in knowing how to get help for a friend compared to baseline. Baseline score: 82.4% Post-Test Score: 85.6% Students who received programming had a statistically significant difference in knowing how to get help for themselves compared to baseline. Baseline score: 66.6% Post-Test Score: 71.5%
3	5,313 5th through 9th grade students received Prevention Plus Wellness. <ul style="list-style-type: none"> Students who received programming had a statistically significant change in knowledge of health effects of e-cigarette compared to baseline. Baseline: 77.8% Post-Test Score: 79.8%

Program Outcome Performance Key:
GREEN = Met Expectations
YELLOW = Partially Met Expectations
RED = Did Not Meet Expectations



SUBSTANCE AWARENESS CENTER OF IRC, INC. REDIRECT INDICATED PREVENTION

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.

Population Served				Utilization	
	Total	Goal	% of Goal		
Children	358	200	178%	Budget	\$90,000
Adults	554	300	185%	Actual	\$90,000
Families				Actual %	100%

Outcome Performance	
1	For fiscal year 2022-2023, the ReDirect program had 253 youth who successfully completed. Of those who completed, 100% demonstrated reduced ATOD as evidenced by negative drug tests. Post-test survey results of those who completed the program demonstrated that 90% of participants would refuse if someone asked them to drink alcohol.
2	For fiscal year 2022-2023, ReDirect participants demonstrated the following on post-surveys: <ul style="list-style-type: none"> •100% of the successful completers demonstrated increased positive coping skills as demonstrated by group participation and survey. • 82% of participants stated when faced with a problem or difficult decision they would take a deep breath and tell themselves they could figure it out. • 87% of participants would refuse someone who is trying to get them to do something they don't want to do. • 88% of participants would use a goal setting model to create and make progress towards achieving a goal. • 75% of participants would do a breathing exercise to reduce stress. • 80% 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. • 87% of participants believe the skills they learned in the program will help them in their relationships with friends. • 90% of participants believe the skills they learned in the program will help them in their relationships at school. •87% of participants believe the skills they learned in the program will help them in their relationships at home. • 90% 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).
3	Prevention youth served with delinquency referral after release from program 3.47% for fiscal year 2022-2023 (Goal: Maintain 8% or less recidivism rate for youth referred as an alternative to arrest as measure by Juvenile Justice Information System (JJIS) reports).

Program Outcome Performance Key:
GREEN= Met Expectations
YELLOW= Partially Met Expectations
RED= Did Not Meet Expectations



Children's Services Advisory Committee

CSAC Quarterly Reporting - CSAC Year-End Reporting

End of Year Report Status: Submitted

End of Year Report Submission Details

Approved at the Board of Directors meeting on: 10/11/2023

Executive Director: Carrie Lester

Board President: Dave Currey

Board Treasurer: Theo Perry

Submission Confirmation Email Sent To: clester@sacirc.org

Submitted By: Carrie Maynard-Lester on 10/24/2023 at 2:37 PM (CST)

Substance Awareness Center of IRC Inc.

PROGRAM SUMMARY

Agency Name Substance Awareness Center of IRC Inc.

Program Name School Based Prevention and ReDirect

Brief 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 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.

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.

Substance Awareness Center of IRC Inc. - ReDirect

Financial Information

	Draw Down
CSAC Specific Budget	90,000.00
CSAC Specific Actual	90,000.00
CSAC Specific Actual %	100.00

Substance Awareness Center of IRC Inc. - ReDirect

PROGRAM OUTCOMES & ACTIVITIES

CSAC Expected Outcomes

Expected Outcome /Change (Focus Area):

80% of program participants will demonstrate zero or 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.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

For fiscal year 2022-2023, the ReDirect program had 253 youth who successfully completed. Of those who completed, 100% demonstrated reduced ATOD as evidenced by negative drug tests. Post-test survey results of those who completed the program demonstrated that 90% of participants would refuse if someone asked them to drink alcohol.

Expected Outcome /Change (Focus Area):

80% of clients will demonstrate an increase in positive coping skills as evidenced by pre and post test surveys.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

For fiscal year 2022-2023, ReDirect participants demonstrated the following:

- 100% of the successful completers demonstrated increased positive coping skills as demonstrated by group participation and survey.
- Post-test survey demonstrates 82% of participants stated when faced with a problem or difficult decision they would take a deep breath and tell themselves they could figure it out
- Post-test survey demonstrates 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 88% of participants would use a goal setting model to create and make progress towards achieving a goal.
- Post-test survey demonstrates 75% of participants would do a breathing exercise to reduce stress.
- Post-test survey demonstrates 80% 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 87% of participants believe the skills they learned in the program will help them in their relationships with friends.
- Post-test survey demonstrates 90% of participants believe the skills they learned in the program will help them in their relationships at school.
- Post-test survey demonstrates 87% of participants believe the skills they learned in the program will help them in their relationships at home.
- Post-test survey demonstrates 90% 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).

Expected Outcome /Change (Focus Area):

Maintain 8% or less recidivism rate for youth referred as an alternative to arrest as measure by Juvenile Justice Information System (JJIS) reports.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Prevention youth served with delinquency referral after release from program 3.47% for fiscal year 2022-2023.

Substance Awareness Center of IRC Inc. - ReDirect

Program Demographics

Population Served

	Total	Goal	% of Goal
Individual Children	365	200	100
Individual Adults	547	300	100
Number of Families			

Age

	Age
Preschool 0-4	
Elementary 5-10	
Middle School 11-14	82
High School 15-18	276
Young Adult 19-25	7
Adult 26-54	547
Senior 55+	

Income

	Income Level
100% of poverty or below	
101% to 150% of poverty	
Between 150% and 200% of FPL	
Unknown	912

Ethnicity

	Ethnicity
Asian	4
American Indian	0

	Ethnicity
Black / African American	90
Hispanic / Latino	0
Pacific Islander	0
White	267
Multi-Racial	0
Unknown	551

Location

	Zip Code
32948	31
32958	48
32960	53
32962	87
32963	0
32967	79
32968	29
Unknown	585

Substance Awareness Center of IRC Inc. - Universal Prevention

Financial Information

	Draw Down
CSAC Specific Budget	90,000.00
CSAC Specific Actual	90,000.00
CSAC Specific Actual %	100.00

Substance Awareness Center of IRC Inc. - Universal Prevention

PROGRAM OUTCOMES & ACTIVITIES

CSAC Expected Outcomes

Expected Outcome /Change (Focus Area):

3500 6th-8th grade students at 4 middle schools will be provided Everfi Mental Wellness curriculum with fidelity to increase knowledge of mental wellness with statistical significance and reduce substance use and behavioral health symptoms and increase positive coping. Baseline pre-test survey.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

3,631 6th through 8th grade students received Everfi Mental Wellness curriculum with fidelity.

Students who received programming had a statistically significant difference in knowledge items learned compared to baseline. Baseline score: 82.2% | Post-Test Score: 85.5%

Students who received programming had a statistically significant difference in knowing how to get help for a friend compared to baseline. Baseline score: 82.4 | Post-Test Score: 85.6

Students who received programming had a statistically significant difference in knowing how to get help for themselves compared to baseline. Baseline score: 66.6% | Post-Test Score: 71.5%

Expected Outcome /Change (Focus Area):

2,500 6th and 9th grade students will be provided with the ELH curriculum with fidelity to reduce depression, prevent suicide, and increase knowledge, access and referrals for help with statistical significance. Baseline pre-test survey score measure is post test survey score.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

2,372 6th and 9th grade students were provided with ELH curriculum with fidelity.

Students who received programming had a statistically significant difference in knowing how to get help for a friend compared to baseline. Baseline score: 82.4 | Post-Test Score: 85.6

Students who received programming had a statistically significant difference in knowing how to get help for themselves compared to baseline. Baseline score: 66.6% | Post-Test Score: 71.5%

Expected Outcome /Change (Focus Area):

5,000 students will receive Prevention Plus Wellness to reduce youth substance use by 3 % as reported every two years on the FYSAS. Baseline 2022 FYSAS measure 2024 FYSAS; to increase perception of harm related to substance use, and to increase knowledge of mental wellness with statistical significance. Baseline pre-test survey score measure is post test survey score.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

5,313 5th through 9th grade students received Prevention Plus Wellness.

Students who received programming had a statistically significant change in knowledge of health effects of e-cigarette compared to baseline. Baseline: 77.8% | Post-Test Score: 79.8%

Substance Awareness Center of IRC Inc. - Universal Prevention

Program Demographics

Population Served

	Total	Goal	% of Goal
Individual Children	5,313	5,500	97
Individual Adults			
Number of Families			

Age

	Age
Preschool 0-4	
Elementary 5-10	525
Middle School 11-14	3,761
High School 15-18	1,027
Young Adult 19-25	
Adult 26-54	
Senior 55+	

Income

	Income Level
100% of poverty or below	
101% to 150% of poverty	
Between 150% and 200% of FPL	
Unknown	5,313

Ethnicity

	Ethnicity
Asian	65
American Indian	0
Black / African American	961
Hispanic / Latino	1,293
Pacific Islander	0
White	2,451
Multi-Racial	0
Unknown	543

Location

	Zip Code
32948	0
32958	1,771
32960	708
32962	972
32963	39
32967	1,478
32968	64
Unknown	281

SUNSHINE PHYSICAL THERAPY CLINIC

SUNSHINE KIDS SUPPORT FUND

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.

Population Served				Utilization	
	Total	Goal	% of Goal		
Children	316	180	176%	Budget	\$21,450
Adults	1,247	N/A		Actual	\$21,450
Families				Actual %	100%

Outcome Performance	
1	Speech Therapy: 85% of children will improve scoring on standardized testing by 1% or improve their functional long-term goals by at least 30%. Nine (9 of 11) met the above goal, representing approximately 82%. The two children who did not meet the above goal have the same congenital chromosomal disability, which impacts their global development (speech, language, cognition, fine- and gross motor, feeding/swallowing, etc.). It should be noted that these two children demonstrated improvement in their functional long-term goals by 20% and 25%, falling just short of the stated goal of 30% improvement. These patients have demonstrated other improvements, too, such as increased attention and participation in therapeutic tasks and activities, increased compliance to expectations in therapy settings, and parent reports of increased initiations of social interactions at home, school, and in the community. Of the nine children who met the stated goal, two scored within the average range on their latest standardized testing, and they were discharged from further services due to skills being within normal limits for their ages. The average improvement on standardized testing was 4%, and the average improvement toward functional long-term goals was 40%.
2	Physical Therapy: 75% of children will improve scoring on standardized testing by 1% or improve their functional long-term goals by at least 20%. Twenty-one (21 of 27) children met the above goal, representing approximately 78%. The six children who did not meet the above goal progressed toward their functional long-term goals, ranging from 5%-15% improvement. These patients have demonstrated other improvements, too, such as increased compliance to therapeutic activities, increased compliance to Home Exercise Programs (HEPs), and increased consistency in therapy session attendance. Of the 21 children who met the stated goal, the average improvement on standardized testing was 1%, and the average improvement toward functional long-term goals was 50%.
3	Occupational Therapy: 85% of children will improve scoring on standardized testing by 1% or improve their functional long-term goals by at least 30%. Nine (9 of 11) met the above goal, representing approximately 82%. The two children who did not meet the above goal have the same congenital chromosomal disability, which impacts their global development (speech, language, cognition, fine- and gross motor, feeding/swallowing, etc.). These children are the same children who did not meet the stated goal of 30% improvement in speech therapy. It should be noted that these two children demonstrated improvement in their functional long-term goals by 10% and 15%. These patients have demonstrated other improvements, too, such as increased attention and participation in therapeutic tasks and activities, increased compliance to expectations in therapy settings, and parent reports of carry-over of learned skills at home, school, and in the community. Of the nine children who met the stated goal, the average improvement on standardized testing was 3%, and the average improvement toward functional long-term goals was 35%.

Program Outcome Performance Key:

- GREEN= Met Expectations
- YELLOW= Partially Met Expectations
- RED= Did Not Meet Expectations



Children's Services Advisory Committee

CSAC Quarterly Reporting - CSAC Year-End Reporting

End of Year Report Status: Submitted

End of Year Report Submission Details

Approved at the Board of Directors meeting on: 10/26/2023

Executive Director: Virginia (Ginny) Blossom

Board President: Lynne Glass

Board Treasurer: Reese Brackins

Submission Confirmation Email Sent To: business.manager@sunshineptc.org

Submitted By: Katrena McMahan on 10/27/2023 at 12:18 PM (CST)

Sunshine Rehabilitation Center of Indian River County, Inc dba Sunshine Physical Therapy Clinic

PROGRAM SUMMARY

Agency Name Sunshine Rehabilitation Center of Indian River County, Inc dba Sunshine Physical Therapy Clinic

Program Name Sunshine Kids Support Fund

Brief 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.

Sunshine Rehabilitation Center of Indian River County, Inc dba Sunshine Physical Therapy Clinic - Sunshine Kids Support Fund

Financial Information

	Draw Down
CSAC Specific Budget	21,450.00
CSAC Specific Actual	21,450.00
CSAC Specific Actual %	100.00

Sunshine Rehabilitation Center of Indian River County, Inc dba Sunshine Physical Therapy Clinic - Sunshine Kids Support Fund

PROGRAM OUTCOMES & ACTIVITIES

CSAC Expected Outcomes

Expected Outcome /Change (Focus Area):

1. Early Childhood Development Speech Therapy. 85% of children will improve scoring on standardized testing by 1% or improve their functional long-term goals by at least 30%. 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. . All recipients are evaluated by the attending therapist on their initial visit, and standardized testing is performed. All functional long term goals and standardized tests are recommended for re-testing at 180 day intervals. Therapeutic plans of care that are approved by the patient's referring doctor.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

1. Early Childhood Development Speech Therapy. 85% of children will improve scoring on standardized testing by 1% or improve their functional long-term goals by at least 30%.

Of the eleven children who received funding through this grant throughout the 2022-2023 grant period, nine met the above goal, representing approximately 82%. The two children who did not meet the above goal have the same congenital chromosomal disability, which impacts their global development (speech, language, cognition, fine- and gross motor, feeding/swallowing, etc.). It should be noted that these two children demonstrated improvement in their functional long-term goals by 20% and 25%, falling just short of the stated goal of 30% improvement. These patients have demonstrated other improvements, too – such as increased attention and participation in therapeutic tasks and activities, increased compliance to expectations in therapy settings, and parent reports of increased initiations of social interactions at home, school, and in the community. Of the nine children who met the stated goal, two scored within the average range on their latest standardized testing, and they were discharged from further services due to skills being within normal limits for their ages. The average improvement on standardized testing was 4%, and the average improvement toward functional long-term goals was 40%.

Expected Outcome /Change (Focus Area):

2. Early Childhood Development Physical Therapy: 75% of children will improve scoring on standardized testing by 1% or improve their functional long term goals by at least 20%. 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, Bruininks-Oseretsky Test of Motor Proficiency and Gross Motor Function Measurement. All recipients are evaluated by the attending therapist on their initial visit, and standardized testing is performed. All functional long term goals and standardized tests are recommend for retesting at 180 day intervals, therapeutic plans of care are approved by the child's doctor

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

2. Early Childhood Development Physical Therapy: 75% of children will improve scoring on standardized testing by 1% or improve their functional long-term goals by at least 20%.

Of the twenty-seven children who received funding through this grant throughout the 2022-2023 grant period, twenty-one children met the above goal, representing approximately 78%. The six children who did not meet the above goal progressed toward their functional long-term goals, ranging from 5%-15% improvement. These patients have demonstrated other improvements, too – such as increased compliance to therapeutic activities, increased compliance to Home Exercise Programs (HEPs), and increased consistency in therapy session attendance. Of the twenty-one children who met the stated goal, the average improvement on standardized testing was 1%, and the average improvement toward functional long-term goals was 50%

Expected Outcome /Change (Focus Area):

3. Early Childhood Development Occupational Therapy. 85% of children will improve scoring on standardized testing by 1% or improve their functional long-term goals by at least 30%. 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. All recipients are evaluated by the attending therapist on their initial visit, and standardized testing is performed. All functional long term goals and standardized tests are recommend for re-testing at 180 day intervals. The therapeutic plans of care are approved by the child's physician.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

3. Early Childhood Development Occupational Therapy. 85% of children will improve scoring on standardized testing by 1% or improve their functional long-term goals by at least 30%.

Of the eleven children who received funding through this grant throughout the 2022-2023 grant period, nine met the above goal, representing approximately 82%. The two children who did not meet the above goal have the same congenital chromosomal disability, which impacts their global development (speech, language, cognition, fine- and gross motor, feeding/swallowing, etc.). These children are the same children who did not meet the stated goal of 30% improvement in speech therapy. It should be noted that these two children demonstrated improvement in their functional long-term goals by 10% and 15%. These patients have demonstrated other improvements, too – such as increased attention and participation in therapeutic tasks and activities, increased compliance to expectations in therapy settings, and parent reports of carry-over of learned skills at home, school, and in the community. Of the nine children who met the stated goal, the average improvement on standardized testing was 3%, and the average improvement toward functional long-term goals was 35%.

Sunshine Rehabilitation Center of Indian River County, Inc dba Sunshine Physical Therapy Clinic - Sunshine Kids Support Fund

Program Demographics

Population Served

	Total	Goal	% of Goal
Individual Children	316	180	
Individual Adults	1,247	0	
Number of Families			

Age

	Age
Preschool 0-4	104
Elementary 5-10	100
Middle School 11-14	55
High School 15-18	58
Young Adult 19-25	37
Adult 26-54	233
Senior 55+	977

Income

	Income Level
100% of poverty or below	
101% to 150% of poverty	
Between 150% and 200% of FPL	417
Unknown	1,146

Ethnicity

	Ethnicity
Asian	2
American Indian	2
Black / African American	67
Hispanic / Latino	76
Pacific Islander	2
White	103
Multi-Racial	62
Unknown	1,249

Location

	Zip Code

32948	29
32958	85
32960	217
32962	284
32963	123
32967	209
32968	169
Unknown	447

TREASURE COAST GIRLS COALITION, INC.

SEEDS OF CHANGE

Our afterschool and summer programs are re-engineering the way Science, Technology, Engineering, Arts, and Math (STEAM) are taught to center marginalized girls to expand each youth's brilliance and potential, with an emphasis on increasing STEAM access, belonging, and persistence for young women between the ages of 9-18. We primarily work with students in grades 5-12 who reside in pockets of poverty and attend Title I schools throughout Indian River County.

Population Served				Utilization	
	Total	Goal	% of Goal		
Children	18	35	51%	Budget	\$10,000
Adults				Actual	\$10,000
Families				Actual %	100%

Outcome Performance	
1	The most significant asset gains are in the community and social competencies among peers. 80% of girls in the target group have reflected a decline in school-related disruption. Positive relationships and role models are the core areas we are focusing on to improve continually.
2	60% of enrolled students have or maintain a 2.0 GPA or higher for progress reports of the final quarter grading period of the 2022-23 academic school year; 58% of enrolled students have or maintain a 2.0 GPA or higher for progress reports of the first quarter grading period of the 2023-24 academic school year. Our students require remedial help in core subject areas, reflecting a noticeable and significant decline in educational performance. Academic support is needed to help sustain the program.
3	For the 2022-23 academic grant reporting period, TCGC students have remained free of the juvenile justice system and are enrolled in traditional schools.

Program Outcome Performance Key:
GREEN= Met Expectations
YELLOW= Partially Met Expectations
RED= Did Not Meet Expectations



Children's Services Advisory Committee

CSAC Reporting - CSAC Year-End Reporting

End of Year Report Status: Submitted

End of Year Report Submission Details

Approved at the Board of Directors meeting on: 12/4/2023

Executive Director: Shala Edwards

Board President: Patricia Knipper-Interim Board Chair

Board Treasurer: Abigail Hintzen

Submission Confirmation Email Sent To: shala@treasurecoastgirls.org

Submitted By: Shala Edwards on 12/4/2023 at 9:57 AM (CST)

Treasure Coast Girls Coalition Inc

PROGRAM SUMMARY

Agency Name Treasure Coast Girls Coalition Inc

Program Name Treasure Coast Girls Coalition, Inc.-Sustainability and Growth

Brief Program Description

Our after-school and summer programs are re-engineering the way Science, Technology, Engineering, Arts, and Math (STEAM) are taught to center marginalized girls to expand each youth's brilliance and potential, with an emphasis on increasing STEAM access, belonging, and persistence for young women between the ages of 9-18. We primarily work with students in grades 5-12 who reside in pockets of poverty and attend Title I schools throughout Indian River County. Treasure Coast Girls Coalition, also known as "TCGC," is committed to removing barriers and increasing access and opportunities for economically challenged girls who are often left behind but are essential to the success and growth of our society.

Treasure Coast Girls Coalition Inc - Treasure Coast Girls Coalition-Seeds of Change Program

Financial Information

	Draw Down
CSAC Specific Budget	10,000.00
CSAC Specific Actual	10,000.00
CSAC Specific Actual %	100.00

Treasure Coast Girls Coalition Inc - Treasure Coast Girls Coalition-Seeds of Change Program

PROGRAM OUTCOMES & ACTIVITIES

CSAC Expected Outcomes

Expected Outcome /Change (Focus Area):

Programs that Address Risky Youth Behavior/To decrease number of school-related disruptions of enrolled girls by 50% as reported by the 2022-2023 school board disciplinary records.

Baseline: 2021-2022 school board disciplinary referrals for enrolled girls.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

The most significant asset gains are in the community and social competencies among peers. 80% of girls in the target group have reflected a decline in school-related disruption. Positive relationships and role models are the core areas we are focusing on to improve continually.

Expected Outcome /Change (Focus Area):

Quality Remediation and Enrichment Programs/ To increased academic performance as measured by grade point averages for 75% of participants attending at least once per week in the program.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

58% of enrolled students have or maintain a 2.0 GPA or higher for progress reports of the first quarter grading period of the 2023-24 academic school year. Our students require remedial help in core subject areas, reflecting a noticeable and significant decline in educational performance. Academic support is needed to help sustain the program.

Expected Outcome /Change (Focus Area):

Programs that Address Risky Youth Behavior/85% of enrolled youth in the program for at least 3 months will not become involved with juvenile justice as measured by reports obtained by DJJ every 6 months.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

For the 2023-24 academic quarter of this grant period, TCGC students have remained free of the juvenile justice system and are enrolled in traditional schools. At the final grant report period we have no students who are have DJJ involvement. We plan to work with students in the future who may need services and support provided by TCGC.

Treasure Coast Girls Coalition Inc - Treasure Coast Girls Coalition-Seeds of Change Program

Program Demographics

Population Served

	Total	Goal	% of Goal
Individual Children	18	20	90

	Total	Goal	% of Goal
Individual Adults	0	0	0
Number of Families	0	0	0

Age

	Age
Preschool 0-4	0
Elementary 5-10	0
Middle School 11-14	15
High School 15-18	3
Young Adult 19-25	0
Adult 26-54	0
Senior 55+	0

Income

	Income Level
100% of poverty or below	0
101% to 150% of poverty	2
Between 150% and 200% of FPL	16
Unknown	0

Ethnicity

	Ethnicity
Asian	0
American Indian	0
Black / African American	17
Hispanic / Latino	0
Pacific Islander	0
White	0
Multi-Racial	1
Unknown	0

Location

	Zip Code

32948	0
32958	0
32960	0
32962	0
32963	0
32967	16
32968	1
Unknown	1

VERO COMMUNIQUE

THE YOUNG JOURNALIST

The Young Journalist is a free "Extended Day" academic enrichment program initiative of T. T. Hardy Online News Corp., where third, fourth and fifth graders are mentored on how to become journalists, the students understand that without curiosity there would be no journalism and that journalism is an art form, just like painting, where journalists write about something that really happened (truth) that people may not have already known about. The program encourages critical thinking about the world around us. Students write essays about topics they are curious about using research and by developing advanced writing skills, to advance their academic performance.

Population Served				Utilization	
	Total	Goal	% of Goal		
Children	78	100	78%	Budget	\$15,000
Adults				Actual	\$15,000
Families				Actual %	100%

Outcome Performance	
1	Improve reading scores: In a survey of 49 students at nine elementary schools 57% indicated they, themselves, had improved spelling.
2	Improve writing scores: In a student survey of 49 students at nine elementary schools, 57% reported "improved" schoolwork and 59% reported they "like reading and writing more."
3	Increase enrollment: We achieved a 47% increase in enrollments, from the same number of schools as last year.

Program Outcome Performance Key:

- GREEN= Met Expectations
- YELLOW= Partially Met Expectations
- RED= Did Not Meet Expectations



Children's Services Advisory Committee

CSAC Quarterly Reporting - CSAC Year-End Reporting

End of Year Report Status: Submitted

End of Year Report Submission Details

Approved at the Board of Directors meeting on: 8/15/2023

Executive Director: Thomas Hardy

Board President: Thomas Hardy

Board Treasurer: Jann Moylan

Submission Confirmation Email Sent To: hardythomast@gmail.com

Submitted By: Thomas Hardy on 10/26/2023 at 8:05 PM (CST)

T. T. Hardy Online News Corp. D/B/A Vero Communiqué

PROGRAM SUMMARY

Agency Name T. T. Hardy Online News Corp. D/B/A Vero Communiqué

Program Name The Young Journalist

Brief Program Description

The Young Journalist is a free "Extended Day" academic enrichment program initiative of T. T. Hardy Online News Corp., where third, fourth and fifth graders are mentored on how to become journalists, The students understand that without curiosity there would be no journalism and that journalism is an art form, just like painting, where journalists write about something that really happened (truth) that people may not have already known about.

The program encourages critical thinking about the world around us. Students write essays about topics they are curious about using research and by developing advanced writing skills, to advance their academic performance.

T. T. Hardy Online News Corp. D/B/A Vero Communiqué - The Young Journalist

Financial Information

	Draw Down
CSAC Specific Budget	20,000.00
CSAC Specific Actual	15,000.00
CSAC Specific Actual %	-25.00

T. T. Hardy Online News Corp. D/B/A Vero Communiqué - The Young Journalist

PROGRAM OUTCOMES & ACTIVITIES

CSAC Expected Outcomes

Expected Outcome /Change (Focus Area):
Improved reading scores.

In a survey of 49 students at nine elementary schools 57% indicated they, themselves, had improved spelling.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Expected Outcome /Change (Focus Area):
Improved writing scores.

**In a student survey of 49 students at nine elementary schools, 57% reported "improved schoolwork and 59% reported they "like reading and writing more."
Improved schoolwork? 28 (57%)**

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Annual Report
10/1/2022-9/31/2023 GRANT YEAR
Children's Services Advisory Committee
Indian River County, Florida

October 27, 2023

To Whom it May Concern:

We consider one of the most important outcomes of our program is the outcome for the student. We gauge that outcome by the essays the students have written they have seen published.

The articles written by our students require research, reading, and then writing a well written essay utilizing sources, paraphrasing, proper contextualization, sentence structure, punctuation, and advanced vocabulary.

We tell our students that someday they will write an application and the person receiving it will not know anything about them except for their words.

While CSAC has previously not recognized the students essays as an outcome, it is an outcome for them.

In their January 2023 magazine our students published 60 articles. The same group of students wrote 96 articles for their May 2023 magazine, a 60% increase.

During the 2023-2023 academic year our organization mentored 78 unduplicated students at 12 elementary school. As a testament to the program, for the 2023-2024 academic year we enrolled 114 students, a 46% increase. This does not include the roughly 87 students we mentored at three summer schools.

We will not be offering the program this year at Fairlawn Elementary in Ft. Pierce. We recognize the need to focus on Indian River County.

We have added The Gifford Youth Achievement Center with over 10 students.

According to the most recent Indian River County Community Needs Assessment, "More availability of quality pre-school and quality after school programs is needed for both student achievement and healthy socialization, and for parents' employment security."

Expected Outcome /Change (Focus Area):

Increased student enrollment. We were overwhelmed by the number of students who enrolled in the program compared to last year. We achieved a 47% increase in enrollments, from the same number of schools as last year.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Expected Outcome /Change (Focus Area):

Public speaking. All students read aloud sections from our text boo, which contains expansive vocabulary. We teach our students how to pronounce difficult words when reading aloud by breaking them down into chunks. Absolute = ab so lute. Serendipity = Ser en dipity. This novel approach is achieving results, though we have no outcomes to report.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

T. T. Hardy Online News Corp. D/B/A Vero Communiqué - The Young Journalist**Program Demographics****Population Served**

	Total	Goal	% of Goal
Individual Children	78	100	28
Individual Adults	0	0	0
Number of Families	0	0	0

Age

	Age
Preschool 0-4	
Elementary 5-10	78
Middle School 11-14	
High School 15-18	
Young Adult 19-25	
Adult 26-54	
Senior 55+	

Income

	Income Level
100% of poverty or below	
101% to 150% of poverty	
Between 150% and 200% of FPL	
Unknown	78

Ethnicity

	Ethnicity
Asian	
American Indian	
Black / African American	10
Hispanic / Latino	20
Pacific Islander	
White	40
Multi-Racial	7
Unknown	

Location

	Zip Code
32948	13
32958	15
32960	9
32962	15
32963	0
32967	15
32968	4
Unknown	6

WILLIS SPORTS ASSOCIATION

WSA-RBI: FUN AT BAT

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 provide 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.

Population Served				Utilization	
	Total	Goal	% of Goal		
Children	425	400	106%	Budget	\$30,000
Adults	0	0	0	Actual	\$30,000
Families	0	0	0	Actual %	100%

Outcome Performance	
1	100% of Fun at Bat/RBI participants engaged in the sport of baseball and/or physical activities for the fall, spring, and summer seasons. Currently 98% of the summer season children and youth have spent at least five hours a week participating in baseball practice, games, and team sports/physical activities.
2	99% of Fun at Bat/RBI participants has performed on grade level and/or showed positive gains in their knowledge and self-awareness of positive behaviors and decisions as measured by the 4th grading quarter.
3	33% of summer program participants reading scores increased according to the STAR assessment while math resulted in a 23% gain over the four-week period.

Program Outcome Performance Key:

- GREEN= Met Expectations
- YELLOW= Partially Met Expectations
- RED= Did Not Meet Expectations



Children's Services Advisory Committee

CSAC Quarterly Reporting - CSAC Year-End Reporting

End of Year Report Status: Submitted

End of Year Report Submission Details

Approved at the Board of Directors meeting on: 10/27/2023

Executive Director: James Willis

Board President: Amy Gallo

Board Treasurer: Letitia Whitfield

Submission Confirmation Email Sent To: willissportsinc@gmail.com

Submitted By: April Willis on 10/27/2023 at 3:15 PM (CST)

Willis Sports Association, Incorporated

PROGRAM SUMMARY

Agency Name Willis Sports Association, Incorporated

Program Name Fun at Bat Program

Brief 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.

Willis Sports Association, Incorporated - WSA-RBI : Fun at Bat

Financial Information

	Draw Down
CSAC Specific Budget	30,000.00
CSAC Specific Actual	30,000.00
CSAC Specific Actual %	100.00

Willis Sports Association, Incorporated - WSA-RBI : Fun at Bat

PROGRAM OUTCOMES & ACTIVITIES

CSAC Expected Outcomes

Expected Outcome /Change (Focus Area):

To decrease (direction of change) unexcused absences (area of change) of enrolled boys and girls (target population) by 25% (degree of change) in one year (time frame) as reported by 2023-2024 extracurricular attendance policy of the School District of Indian River County (as measured

by). **Baseline: Extracurricular curricular attendance policy of the School District of Indian River County.**

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

100% of Fun at Bat/RBI participants engaged in the sport of baseball and/or physical activities for the fall, spring, and summer seasons. Currently 98% of the summer season children and youth have spent at least five hours a week participating in baseball practice, games, and team sports/physical activities.

Expected Outcome /Change (Focus Area):

To increase (direction of change) the number of children and youth that actively participate in the sport of baseball/softball/and or non-traditional sports (area of change) in underrepresented/underprivileged communities (target population) by 60% (degree of change) in one year (time frame) as reported by the 2023-2024 School District of Indian River diversity rate (as measured by). Baseline: 2023-2024 School District of Indian River diversity rate.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

99% of Fun at Bat/RBI participants has performed on grade level and/or showed positive gains in their knowledge and self-awareness of positive behaviors and decisions as measured by the 4th grading quarter.

Expected Outcome /Change (Focus Area):

To increase (direction of change) student knowledge of STEM in Sports (area of change) of enrolled boys and girls (target population) by 50% (degree of change) in 8 weeks (time frame) as reported by the STEM in Sports Pre/Post Assessment records (as measured by). Baseline: STEM in Sports assessment pre/post assessment records for enrolled boys and girls.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

33% of summer program participants reading scores increased according to the STAR assessment while math resulted in a 23% gain over the four week period.

Willis Sports Association, Incorporated - WSA-RBI : Fun at Bat

Program Demographics

Population Served

	Total	Goal	% of Goal
Individual Children	425	400	106
Individual Adults	0	0	0

	Total	Goal	% of Goal
Number of Families	0	0	0

Age

	Age
Preschool 0-4	42
Elementary 5-10	361
Middle School 11-14	20
High School 15-18	2
Young Adult 19-25	0
Adult 26-54	0
Senior 55+	0

Income

	Income Level
100% of poverty or below	0
101% to 150% of poverty	210
Between 150% and 200% of FPL	0
Unknown	215

Ethnicity

	Ethnicity
Asian	2
American Indian	0
Black / African American	164
Hispanic / Latino	40
Pacific Islander	0
White	168
Multi-Racial	51
Unknown	0

Location

	Zip Code
32948	0

	Zip Code
32958	10
32960	32
32962	15
32963	0
32967	68
32968	0
Unknown	300

YOUTH GUIDANCE DONATION FUND OF INDIAN RIVER COUNTY THE MENTORING ACADEMY

Youth Guidance Mentoring Academy serves children, teenagers, and young adults (ages 5-24) living in Indian River County. Our programs are provided free of charge and include the following: Group Mentoring, One-on-One Mentoring, Exchange Parent Aide.

Population Served				Utilization	
	Total	Goal	% of Goal		
Children	163	215	73%	Budget	\$55,511
Adults	29	35	83%	Actual	\$55,511
Families	136	160	85%	Actual %	100%

Outcome Performance	
1	<ul style="list-style-type: none"> 8 students enrolled in Youth Guidance obtained employment, an apprenticeship or internship (Goal:8) 19 students maintained employment (Goal:15) 5 students enrolled in postsecondary education (Goal:5) <p>We collect these data points by routinely checking in with students (ages 16 and up) and tracking their responses in our online database. Over the past 12 months, our students obtained jobs or paid internships at Home Depot, Integrity Metals, Sam's Club, and more. We also had students enroll in Treasure Coast Technical College, and Brigham Young University. It is important to track the outcomes of our students, particularly after they age out of our program, to ensure they are on a path to a successful future and to provide them supports and referrals if needed.</p>
2	<p>99.3% of children enrolled in Youth Guidance were promoted to the next grade level or graduated high school on time, as measured by collecting 2022-23 data through our partnership with the Indian River County School District. We collected promotion level data on a cohort of students whose parents completed the updated data sharing form distributed by the School District of Indian River County.</p>
3	<p>86% of children ages 10-18 enrolled in the Mentoring Academy possessed at least three of the following Developmental Assets: 1. Boundaries & Expectations; 2. Empowerment; 3. Constructive Use of Time; and 4. Positive Values, as measured by the Developmental Assets Profile, a standardized test for measuring the number of assets a child has (Goal: 92%).</p> <p>To complete this outcome, students ages 10 and up completed the Developmental Assets Profile, which is a research-based assessment developed by the SEARCH Institute. The more assets young people experience across the contexts of their lives, the more likely they are to:</p> <ul style="list-style-type: none"> Do better in school Be prepared for post-high school education and careers Contribute more to their communities and society Avoid high-risk behaviors



Program Outcome Performance Key:
GREEN= Met Expectations
YELLOW= Partially Met Expectations
RED= Did Not Meet Expectations

Children's Services Advisory Committee

CSAC Quarterly Reporting - CSAC Year-End Reporting

End of Year Report Status: Submitted

End of Year Report Submission Details

Approved at the Board of Directors meeting on: 9/25/2023

Executive Director: Phil Barnes

Board President: Richard Bradley

Board Treasurer: Kim Prado

Submission Confirmation Email Sent To: pbarnes@youthguidanceprogram.org

Submitted By: Phil Barnes on 10/18/2023 at 7:33 AM (CST)

Youth Guidance Donation Fund of Indian River County, Inc.

PROGRAM SUMMARY

Agency Name	Youth Guidance Donation Fund of Indian River County, Inc.
Program Name	The Mentoring Academy
Brief Program Description	

Expected Outcome /Change (Focus Area):

-8 students enrolled in Youth Guidance Mentoring Academy will obtain employment, an apprenticeship or internship, as measured by tracking job status of individual students in our online database.

-15 students will maintain employment, as measured by tracking job status of individual students in our online database.

-5 students will enroll in postsecondary education, as measured by tracking academic status of individual students in our online database.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

-8 students enrolled in Youth Guidance obtained employment, an apprenticeship or internship.

-19 students maintained employment.

-5 students enrolled in postsecondary education.

We collect these data points by routinely checking in with students (ages 16 and up) and tracking their responses in our online database. Over the past 12 months, our students obtained jobs or paid internships at Home Depot, Integrity Metals, Croom Construction, Sam's Club, and more. We also had students enroll in Treasure Coast Technical College, and Brigham Young University.

It is important to track the outcomes of our students, particularly after they age out of our program, to ensure they are on a path to a successful future and to provide them supports and referrals if needed.

Expected Outcome /Change (Focus Area):

Increase the number of economically disadvantaged children enrolled in the Mentoring Academy for at least three semesters who stay in school, get promoted, or graduate high school to a rate above the 2022 state measure of 87.3%, as measured by continued enrollment in school and eligibility for promotion to the next grade (or graduation) during the 2022-23 school year.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

Youth Guidance Mentoring Academy serves children, teenagers, and young adults (ages 5-24) living in Indian River County.

Our programs are provided free of charge and include the following:

-Group Mentoring: Daily programs after school and during the summer that include academic enrichment, life skills, vocational training, and healthy meals.

-One-on-One Mentoring: Children are assigned a mentor who agrees to at least a 1-year commitment to meet with the student 2.5 hours per week. Mentors meet with children in the community, introduce them to fun activities, and provide an extra layer of guidance and support.

-Exchange Parent Aide: Trained individuals provide educational in-home services to families enrolled in Youth Guidance to provide additional supports to children at risk of child abuse and neglect.

Numbers of Students Served

The Mentoring Academy served 186 unduplicated children, teenagers, and young adults from October 1, 2022 to September 30th, 2023.

We did not meet our goal of serving 250 students during the grant period even though we were at maximum capacity given the current layout of our facility.

Increasing our program quality and recruiting experienced staff is resulting in less turnover or "churn" among our students. We are witnessing more consistency and stability in our student body, and we are seeing a substantial increase in average daily attendance as a result.

From Summer 2022 to Summer 2023, our average daily attendance increased from 43 to 50 (16%), which is our maximum capacity. We had a wait list of 11 students. Similarly, from Fall I 2022 to Fall I 2023, our average daily attendance increased from 39 students to 52 students (33%), which is slightly over our maximum capacity.

Once we complete building renovations, we will be able to accommodate up to 75 students per day and 300 students per year in our building. Renovations are anticipated to be completed by early 2025.

Youth Guidance Donation Fund of Indian River County, Inc. - The Mentoring Academy

Financial Information

	Draw Down
CSAC Specific Budget	55,511.00
CSAC Specific Actual	55,511.00
CSAC Specific Actual %	100.00

Youth Guidance Donation Fund of Indian River County, Inc. - The Mentoring Academy

PROGRAM OUTCOMES & ACTIVITIES

CSAC Expected Outcomes

100% of children enrolled in Youth Guidance were promoted to the next grade level or graduated high school on time, as measured by collecting 2022-23 data through our partnership with the Indian River County School District.

We collected promotion level data on a cohort of students whose parents completed the updated data sharing form distributed by the School District of Indian River County. Other promotion-level data was collected anecdotally.

Starting this year, we made it a requirement for all parents who enroll their children in Youth Guidance to complete the updated data sharing form from the School District of Indian River County if they are enrolled in a public school.

This will help streamline data collection and track other important indicators, including student attendance. For students in private schools (Touched by Grace, Glendale Christian, etc.), we will continue to collect quarterly report cards.

Expected Outcome /Change (Focus Area):

Increase to 92% the number of children ages 10-18 enrolled in the Mentoring Academy who possess at least three of the following Developmental Assets: 1. Boundaries & Expectations; 2. Empowerment; 3. Constructive Use of Time; and 4. Positive Values, as measured by the Developmental Assets Profile, a standardized test for measuring the number of assets a child has.

For this outcome, please provide a final summary report for the 2022 - 2023 grant award:

86% of children ages 10-18 enrolled in the Mentoring Academy possessed at least three of the following Developmental Assets: 1. Boundaries & Expectations; 2. Empowerment; 3. Constructive Use of Time; and 4. Positive Values, as measured by the Developmental Assets Profile, a standardized test for measuring the number of assets a child has.

To complete this outcome, students ages 10 and up completed the Developmental Assets Profile, which is a research-based assessment developed by the SEARCH Institute.

The more assets young people experience across the contexts of their lives, the more likely they are to:

- Do better in school
- Be prepared for post-high school education and careers
- Contribute more to their communities and society
- Avoid high-risk behaviors

We set an optimistic goal this past year and will strive to achieve it this coming year. Typically, we see an average of between 80% and 85% of students possessing at least three of four developmental assets that we test for.

We have shifted our survey to an online format. It is now much easier for us to analyze the data, and the kids are enjoying using laptops and ipads to complete the assessment. Starting this year, we will expand the number of Developmental Assets that we test for from 4 to 8.

Youth Guidance Donation Fund of Indian River County, Inc. - The Mentoring Academy

Program Demographics

Population Served

	Total	Goal	% of Goal
Individual Children	157	215	73
Individual Adults	29	35	83
Number of Families	136	160	85

Age

	Age
Preschool 0-4	0
Elementary 5-10	71
Middle School 11-14	60
High School 15-18	32
Young Adult 19-25	21
Adult 26-54	2
Senior 55+	0

Income

	Income Level
100% of poverty or below	186
101% to 150% of poverty	0
Between 150% and 200% of FPL	0
Unknown	0

Ethnicity

	Ethnicity
Asian	3
American Indian	1
Black / African American	74
Hispanic / Latino	27
Pacific Islander	0
White	54
Multi-Racial	27

	Ethnicity
Unknown	0

Location

	Zip Code
32948	2
32958	4
32960	43
32962	57
32963	1
32967	42
32968	6
Unknown	0



Youth Guidance Program #IRCSuccess

In the 2022/2023 Fiscal Year the Board of County Commissioners of Indian River County approved \$10,000 to support the Youth Guidance Program. Here's just one story of #IRCSuccess



William, another Youth Guidance graduate, is now working for Piper Aircraft! He is responsible for building parts that will be used in the Piper Cub and other small aircraft. William said that if it weren't for Youth Guidance, he probably wouldn't have graduated high school. Great job William! We're proud of you!



Samaritan Center #IRCSuccess

In the 2022/2023 Fiscal Year the Board of County Commissioners of Indian River County approved \$35,344 to support the Samaritan Center. Here's just one story of #IRCSuccess



A single father and his two children have resided at the Center for more than six months. During his residence, he has consistently attended case management, mental health therapy, parenting skills training and saved more than \$5,000 towards his future housing. The family has been accepted into the Habitat for Humanity Program. Habitat is one of the many organizational lifts that partners with our residents to become self-sufficient and obtain affordable housing. He stated "The Samaritan Center care team has provided my family a pathway home. They have made such a huge difference in the lives of my children. I can't thank them enough." This is just one of our family success stories!





Boys and Girls Clubs of IRC #IRCSuccess

In the 2022/2023 Fiscal Year the Board of County Commissioners of Indian River County approved \$40,000 to support the Boys and Girls Club of Indian River County.

Here's just one story of #IRCSuccess

Brigida worked over 200 volunteer hours throughout her community, and perhaps most notably, she represented SRHS as a delegate for Florida Girls State at FSU. Throughout her journey, Brigida had the unique opportunity to conduct interviews with local City Council members and other elected officials. This experience was possible thanks in part to the generous CSAC grant, allowing us to provide vital assistance to Brigida (and others like her) in our after school programs.



Safe Families #IRCSuccess

In the 2022/2023 Fiscal Year the Board of County Commissioners of Indian River County approved \$20,000 to support the Safe Families Program

Here's just one story of #IRCSuccess



A Mom, whom we'll call Tina, was nervous about hosting at first because the family didn't want to be separated. When they met our Family Coach Supervisor, they talked together in the park and hoped for 1 host family to be able to take all 4 teenagers- 2 sets of twins! Within one hour of sending out the 'YES' opportunity to 3 Host Families, one agreed to take all 4 teens. Several months later, the teenagers reflected "I have a lot of good memories from the hosting. There was something different about them [the Host Family.] I couldn't believe strangers would just let us stay in their house, and use their stuff." Tina shared, "I tell people Safe Families is the bomb. Safe Families was our miracle."





Indian River County Healthy Start Coalition #IRCSuccess



In the 2022/2023 Fiscal Year the Board of County Commissioners of Indian River County approved \$298,979 to support the Babies and Beyond, G.R.O.W. Doula, Healthy Families, Parents As Teachers, CI&R, PEACE, Fatherhood Initiative
Here's just one story of #IRCSuccess

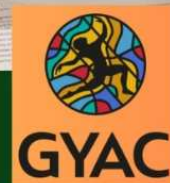
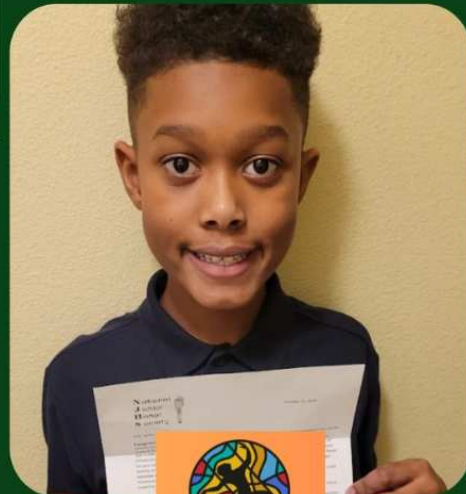
The Martinez Family has been enrolled with Indian River County Healthy Start services since 2022. When Kaitlynn and Chris found out they were pregnant with their son Luis, they contacted Healthy Start to ask about additional support as new parents. They quickly became involved in our Babies and Beyond, Healthy Families, G.R.O.W. Doula and Fatherhood Programs, helping to prepare them with a successful pregnancy, delivery and postpartum period. "Healthy Start has helped us navigate parenthood through education, resources and community!" says Kaitlynn. Luis arrived on February 25th, 2023, healthy and happy. The Martinez's journey wasn't easy at first, but with the support of childbirth education classes, home visitation, a G.R.O.W. Doula, fatherhood mentoring, and lactation support, they have built a strong foundation that ensures strong futures for generations to come. Watching families grow and reach their full potential together are moments we will cherish and hold in our hearts forever!



Gifford Youth Achievement Center #IRCSuccess

In the 2022/2023 Fiscal Year the Board of County Commissioners of Indian River County approved \$62,000 to support the Gifford Youth Achievement Center.
Here's just one story of #IRCSuccess

Jamar has been a part of the GYAC family since he was in first grade in 2017. Jamar is now a 7th grader at Storm Grove Middle School. GYAC promotes academics, character, service, and leadership among its students. Jamar is no exception to these expectations. GYAC offers afterschool homework assistance and tutoring that has allowed students such as Jamar to excel in academics. Jamar has learned a lot from GYAC that goes beyond academics. GYAC has played a role in developing Jamar's character to be a respectful student while having a voice to speak up for the well-being of others. Jamar has autism, which sometimes causes him to be insecure about what are acceptable social norms. GYAC fosters an environment of acceptance and understanding of all students regardless of exceptionality, race, gender, color, socio-economic conditions, etc. Jamar has enjoyed and continues to enjoy his time with GYAC. Jamar is now looking forward to acceptance into the Youth Employability Program as he progresses in age and grade level. Jamar enjoys the summer camp program as well. Allowing Jamar to gain leadership skills in the classroom as a Student Helper gave him the confidence to become a leader at school. GYAC includes Jamar in field trips and activities to celebrate his academic achievement despite his autism. GYAC has never shied away from Jamar, which has allowed him to thrive socially. GYAC has always included Jamar in activities such as the Classics, Orlando Magic trip, Kennedy Space Center trip, Live Feed to the ISS, and countless summer activities. Jamar is just one of many GYAC success stories!





Pelican Island Audubon #IRCSuccess

In the 2022/2023 Fiscal Year the Board of County Commissioners of Indian River County approved \$25,000 to support the Pelican Island Audubon Society- Audubon Advocate Program.

Here's just one story of #IRCSuccess



Corbin, a fifth grade graduate of the Pelican Island Audubon Society - Audubon Advocate Program, exclaimed while looking through a microscope, he wants to live in Indian River County forever, so his children and grandchildren can come to the Advocate program. Corbin received scholarships to attend four weeks of Summer Adventure Camp and states he is looking forward to next year!



Children's Home Society

In the 2022/2023 Fiscal Year the Board of County

Commissioners of Indian River County approved \$35,700 to support the Community Partnership School at Dodgertown Elementary

#IRCSuccess

Most often, we as parents miss the signs of our children needing vision care but our educators are our second in care for our children. Our faculty understands that we service our greatest assets here at Dodgertown Elementary School. Good vision is essential for a child's success in the classroom. This story is about two brilliant scholars named Malaki and Kyndall. Can you imagine coming to school every day not knowing how to tell your teacher that you can't see? One day, a Malaki was really trying hard to focus on the board and his teacher noticed that his posture was different, and he was really struggling to write the passage from the board. She knew this was unlike him so, she made her way to his desk and whispered to him, "are you ok seeing the board", and the student replied to her "no, I can't really see what you wrote." She asked him would he like to move closer the board" and out of shame she noticed he shook his head and said "no". As a mother and an educator, she instantly knew she had to help her student. The teacher reached out to the Community Partnership Director who then consulted with the hubs Wellness Coordinator (Ladonna Corbin) that same day and we was able to start the referral process.

Once the process got started the mother requested both of her son's be seen for vision screening. Her oldest son is no longer at Dodgertown, he graduated and is now a sixth grader at Imagine Academy. As a wraparound service provider, the community partnership program does follow all children up to graduation of high school and beyond...they will always be Our Little Dodgers! Everything was going according to plans, the paperwork was returned, the appointments was made for November 30th at 8am. But there was a huge problem their mother could not take off from work to take the brothers to the vision appoint at TCCH Gifford location due to her work schedule. This would have been a major burden, however, TCCH(Wellness Pillar of Community Partnership Program) has transportation in place for the Wellness Coordinator to transport students to appointment and the parent (s) telehealth in at the time of the visit. They made the appointment, and it was the first ever visit to an optometrist. They really had a fun time meeting our Dr. As the wellness coordinator, I tell you this story for a reason, vision screening and breaking barriers for all children before they interfere with their education is the Community Partnerships main mission. It is essential that students are able to see in class, without the assistant of the community partnership program at Dodgertown, this parent would have had to request time off which would have resulted in a delay of services for the children.

Thank you for taking a moment and allowing me to shine the spotlight on these two amazing brothers.



Children's Home Society of Florida





Crossover Mission

#IRCSUCCESS

In the 2022/2023 Fiscal Year the Board of County Commissioners of Indian River County approved \$85,000 to support the Crossover Mission. Here's just one story of #IRCSUCCESS

James, a 10th-grade student at Vero Beach High School, faced a difficult childhood, bouncing between temporary living situations until last year when a compassionate family friend stepped in to provide him with a permanent, loving home. This family friend, who James calls his God Mom, not only offered him stability, but she also connected him with the sport he loves, academic support and mentoring at Crossover Mission.

When James enrolled at Crossover he was struggling emotionally and academically. He was having behavioral issues at school, and at home which resulted in James failing most of his classes. James says that over the last year and a half, Crossover has become the catalyst for change in his life, providing him with a sense of belonging and support that he had been missing for so long. He often says Crossover is his "happy place".

Through his own determination, support from his God Mom paired with the guidance and opportunities offered by Crossover mentors and staff, James has managed to turn his life around. Not only has he improved his behavior at school, but he is maintaining A/B honor roll status for the first time in his academic journey. Furthermore, James became a volunteer within the Crossover program, taking on the role of a mentor for younger students who look up to him. On average, James volunteers 10 hours each week. His age, lived experience and the challenges he has overcome allow him to connect with and inspire our students in a way that few can, making him a shining example of the community support, grit, and resilience that we strive to achieve at Crossover Mission.



Special #IRCSUCCESS thank you to the Indian River County Board of County Commissioners for approving funding for the Children's Services Advosry Committee Agencies.



Susan Adams
Chairman
District 1



Joseph E. Flescher
Vice-Chairman
District 2



Joe Earman
Commissioner
District 3



Deryl Loar
Commissioner
District 4



Laura Moss
Commissioner
District 5

