Meeting Notice

Children's Trust of Alachua County Monday, April 29, 2019 @ 4:00 pm Alachua County Administration Building 12 SE 1st Street, Second Floor, John "Jack" Durrance Auditorium



CHILDREN'S TRUST OF ALACHUA COUNTY

Members

Ken Cornell, County Commissioner, Interim Chair Honorable Susanne Wilson-Bullard, Circuit Judge, Interim Vice-Chair Tina Certain, Alachua County School Board Member, Interim Treasurer Karen Clarke, Alachua County School Superintendent Cheryl Twombly, DCF Community Development Administrator

Children's Trust of Alachua County Monday, April 29, 2019 @ 4:00 pm Alachua County Administration Building 12 SE 1st Street, Second Floor, John "Jack" Durrance Auditorium

- 1. Call to Order Ken Cornell, Interim Chair
- 2. Agenda Review, Revision, and Approval
- 3. Approval of April 15, 2019 Meeting Minutes
- 4. Representatives from the Children's Services Council of St. Lucie and Martin Counties
- 5. Representative from the Florida Children's Council
- 6. Information Received from Other Children's Services Councils
- 7. List of Data Sources Provided for CTAC Review
- 8. Initial Budget Discussion and Budget Workshop
- 9. Trust Administrative and Public Communications
- 10. Call for Public Input
- 11. CTAC Gubernatorial Nominees General Comments
- 12. Board Member General Comments
- 13. Adjournment



CHILDREN'S TRUST

OF ALACHUA COUNTY

<u>Item # 3</u>

Approval of April 15, 2019 Meeting Minutes

Background

County staff prepare a draft version of the meeting minutes for review and approval by members to assure compliance with Florida Public Records and Sunshine law.

Attachments

1. Draft April 15, 2019 Meeting Minutes

Staff Recommendation

Approve the meeting minutes as presented or alternatively approve with corrections.

Children's Trust of Alachua County

Monday, April 15, 2019 | 4:00 pm | Alachua County Administration Building

<u>Members Present:</u> Ken Cornell, Alachua County Commissioner; Honorable Susanne Wilson-Bullard, Circuit Judge; Tina Certain, Alachua County School Board Member; Karen Clarke, Alachua County School Superintendent; Cheryl Twombly, DCF Community Development Administration

<u>Staff Present:</u> Carl Smart, Assistant County Manager for Public Safety and Community Support Service; Bob Swain, Senior Assistant County Attorney; Claudia Tuck, Community Support Services Director; Tom Tonkavich, Community Support Services Assistant Director.

1. Call To Order:

Interim Chair Ken Cornell called the meeting to order at 4:00 pm.

2. Agenda Review, Revision and Approval.

Superintendent Karen Clarke moved to adopt the agenda as presented. Before the motion could continue, The Honorable Susanne Wilson-Bullard asked for clarification on the agenda and more information on what the Trust is supposed to accomplish today.

Member Karen Clarke moved to adopt the agenda. Second by Member Tina Certain. Call for public input. Motion carried 5-0.

3. <u>Approval of April 1, 2019 Meeting Minutes:</u> Superintendent Karen Clarke moved the approval the meeting minutes as presented. Second by Member Tina Certain. Call for public input. Motion carried 5-0.

4. Children's Services Advisory Board (CSAB) Gap Analysis:

Assistant County Manager Carl Smart introduced the CSAB GAP analysis item and noted the Florida Children's Council was asked to review it. The Florida Children's Council indicated the Gap Analysis is sufficient to meet the needs assessment requirement put forth in the Ordinance, however the Trust may want to do further analyses over time. Dr. Tom Logan, Chair of the Children's Services Advisory Board, explained how the CSAB identified priority indicators of child well-being and presented an analysis of this to the Trust. Dr. Logan provided guidance on key issues affecting our youth and identified priority areas the Board should further assess, including providing the majority of funds for families with children under 5 years of age because that is when the most crucial development occurs. He also stressed encouraging innovation and collaboration. The CSAB also advocates for continued funding of the three new initiatives it implemented.

5. <u>CSAB Funded Programs Presentation:</u>

Assistant County Manager Carl Smart gave introductory comments for the three programs presenting who received funding from the Children's Services Advisory Board. All three programs gave thorough reports previously to the CSAB and provided a condensed PowerPoint presentations for the Trust meeting. The NewboRN Nurse Home Visit, CHILD Center for Early Learning and Healthy Social and Emotional Development and Family Support programs presented their reports highlighting missions, accomplishments, obstacles and plans for further program development. Trust members asked questions of each program, mainly revolving around what each could do to improve/expand their respective programs.

6. BOOST/UF Research Team Presentation:

Dr. Diedre Houchen gave a presentation on behalf of the Better Out of School Time (BOOST) Alliance. The presentation highlighted the in-kind work of providers who have come together to coordinate activities to enhance the quality of services offered to youth in out-of-school time activities. The researchers found critical information on the needs of children Ages 5-18 years old in Alachua County and are seeking funding to continue their important work, which they consider an investment in the capacity building of youth programming. Board members asked brief questions at the end of the presentation and acknowledged the incredible work the team is doing and how members are looking forward to the release of a research brief in the near future.

7. Administrative Functions:

Todd Hutchison, Finance Director for the Clerk of the Circuit Court, presented three potential options for the provision of administrative services to the Trust. Before making the presentation, Hutchison announced that the Trust officially had a Tax ID number registered with the IRS and a request for sales tax exemption has been made. The Honorable Susanne Wilson-Bullard expressed concerns on making further decisions (especially pertaining to the budget) without having a full board since the Trust is now an independent entity. Hutchison reiterated that no official decisions are legal until October 1, 2019, so any decisions made by the Board are tentative and can be changed at any time.

Member Tina Certain moved that the Trust adopt Option A as described by the Clerk of the Circuit Court and that staff return with a draft Inter-local agreement. Second by the Honorable Susanne Wilson-Bullard. Call for public input. Motion carried 5-0.

8. <u>Budget Development:</u>

Tommy Crosby, Assistant County Manager for Budget and Fiscal Services, presented information on key issues related to budget development, including a starter draft budget for the Trust, an excerpt from the Trust's Ordinance provisions and sample job postings for a potential Administrative Support Manager and Administrative Assistant.



9. TRIM and Millage Discussion:

Tommy Crosby, Assistant County Manager for Budget and Fiscal Services, presented a revised draft TRIM meeting schedule, including an overlay of all scheduled meetings of the Trust through September 30, 2019.

10. First Year To Do List and Next Meeting(s) Agenda:

Interim Chair Ken Cornell reviewed the schedule of the Board's meetings through the remainder of the fiscal year (until September 30, 2019) and the draft agenda for the next meeting on Monday, April 29th, 2019 as well as draft meeting agendas and schedules for other future meetings.

11. Board Member General Comments:

Interim Chair Ken Cornell called for comments from fellow board members. There was consensus amongst members regarding the need for additional assessments.

12. Call for Public Input:

Interim Chair Ken Cornell called for general public comment. Comments centered on developing an operational budget, reconsidering the contracting of administrative functions and where to email questions to members of the Trust.

13. Adjournment:

Interim Chair Ken Cornell adjourned the meeting at 6:42 pm.

Recorded by,

LaRaven Temoney

Reviewed by,

Thomas Tonkavich Liaison

<u>ltem # 4</u>

Representatives from the Children's Services Councils of St. Lucie and Martin Counties

Background

Sean Boyle, Executive Director of the Children's Services Council of St. Lucie County and David L. Heaton, Executive Director of the Children's Services Council of Martin County will present information about their organizations. Following their comments members will have an opportunity to ask further questions. In preparation for the meeting, both Executive Directors have been asked to address the following topics:

- First year and current staffing and organizational structure
- What the first full year budget looked like and what occurred in subsequent years
- How they develop an annual spending plan and how has that changed over time
- Shifts in funding priorities over time
- How they procure, i.e., RFP, call for proposals, one time grants, capital items, etc.
- General financial policies regarding reserves, percentage of tax to budget, determining amount of millage to levy
- Ownership of buildings, real-estate, and other capital items
- How they allocate their funding with regard to early childhood (prenatal to 5/preschool age children) and older children (6 to 18/school age children and youth)

Attachments

- 1. Children's Services Council of St. Lucie Meeting Notes
- 2. Children's Services Council of St. Lucie Organizational Chart
- 3. Children's Services Council of St. Lucie Meeting Notes
- 4. Children's Services Council of St. Lucie Inter-local and Key Policies
- 5. Children's Services Council of St. Lucie Impact and Accountability Reports
- 6. Children's Services Council of Martin County Meeting Notes
- 7. Children's Services Council of Martin County Initial Budget and Cash Receipts
- 8. Children's Services Council of Martin County FY 18/19 Budget
- 9. Children's Services Council of Martin County Strategic Plan

Staff Recommendation

Hear the presentation from the St. Lucie and Martin County Children's Services Councils



Alachua Children's Trust Response

- 1. First year and current staffing and organizational structure for administrative, legal, HR, etc. "the what and the why"
 - Children's Services Council of St. Lucie County established October 2, 1990
 - **First year** of passage (no funding) on March 5th, 1991, interlocal agreement for year one provided for the following (*attached*)
 - o A line of credit not to exceed \$125,000 until CSC received sufficient tax revenues
 - County administrator and his staff designated to provide administrative and clerical assistance until executive director hired
 - Assistant County Administrator and his assistant served as CSC staff first year
 - o Services of county attorney and his staff to provide legal services until September 30, 1991
 - Authorization to utilize the services of the County Purchasing Department for the procurement of warehouse items available through the department
 - o Authorization of CSC to utilize the County's phone system
 - Second year (funding) Staffing was an Executive Director, Resource Director, and Administrative Assistant
 - o Legal outsourced to a firm
 - o Interlocal agreement with County for Health Insurance and State retirement (attached update)
 - CSC own purchasing and contracting
 - **Current** organizational chart attached
 - o Legal outsourced to a firm
 - o Interlocal for health benefits and retirement
 - Administer benefits within CSC
 - o CSC own purchasing and contracting (attached purchasing policy)
 - CSC housed in county owned building from 1995-2007 included utilities
 - Based off an informal agreement that CSC would fund local Kidcare match previously funded by County
- 2. What the first full year budget looked like and what occurred in subsequent years, i.e., spending ramped up
 - Historical millage rate and revenue attached
 - First year of receiving revenue (millage rate: .15 \$970,285)
 - o Hiring of staff
 - o Establishing entity outside of County
 - Comprehensive needs assessment with FAU/FIU (included medical assessment) to establish funding priorities
 - Start of program funding
 - Second year of receiving revenue (millage rate: .185 \$1,232,072)
 - Funding of 17 programs
 - Future years "spending ramped up" contingent on community need, emerging issues, and impact on CSC three customers: children/families, funded programs, taxpayers
- 3. How they develop annual spending plan and how has that changed over time
 - Strategic Direction/Planning discussions on-going with board

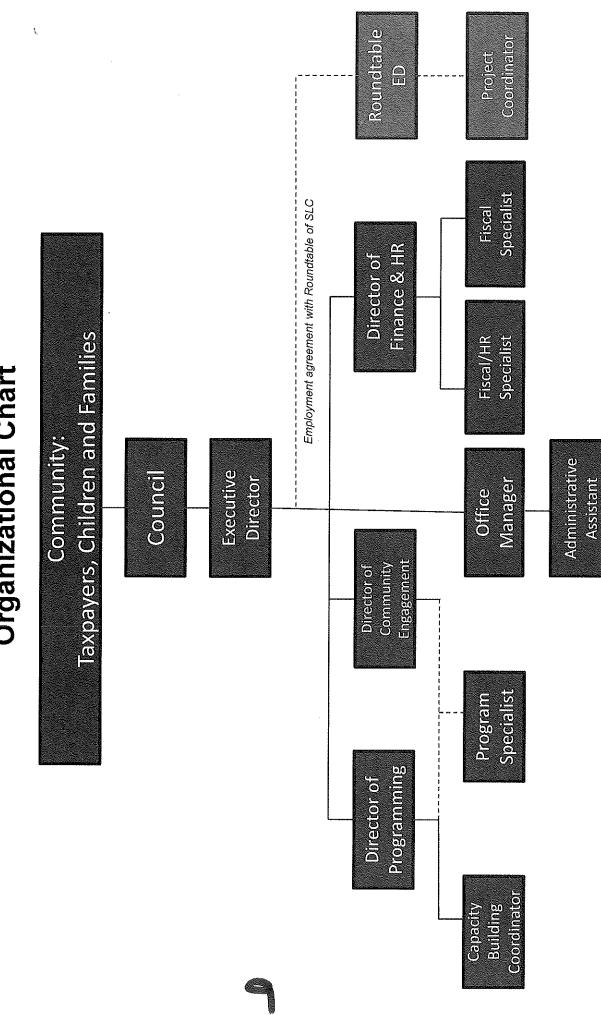
- Current: Four months leading up to first draft of budget discussions with board
 - EOY program data presentation (January)
 - Underspending Analysis presentation/discussion (February)
 - o Community Indicators data trends presentation (April)
 - Budget Models presentation/discussion (April)
 - Strategic Discussions (May)
 - Data
 - Community engagement
 - Community partners
 - First draft of budget (June)
- Strategic direction/spending changes throughout the years
 - o Early years done with board and handful of partners
 - Open competition every year
 - Change over time more partners involvement of Roundtable
 - Roundtable 30 members local, State officials and funders
 - Develop community strategic plan utilizing Communities that Care framework
 - Supported by members CSC one of larger contributors
 - With CSC board 18 month Strategic Direction discussions
 - Priority Funding release of categories as opposed to annual open competition
- 4. Have funding priorities shifted over time
 - Through the years based on data, community need has shifted
 - o Community indicator analysis
 - Aligning community indicators with funding priorities
 - Funded programs have to demonstrate how program has an impact on identified indicators
 - Recent shifts flexibility
 - Violence prevention and intervention
 - Childcare slots and quality
 - Redefining of the categories
 - Infant Mortality Equity in System of Care for Newborns
 - CSC is stable funding compared to State or Federal funding
- 5. How they procure, i.e., specific RFP for this or that service, general call for proposals, one time grants, capital items, etc.
 - Attach Funding Opportunities Guidelines
 - Funding Opportunities:
 - Continuing for current, in good standing, programs that are not in priority funding category (annual simplified application)
 - o Priority Funding rotating each year for competitive bid the five priorities
 - o Summer Funding expansion or new summer opportunities competitive annual
 - o Sponsorships up to \$2,000 to sponsor family events
 - \circ Special Designation one time funding requests, usually for special projects
- 6. General financial policies regarding reserves, percentage of tax to budget, determining amount of millage to levy
 - Attach Fund Balance Policy
 - Budget based off strategic direction and emerging community needs aligned with budget forecasting
 - o Four year rolling budget modeling
 - o Underspending Analysis
- 7. Do they own building or real-estate, other capital items
 - Yes bldg. purchased in 2007

8. How they allocate their funding with regard to early childhood (prenatal to 5/preschool age children) and older children (6 to 18/school age children and youth)?

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- Attached Annual Report and Program Accountability report
- Prenatal to 5/preschool age children: approximately 25-30% of funding





Revised 2/13/18

AMENDED AND RESTATED INTERLOCAL AGREEMENT FOR COORDINATION OF INSURANCE SERVICES

THIS INTERLOCAL AGREEMENT made and entered into this 20 day of 2011, by and between ST. LUCIE COUNTY, a political subdivision of the State of Florida, hereinafter referred to as "County," the ST. LUCIE COUNTY CLERK OF THE CIRCUIT COURT, the ST. LUCIE COUNTY PROPERTY APPRAISER, the ST. LUCIE COUNTY SUPERVISOR OF ELECTIONS, the ST. LUCIE COUNTY TAX COLLECTOR, hereinafter collectively referred to as the "Officers", the ST. LUCIE COUNTY CHILDREN'S SERVICES COUNCIL ("Council) and the MEDICAL EXAMINER FOR THE NINETEENTH JUDICIAL CIRCUIT ("Medical Examiner").

WITNESSETH:

WHEREAS, Section 163.01, Florida Statutes, provides that local government units and independent constitutional officers may cooperate by agreement to provide necessary and essential public services; and,

WHEREAS, the purpose of Section 163.01, Florida Statutes, is to permit local government units to make the most efficient use of their powers by cooperating with other local government units and independent constitutional officers for their mutual benefit; and,

WHEREAS, the County and the Officers entered into an Interlocal Agreement on July 6, 1993, which the parties now desire to amend and restate.

NOW, THEREFORE, in consideration of the premises and of the terms, conditions and covenants herein contained, it is agreed by and between the parties hereto, as follows:

1. This Agreement is entered into pursuant to Section 163.01, Florida Statutes, Interlocal Cooperation Act.

2. The County shall provide or contract with a third party or participate in a self-insurance program as provided in Section 163.01(3)(h), Florida Statutes, to provide insurance related services as set out in Exhibit "A."

3. The Officers, the Council and the Medical Examiner shall pay insurance premiums to the County for each of their respective employees who have enrolled in an insurance program. The amount of premiums shall be determined by the Board of County Commissioners based upon a recommendation from the Insurance Committee, claims experience, premium on reinsurance, premium of special policies and other factors which are pertinent to the type of coverage being provided. The Human Resources Department shall inform the Officers, the Council and the Medical Examiner of any Board approved changes to premiums. Premiums shall be paid within 30 days of the month in which an employee is eligible for participation in an insurance program.

4. To the extent allowed by law, the Officers, the Council and the Medical Examiner agree to fully indemnify and hold harmless the County, its officers, employees, and agents of and from all liabilities,

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JOSEPH E. SMITH, CLERK OF THE CIRCUIT COURT SAINT LUCIE COUNTY FILE # 3374766 02/15/2012 at 09:37 AM OR BOOK 3363 PAGE 740 - 745 Doc Type: AGR RECORDING: \$52.50 damages, claims, recoveries, costs, and expense in any way arising out of or in connection with the performance of this Agreement.

5. The parties agree to form an Insurance Committee which shall perform the following duties:

A. Review current insurance plan which provides coverage for all the parties; provide a recommendation to the Board prior to July 15 of every year of the amounts of insurance premiums to be paid for each employee for the next fiscal year.

B. Make recommendations to the Board of County Commissioners regarding the selection of a consultant to assist in the review and bidding of the insurance plan which may require a third party administrator or direct contract with the County.

C. Make recommendations to the Board of County Commissioners with regard to the selection of the insurance plan. In the event the Board does not accept the Committee's recommendation, the matter will be referred back to the Committee for additional review and recommendation to the Board. The Board's decision on the Committee's second recommendation shall be final.

D. Make recommendations to the parties with regard to insurance plan provisions, claims administration and reinsurance coverage.

E. Review loss experience of the insurance plan and performance of claims administrator.

F. Develop and adopt such by-laws and procedures as it deems necessary.

The Insurance Committee shall be composed of the Officers, the Chairman of the Board of County Commissioners, and one representative each of the Council and the Medical Examiner. Each member of the Insurance Committee shall have one (1) vote. Each member of the Insurance Committee shall appoint an alternative who shall have voting privileges. The Committee shall annually elect a Chairman from its members and their alternatives. The Committee shall meet as needed but no less frequently than once every three months.

6. This Agreement shall continue in effect from the day and year first written above until terminated by either party upon no less than one hundred twenty (120) days written notice to the other parties prior to January 1 for life and/or health insurance and October 1 for all other coverage.

7. The Agreement may only be amended by a written document signed by all parties and filed with the Clerk of the Circuit Court of St. Lucie County, Florida.

8. All notices, requests, consents, and other communications required or permitted under this Agreement shall be in writing (including telex and telegraphic communication) and shall be (as elected by the person giving such notice) hand delivered by messenger or courier service, telecommunicated, or mailed (airmail if international) by registered or certified mail (postage prepaid), return receipt requested, and addressed to:

AS TO THE COUNTY:

County Administrator 2300 Virginia Avenue, Annex Fort Pierce, Florida 34982

AS TO CLERK:

Clerk of the Circuit Court 2300 Virginia Avenue, Annex Fort Pierce, Florida 34982

AS TO PROPERTY APPRAISER:

Property Appraiser 2300 Virginia Avenue Fort Pierce, Florida 34982

AS TO SUPERVISOR OF ELECTIONS:

Supervisor of Elections 4132 Okeechobee Road Fort Pierce, Florida 34947

AS TO TAX COLLECTOR:

Tax Collector 2300 Virginia Avenue Fort Pierce, Florida 34982

AS TO COUNCIL:

St. Lucie County Children's Services Council 546 NW University Boulevard, Suite 201 Port St. Lucie, Florida 34986

AS TO MEDICAL EXAMINER:

Medical Examiner Nineteenth Judicial Circuit 2500 South 35th Street Fort Pierce, Florida 34981

or to such other address as any party may designate by notice complying with the terms of this section. Each such notice shall be deemed delivered: (a) on the date delivered if by personal delivery, (b) on the date

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WITH A COPY TO:

County Attorney 2300 Virginia Avenue, Annex Fort Pierce, Florida 34982 telecommunicated if by telegraph, (c) on the date of transmission with confirmed answer back if by telex, and (d) on the date upon which the return receipt is signed or delivery is refused or the notice is designated by the postal authorities as not deliverable, as the cause may be, if mailed.

9. This Agreement shall be binding upon the successors and assigns of the parties hereto.

10. This Agreement embodies the whole understanding of the parties. There are no promises, terms, conditions, or obligations other than those contained herein, and this Agreement shall supersede all previous communications, representations or agreements, either verbalor written, between the parties hereto.

11. Prior to its effectiveness, this Agreement shall be recorded in the Public Records of St. Lucie County.

IN WITNESS WHEREOF, the parties hereto have accepted, made, and executed this Agreement upon the terms and conditions above stated on the day and year below written.

ATTEST Deputy Cl

aces. DATE:

APPROVED AS TO FORM AND BY: **County Attorney** CLERK OF THE CIRCULT COURT BY: seph E. Smith 1/11/12 DATE:

ST. LUCIE COUNTY PROPERTY APPRAISER BY: Ken Pruit DATE:

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EXHIBIT "A"

- 1. Provide worker's compensation excess insurance.
- 2. Provide property excess insurance for wind, fire, flood, and associated property casualty.
- 3. Maintain a loss fund to pay claim sunder the stop loss limits.
- 4. Provide claims service and attorney fees claims.
- 5. Provide loss prevention programs.

- 6. Provide general liability excess insurance if possible.
- 7. Provide risk management services.
- 8. Provide excess insurance for health and accident programs.
- 9. Provide claims service for health and accident programs.
- 10. Provide life insurance programs.
- 11. Provide miscellaneous insurance policies as needed through a bid or negotiation procedure depending on cost. (In some instances it is advisable for the entity to purchase such insurance individually.)

INTERLOCAL AGREEMENT BETWEEN ST. LUCIE COUNTY AND THE CHILDREN'S SERVICES COUNCIL OF ST. LUCIE COUNTY

THIS AGREEMENT, made this <u>5</u><u>M</u>. day of <u>McullA</u>. 1991, by and between ST. LUCIE COUNTY, FLORIDA, a political subdivision of the State of Florida, hereinafter referred to as "County", and the CHILDREN'S SERVICES COUNCIL OF ST. LUCIE COUNTY, an independent special district, hereinafter referred to as "CSC".

WHEREAS, the Children's Services Council of St. Lucie County was created by the Board of County Commissioners of St. Lucie County effective July 1, 1990; and

WHEREAS, pursuant to the referendum held on October 2, 1990, the Children's Services Council was granted the authority to fund the improvement of children's developmental, health and other juvenile welfare services by the levying of an ad valorem tax not to exceed one-half (1/2) mill for services for children; and

WHEREAS, the Children's Services Council will levy an ad valorem tax for the first time effective for the fiscal year beginning October 1, 1991; and

WHEREAS, those tax revenues will not be collected until after November 1991; and

WHEREAS, pursuant to Section 125.901(5), Florida Statutes, the Board of County Commissioners has agreed to assist the Children's Services Council during the interim by providing a loan in the form of a line of credit and through the use of County staff for legal, administrative, and clerical services; and

WHEREAS, it would be more economical for the Children's Services Council to utilize the County's Purchasing Department, phone system, and meeting rooms.

NOW, THEREFORE, the parties to agree to cooperate as follows:

1. <u>AUTHORITY</u> - This Agreement is entered into pursuant to Section 163.01. Florida Statutes, the Interlocal Cooperation Act of 1969. 2. Pursuant to Section 125.901(5), Florida Statutes, the County shall provide a loan to the CSC in the form of a line of credit in an amount not to exceed one hundred twenty-five thousand and 00/100 dollars (\$125,000.00). The line of credit shall remain open until the CSC receives sufficient tax revenues for the payment of its operating expenses. These tax revenues should be received by the CSC during December 1991 and January 1992. The CSC shall repay to the County the total amount of the line of credit utilized within one year from the date of this agreement.

3. The County authorizes the CSC to utilize the services of the County Administrator and his staff as he designates to provide administrative and clerical assistance until the CSC hires an Executive Director and Administrative Assistant.

4. The County authorizes the CSC to utilize the services of the County Attorney and his staff to provide legal assistance until September 30, 1991.

5. The County authorizes the CSC to utilize the services of the County Purchasing Department for the procurement of warehouse items available through that department.

6. The County authorizes the CSC to utilize the County's Essex phone system. The CSC shall be responsible for all charges and costs associated with its use of the system. The CSC shall arrange for direct billing of the costs and charges to the CSC.

7. This Agreement shall be filed with the Clerk of the Court of St. Lucie prior to its effectiveness.

8. This Agreement embodies the whole understanding of the parties. There are no promises, terms, conditions, or obligations other than those contained herein, and this Agreement shall supersede all previous telecommunications, representations, or agreements, either verbal or written, between the parties hereto.

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 This Agreement may only be amended by a written document signed by all parties.

10. This Agreement shall be governed by the laws of the State of Florida

11. All notices or other communications hereunder shall be in writing and shall be deemed duly given if delivered in person or sent by certified mail return receipt requested and addressed as follows:

If to County:

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County Administrator 2300 Virginia Ave., Annex Fort Pierce, Florida 34982 With copies to:

County Attorney 2300 Virginia Ave., Annex Fort Pierce, Florida 34982

Public Services Administrator 2300 Virginia Ave., Annex Fort Pierce, Florida 34982

If to Children's Services Council:

Chairman Children's Services Council 2300 Virginia Avenue, Annex Fort Pierce, Florida 34982

12. Either party may terminiate this Agreement with or without cause upon thirty (30) days written notice to the other party provided however that the obligation of the CSC to repay the total amount of the line of credit utilized shall continue.

IN WITNESS WHEREOF, the parties have caused this Agreement to be made and entered into the day and year first written above. ATTEST:

CLERK

BOARD OF COUNTY COMMISSIONERS ST. LUCIE COUNTY, FLORIDA

BY

APPROVED AS TO FORM AND

CORRECTNESS 20 COUNTY ATTORNEY

ATTEST:

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CHILDREN'S SERVICES COUNCIL OF ST. LUCIE COUNTY

SECRETARY 292

BY: CHAIRMAN

FUND BALANCE POLICY

Policy



Reference: VIII

Date: 03.14.13

Written By: Dori DiToro

Previous Dates: 07.14.11

General Description

Task/Scope:	To document the fund balance policy of the Children's Services Council of St. Lucie County (CSCSLC).
Purpose:	The purpose of this Fund Balance Policy is to establish the appropriate level of unrestricted fund balance including the authorization level to appropriate and the method of replenishing deficiencies.
Who Performs:	This policy was written by the Director of Finance and HR to outline general policy and procedure.
Department:	Fiscal
When to Perform:	Fund Balance Levels will be documented in the Annual Budget Presentation and approved by Council through that document.

A. <u>Principle</u>

Fund Balance is the net resources of a government and an approximate measure of liquidity. Managing appropriate fund balance levels is a vital and prudent step in the financial planning process. Governments, like businesses and individuals need some sort of financial "stability" against the potential shock of unanticipated circumstances and events. This stability takes the form of a Fund Balance Policy which establishes a minimum level at which fund balance is to be maintained.

B. Components of Fund Balance

A Fund Balance Policy focuses on the Unrestricted Fund Balance in the general fund of a government and addresses Committed, Assigned, and Unassigned fund balance components. Each annual budget presentation will include these components of Unrestricted Fund Balance which are defined below. Because a significant part of managing a fund balance policy is to adhere to parameters established to mitigate a declining fund balance, maximum deficiencies and replenishment of fund balances are also addressed.

1. Committed-The portion of fund balance that can only be used for specific purposes pursuant to constraints imposed by formal action of the highest level of decision-making authority (the Council). Constraints made by the Council remain binding until removed by the Council. The Council has Committed Fund Balance for the following items:

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a. Cash/Operating Reserve-Based on GFOA guidelines that state that it is essential that governments maintain adequate levels of reserve to mitigate current and future risks (e.g. revenue shortfalls, unanticipated expenditures, and unstable tax rates), the annual budget will contain, at a minimum, funds necessary to operate Council services for two months while assuming little or no revenue. This portion of fund balance will be calculated as 17% of the annual budgeted operating expenses.

In the event these funds are utilized, the prescribed fund balance level should be replenished in order to prepare for the future events. The Council will attempt to replenish this reserve in a two-year period beginning with the completion of recovery from the events for which reserve funds were used.

b. Disaster Recovery Reserve-Based on the potential for natural and man-made emergencies such as hurricanes, tropical storms, flooding, wildfires, terrorist activity and other natural or man-made disasters, the annual budget will contain funds to address relief for the aforementioned circumstances. The goal for budgeting disaster recovery funds is to provide \$200,000 for emergencies such as those aforementioned. Ideally, this amount would be provided for in the Contingency Expense line item to provide access to funds without the need for further immediate public approval. For years in which the full \$200,000 cannot be budgeted as a contingency expense, the balance will be provided for in the Disaster Recovery Reserve.

In the event these funds are utilized, the prescribed fund balance level should be replenished in order to prepare for the future events. The Council will attempt to replenish this reserve in a two-year period beginning with the completion of recovery from the events for which reserve funds were used.

- 2. Assigned-The portion of fund balance that reflects the Council's intended use of resources. Such intent can be established by the Council or delegated to a designated body or official. Any assignment of fund balance shall be directed by the Council.
 - a. Fiscal Stabilization/Projected Deficit Reserve-To provide for projected deficits in subsequent years' budgets, the annual budget will include fund balance reserves to address shortfalls in future years. This portion of fund balance will be determined based on projected deficits of the annual budget projections for three to four fiscal years subsequent to the current fiscal year. In no case, however, shall the amount reserved as assigned fund balance for projected budget deficits be greater than the excess of estimated expenditures over estimated revenues for the immediately subsequent year. Any portion of reserves required for future budget deficits that exceeds the excess of estimated expenditures over estimated revenues in the immediately subsequent year shall be provided for in unassigned fund balance.

Given that the level of fund balance is determined based on projected deficits of the annual budget projections for the upcoming three to four

fiscal years, the required amount for this purpose will vary year to year. A declining fund balance would potentially occur when a budget has been adopted with a negative net change in fund balance (net income). If the use of this total reserve is required due to austere economic situations, the Council will attempt to replenish this reserve to one (1) month or 8% of operating expenditures in the next fiscal year.

3. Unassigned-The portion of fund balance representing the amount that has not been restricted, committed, or assigned to specific purposes. Note that Unassigned Fund Balance may contain any portion of reserves required for future budget deficits that exceed the excess of estimated expenditures over estimated revenues in the immediately subsequent year.

C. <u>Authority for Change</u>

Only the Board may, from time to time as deemed necessary, increase or decrease fund balance commitments and assignments. Annually, the Board will evaluate fund balance needs and commit or assign estimated net resources to fund balances as deemed appropriate.

D. Priority in Utilization of Fund Balances

A projected deficit occurs when a budget has been adopted with a negative net change in fund balance (net income). A significant part of managing a fund balance policy is to adhere to parameters established to mitigate a declining fund balance. As such, priorities must be established for the various components of fund balance and maximum deficiencies must be established.

Fund Balance for a projected deficit will be assigned in the following order:

- a. Unassigned Fund Balance (to be utilized first)
- b. Committed Designated Reserve (maintained specifically for projected deficits)
- c. Committed Operating Reserve

E. Annual Review and Determination of Fund Balance Policy

Compliance with the provisions of this policy shall be reviewed as a part of the annual budget adoption process. The amounts of committed, assigned, and unassigned fund balances shall also be determined during this process.

Fund Balance Policy Approved By Council:

Chair

Date

Secretary

Date



PURCHASING

Policy



Reference: V

Date: 01.10.19

Written By: Dori DiToro

Previous Dates: 10.10.13

General Description

Task/Scope:	To identify CSC policies regarding purchasing limits and required approvals.
Purpose:	
Who Performs:	Department initiates purchasing request, Director of Finance and HR provides purchase order if required and signed by both Executive Director and Director of Finance, quotes are obtained by initiating department as required,
Department:	Operating Department, Fiscal and Executive Director.
When to Perform:	As required
Update of 10.10.13:	Provides for increasing purchase limit that requires at least three quotes from \$2,500 to \$5,000; provides for situations in which three vendors cannot be identified or do not respond to request for a bid; provides for purchases that may not lead to a competitive procurement such as ads for legal, promotional or informational matters, dues/membership in professional organizations, seminars and fees associated with professional organizations, subscriptions to periodicals, personnel verifications and background checks, and any other items that may qualify under these exemptions.
Update of 01.10.19:	Provides an exception to the requirement for three competitive bids for items over \$5,000 when St. Lucie County is in an official State of Emergency.

A. Purchasing Policy

The Children's Services Council of St. Lucie County (CSCSLC) shall follow the purchasing limits as approved by the Council:

- 1. The Executive Director will have the authority to approve purchases of \$5,000 or less.
- 2. Payments to programs approved for funding by the Council may be paid on a reimbursement basis according to contract terms and not limited to the \$5,000 Executive Director's limit.
- 3. Purchases estimated to be over \$5,000 will require at least three quotes, if available, or be purchased through state contract. Staff shall document what vendors were contacted and what their responses were. Competitive bids will not be required in the following situations:

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- a. If St. Lucie County is included in a State of Emergency declared by the State Governor or other government authority such as a Presidentially Declared Disaster Area.
 - i. Approval of the Board Chairperson will be obtained in lieu of three quotes during a State of Emergency.
 - ii. Any such purchases will be reported to Council at the next scheduled meeting.
- b. If staff is not able to locate three or more vendors of the item or services to be purchased
- c. If, after soliciting three or more vendors, staff receives less than three quotes.
- 4. When the nature of an item or service is such that they do not readily lend themselves to competitive procurement, the solicitation of competitive quotes will not be required. Examples of such items or services include but are not limited to, the following: advertisements for legal, promotional or informational matters, dues and memberships in professional organizations, seminars and fees associated with professional memberships, subscriptions to periodicals, personnel verifications and background checks, and any other item or service determined by the CSC to qualify under this exemption.
- 5. The CSC shall not maintain a petty cash fund. Expenses incurred by CSC staff can be made by use of CSC credit card or can be reimbursed on a weekly basis as incurred.
- 6. Departments within CSC requesting payment for services (e.g., training consultants) will complete a Check Request Form to document the purpose of the funds, the vendor information, account coding, and approvals.





Funding Opportunities, Policies and Tentative Schedule

546 NW University Drive, Suite 201 Port St. Lucie, FL 34986 <u>www.cscslc.org</u> (772) 408-1100 Fax (772) 408-1111



Council Policies on Funding

All funds shall be allocated within the intent of **Florida Statute 125.901 Children's services; independent special district; council; powers; duties; and functions**, and in accordance with the mission statement of the Children's Services Council of St. Lucie County: *To Improve the quality of life for all children in St. Lucie County*.

Funding Criteria

It is Children's Services Council of St. Lucie County's policy to fund child development and prevention services. However, this policy does not preclude financial support to programs providing services of a problem solving nature. To be eligible to receive funds from Children's Services Council of St. Lucie County, programs must reflect the Priorities identified in the Strategic Plan as well as the operating principles of Children's Services Council of St. Lucie County. The following criteria are to be used as guidance by the Council in assessing applications submitted for Children's Services Council of St. Lucie County funding:

- Programs shall either demonstrate new approaches and techniques based on research and/or promising practices; or
- Programs shall utilize existing approaches and techniques that are best practice programs validated by proven research.
- Programs must demonstrate cost effectiveness and provide tangible benefits for the participants.
- Programs receiving funding from Children's Services Council of St. Lucie County shall not discriminate against an employee, volunteer, or participant of the provider on the basis of race, color, gender, religion, national origin, citizenship, disability, martial status, or age except that programs may target services for specified participant groups as defined in their application. Additionally, agencies receiving funds shall demonstrate the standards, policies, and practices necessary to provide services in a manner that respects the worth of the individual and protects and preserves the dignity of people of diverse cultures, classes, races, religions, and ethnic backgrounds.

While the above criteria are used as guidance for funding, it is not the only consideration taken into account in making a decision on funding. In the judgment of the Council, other considerations may include factors such as the provider's ability to implement the proposed program, the soundness of the proposed methodology, and the administrative and fiscal capability of the provider.

Funding Eligibility

Preference will be given to programs operated by non-profit, incorporated agencies or public agencies. Children's Services Council of St. Lucie County will also consider programs operated by for-profit agencies and governmental entities. Children's Services Council of St. Lucie County does not fund:

- Programs that are under the exclusive jurisdiction of the public school system (FS 125.901).
- Programs requiring worship or religious instructional activities as a condition of participation.

Non Allowable Funding

Children's Services Council of St. Lucie County does not fund the following:

- The acquisition of real property.
- Supplementation of operating reserves for an ongoing corporation.
- The supplanting of existing funding by another agency without the prior agreement of the Council. Children's Services Council of St. Lucie County may delay approval of requests when anticipated funds from other sources may be influenced by the Council's decision.
- The payment of fines or assessed penalties.
- Expenses not otherwise approved through the budget or budget amendment process.

Funding Priorities

The Children's Services Council of St. Lucie County's funding priorities are intended to reduce the risk factors identified by the Community Comprehensive Strategy "St. Lucie Hand in Hand." The 5 priority risk factors identified have been shown by research to significantly contribute to unhealthy behaviors and increase in juvenile crime. These factors are:

Low Neighborhood Attachment & Community Disorganization Poor Family Management Academic Failure Beginning in Elementary School Early & Persistent Anti-social Behavior

The funding priorities of the Children's Services Council of St. Lucie County are programs/initiatives that that address the following goals:

- Ensuring every baby is a healthy baby
- Stopping child abuse before it starts
- Keeping kids in school
- Keeping kids off the streets, and
- Keeping kids away from drugs, alcohol and other risky behaviors.

Children's Services Council of St. Lucie County Funding Opportunities

Children's Services Council of St. Lucie County's funding/fiscal year operates from October 1st – September 30th. Below is a summary of funding opportunities through Children's Services Council of St. Lucie County.

Before applying for funds from Children's Services Council of St. Lucie County, **agencies are required to meet with staff** to ensure the proposed program/request fits within the priorities of Children's Services Council of St. Lucie County and to make certain the correct application is completed.

All funding requests are brought before the Council for funding decisions with the exception of requests that are \$5,000 or under, in which case, the Executive Director of Children's Services Council of St. Lucie County has funding decision authority. For funding requests that require Council decision and do not already have a designated time frame, completed paperwork must be submitted **at least two weeks prior to the next scheduled Council meeting** to be considered for funding.

Continuing Program

Time frame: released in December

Application: Program Proposal Narrative and Budget (via e-CImpact)

Released only to currently funded programs that continue to meet the funding priorities of Children's Services Council of St. Lucie County. The funding application is for the following fiscal year and provides a demographics, outcome, and fiscal update of the program. Agencies funded through this process are required to sign a yearly contract, submit a copy of their audit, and adhere to CSC program and fiscal policies.

Priority Category Program Funding

Time frame: released in October

Application: Program Proposal Narrative and Budget (via e-CImpact)

Each year on a rotating basis one of the Children's Services Council's **funding priorities** is released for open competition. The funding application is for the following fiscal year, and requires a full application process including organizational and programmatic narrative, programmatic outcomes, and budget. An agency funded through this process is required to sign a yearly contract, submit a copy of its audit, and adhere to CSC program and fiscal policies. Based upon the success of the program in meeting its



outcomes and complying with CSC guidelines, programs funded may apply the subsequent year through the Continuing Program Proposal process.

Summer Program

Time Frame: released in December

Application: Summer Funding Request Form and Budget (via e-CImpact)

Children's Services Council of St. Lucie County releases funding each year for new or expanded summer programs. The Council's priority is to increase the summer programs available or expand current programs to serve more children, extend hours of operation, or increase number of days of operation. The application process consists of the completion of the Summer Grant Proposal including full budget application. Agencies funded through this process are required to sign a contract, and adhere to CSC program and fiscal policies.

Targeted Funding

Time Frame: subject to availability of funds

Application: 3 Page Summary, Targeted Funding Narrative and Budget

Based on community indicators and the priorities of the Strategic Plan, Children's Services Council of St. Lucie County releases funding opportunities in specified areas. The release may be as direct as replicating an existing model or open to new innovative programs in a target area. The application process begins with the completion of a three-page summary. Based on the 3 page summary, promising programs will be selected to complete a full application for a competitive grant review. Agencies funded through this process are required to sign a yearly contract, submit a copy of their audit, and adhere to CSC program and fiscal policies. Based upon the success of the program in meeting its outcomes and complying with CSC guidelines, programs funded through Targeted Funding may be asked to apply the following year through the Program Proposal process.

New Program/Expansion of Existing Program

Time Frame: open and subject to availability of funds

Application: Special Designation Funding Request Form and/or Program Funding Narrative and Budget

Children's Services Council of St. Lucie County is open to developing funding partnerships with agencies for potential new or expanded programs that positively impact the Children's Services Council of St. Lucie County funding priorities. Agency staff are required to meet with Children's Services Council of St. 4/23/2019



Lucie County staff prior to application to discuss program idea to ensure it meets the Council's priorities. While there is no specific deadline, requests are subject to availability of funds and Council approval. The application process consists of the completion of the Special Designation Funding Request Form. In the event the request is for an on-going (multi-year) program, the agency will be requested to complete the Program Funding Narrative and Budget which provides more description and measurable outcomes. An agency funded through this process is required to sign a yearly contract, submit a copy of its audit, and adhere to CSC program and fiscal policies. Based upon the success of the program in meeting its outcomes and complying with CSC guidelines, programs funded may be asked to apply the subsequent year through the Program Proposal process.

Capital Improvement

Time Frame: open and subject to availability of funds

Application: Special Designations Funding Request Form

Children's Services Council of St. Lucie County makes funds available for the improvement to real property for the direct use and benefit of children in St. Lucie County. Capital improvement requests have a Children's Services Council of St. Lucie County funding cap of \$10,000 and applicants are required to provide documentation indicating that at least 50% of the total capital improvement budget is being funded by other sources. Children's Services Council of St. Lucie County capital improvement projects are intended to provide long term use by St. Lucie County children. Full re-payment to CSC is required if the improved property does not remain in regular, intended use by children for a minimum of five years. Usual maintenance and repair costs are not considered capital improvements. The application process consists of completing the Special Designations Funding Request Form and attaching support documentation of other committed funds as well as a budget narrative of requested Children's Services Council of St. Lucie County this process are required to sign a contract and adhere to CSC program and fiscal policies.

Matching Funds

Time Frame: open and subject to availability of funds

Application: Special Designations Funding Request Form

Children's Services Council of St. Lucie County makes funds available to agencies applying for grant funds requiring a local match. Children's Services Council of St. Lucie County may match up to 50% of the cost of a program meeting the priorities of Children's Services Council of St. Lucie County and proposing new or expanding services for children in St. Lucie County. The application process consists of completing the Special Designations Funding Request Form and attaching a summary of the program for which grant



funds are being sought. Children's Services Council of St. Lucie County, in making its funding decision, may pledge the matching funds with the condition the applicant receive the award from the grantor. Entities funded through this process are required to sign a contract and adhere to CSC program and fiscal policies.

Specific Needs Grant

Time Frame: open and subject to availability of funds *Application:* Special Designations Funding Request Form

Children's Services Council of St. Lucie County makes funds available for a one-time request based upon the applying agency's immediate need as it relates to children or the agency's ability to deliver services. The application process consists of completing the Special Designations Funding Request Form and a budget narrative of requested Children's Services Council of St. Lucie County funds. Entities funded through this process are required to sign a contract and adhere to CSC program and fiscal policies.

Staff Development

Time Frame: open and subject to availability of funds

Application: Special Designation Form

Children's Services Council of St. Lucie County makes funds available for agencies that serve children in St. Lucie County to send staff to training workshops or sponsor workshops that will increase the skill level of staff providing services, or expand capacity of the agency. Funds for agency staff to attend training workshops are limited to registration fees, travel related costs, lodging and meals. Staff attending training workshops are required to submit a paragraph summary of the workshop and provide copies of all handout materials. The application process consists of completion of Staff Development Request Form. Agencies funded through this process are required to sign a contract and adhere to CSC program and fiscal policies.

ST. LUCIE COUNTY Children's SERVICES COUNCIL

OUR CHILDREN OUR COMMUNITY OUR FUTURE

2019 ANNUAL IMPACT REPORT



The Children's Services Council of St. Lucie County is an independent district whose mission is to improve the quality of life for ALL children in St. Lucie County. Created in 1990 and reaffirmed in 2014, the Children's Services Council represents our community's commitment of creating a safe, productive and flourishing St. Lucie County by making children a top priority. The Children's Services Council provides programs and resources for local families that focus on:

- Ensuring every baby is a healthy baby
- Stopping child abuse before it starts
- Keeping kids in school
- Keeping kids off the streets, and
- Keeping kids away from drugs, alcohol, and other risky behaviors

Children's Services Council of St. Lucie County has worked tirelessly to ensure that our community is a great place to raise children. By evaluating local needs along with the help of our partners, and targeting investments strategically, we've been able to create a culture in our community that allows every family to have access to the tools they need that ensure St. Lucie County is a place for

OUR CHILDREN. OUR COMMUNITY. OUR FUTURE.

The Children's Services Council of St. Lucie County is governed by ten local representatives. According to Florida law, the Council includes five members of the community, of which four are elected officials and five community residents appointed by the Governor. Officers are elected annually by Council members. The board members currently serving are:

Kathryn Hensley, Chair School Board Member Marilyn Lawless, Vice-Chair Governor Appointee Pat Alley, Secretary Governor Appointee Linda Bartz St. Lucie County Commissioner Asst. Chief Richard DelToro Governor Appointee Eric Finkel Governor Appointee Wayne Gent Superintendent of Schools Amy Gregory Department of Children and Families Lieutenant Carmine Izzo Governor Appointee Honorable Robert "Bob" Meadows Circuit 19 Juvenile Judge

The following pages provide an overview of our Fiscal Year 2017-2018 accomplishments. For more detail about our funded program partners, visit our website at www.cscslc.org.

OUR CHILDREN

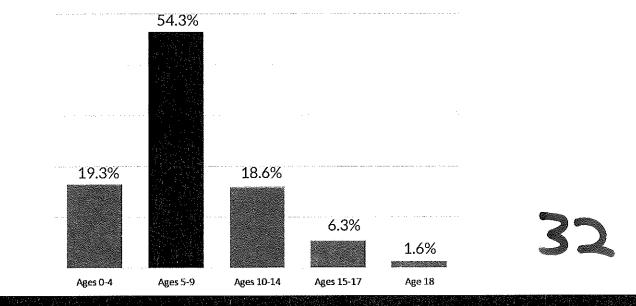
Last year, our funded program partners served:



21, 867 in Fort Pierce 20,967 in Port St. Lucie

*represents aggregate total of children served

Most children served in funded programs were ages 5-9.

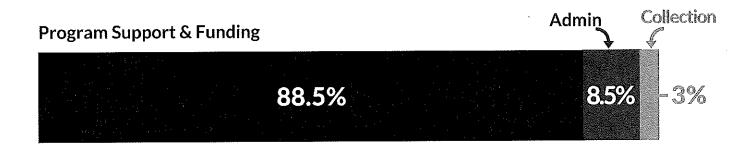


2019 ANNUAL IMPACT REPORT | CHILDREN'S SERVICES COUNCIL OF ST. LUCIE COUNTY

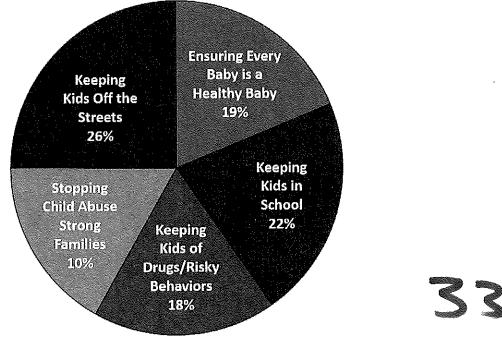
TOTAL EXPENSES IN 2017-2018: \$8,361, 206

OUR BUDGET

Nearly 90% of the 2017-2018 budget went toward **program** support & funding.



And was broken down through the following priority areas:



Full budget data is available on our website.

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ENSURING EVERY BABY IS A HEALTHY BABY



Programs in this priority area served 5,791 children last year. These resources help families establish a healthy start for our newest and most vulnerable residents.

86% of all local births received a voluntary nurse home visit

97% of parents improved parenting skiils, including parent-child interactions

97% of children served were up to date with their immunizations

98% of parents increased knowledge of early brain development and stages of child development leading to school readiness

OUR PROGRAMS

- BRAIN (Building Readiness Among Infants Now)
- Healthy Families
- Healthy Kids Outreach
- Infant/Family Resource

- Infant Mental Health
- Music & Movement
- Mother Baby Home Visitation
- Newborn Home Visitation
- Treasure Coast Early Steps

OUR STORIES

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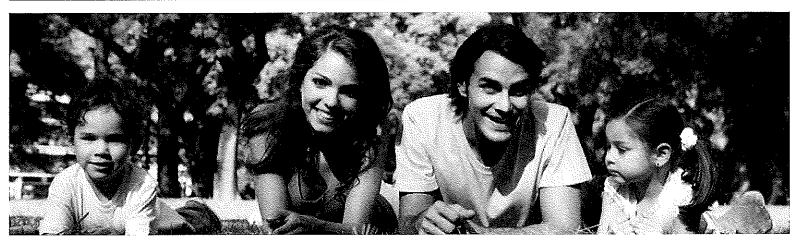
In St. Lucie County, all mothers who give birth in any of our area hospitals are able to receive a nurse home visit within one week from arriving home with their newborn. The visiting nurse checks the health of the baby and mother as well as answers questions the caregivers may have.

During a recent visit, the visiting nurse noted a mother's elevated blood pressure. Mom stated she had gone to the ER 3 days prior because she wasn't feeling well. At the ER, she was prescribed medication for high blood pressure, which she was currently taking, but Mom complained to the visiting nurse of headache and blurred vision, both classic signs of possible postpartum preeclampsia.

Postpartum preeclampsia is a serious condition which can cause seizures, stroke, organ damage and death when left untreated. The visiting nurse instructed mom to return to the ER, where she was readmitted for 2 days. Evaluation of maternal blood pressure in the home visit is critical to the health of new moms. In this case, mom's blood pressure returned to normal after a medication change.



STOPPING CHILD ABUSE BEFORE IT STARTS



Programs in this priority area served **2,439** children last year. These resources help families overcome obstacles, strengthen parenting skills and build cohesive family supports.

92% of children improved coping skills including anger management, empathy, and self-control

100% of parents improved parenting skills including skills to prevent child abuse or neglect

100%

of parents increased their knowledge of parenting and child development

100% of families increased skills to prevent child abuse as evidenced by no reports of abuse or neglect up to one year after service

OUR PROGRAMS

- 211 Palm Beach/Treasure Coast
- People Empowering People
- Safe Care

- Supporting Families in Crisis
- Wraparound Intervention Program
- Youth & Family Grief Services



2019 ANNUAL IMPACT REPORT | CHILDREN'S SERVICES COUNCIL OF ST. LUCIE COUNTY

OUR STORIES

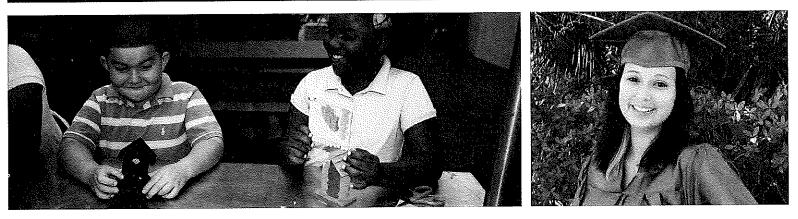
66 Programs in our priority area of stopping child abuse before it starts include those who work to connect families to needed services and help mitigate crisis. Locally, 211 operates a 24/7 resource and referral line as well as a crisis response line for teens and adults.

> Recently, a 211 operator accepted a call from a young girl who was scared, depressed, and suicidal. The young girl told the operator that she had left school early and was standing on top of a bridge planning to end her life. The trained operator immediately thanked the girl for calling her and trusting her with the situation. She began engaging the girl in conversation about her friends, her family and what was going on in her classes at school. The young girl shared with the operator that she and her boyfriend had recently broken up and he had shared intimate things about their relationship with friends, leaving her ashamed and embarrassed.

> The 211 operator was able to deescalate the girl's thoughts of suicide and secure her permission to have help called. The girl shared her location and the operator was able to have local authorities called while she stayed on the line and kept the young girl talking. They even planned a follow-up call for the next day. During that call, the operator contacted the girl at home and was able to speak to the girl's mother, who thanked 211 profusely for saving her child's life. The mother had already secured a therapy appointment for her daughter and was determined to work through this tough time right by her side.



KEEPING KIDS IN SCHOOL



Programs in this priority area served **28,277** children last year. These resources enable students access to health care, reading mentors and supports to families to help ensure school attendance.

- **2,829** children of working parents were enrolled in quality child care
- **91%** of children mentored were promoted to the next grade level

87% of children served in participating programs reduced their rate of unexcused absences

660 suspended students were kept off the streets and completed their school work

OUR PROGRAMS

- BBBS Reads
- Help Me Behave
- Kids at Hope
- PACE Transition Services
- Pediatric Oral Health Program

- Project ROCK North & South
- Reading Bigs
- School Nurse Program
- Subsidized Child Care Local Match
- Truancy Program



OUR STORIES

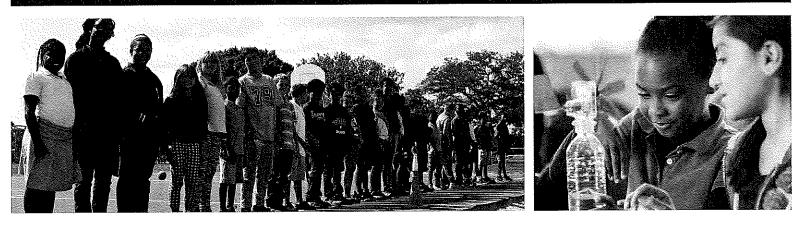
Our commitment to keep kids in school includes programs to make sure children are successful when they enter Kindergarten. This strategy includes ensuring children have the opportunity to attend quality child care centers through the Early Learning Coalition.

A three year old student enrolled in an Early Learning Coalition child care center was having difficulty interacting with her peers, following classroom routines and obeying simple instructions. The teacher began documenting behaviors and the activity surrounding the behavior and conducted an ASQ-3 on the child. After talking with the parent, the teacher learned that the child's family was going through a transition and the child may be exhibiting behaviors resulting from the family situation.

Early Learning Coalition's Resource Specialist was consulted and specific strategies to support the young student were put into place. The child still has some behavior issues, but the strategies have lessened the impact of the behavior, the communication with the parent has increased and both the teacher and parent are working together to support the child.



KEEPING KIDS OFF THE STREETS



Programs in this priority area served 2,897 children last year. These activities keep youth engaged in positive, safe places during out-of-school times and also keep them motivated to stay on a path of success.

89% of participating youth had less than three unexcused school absences during each 9 week period

90% of youth improved or maintained academic performance

95% of youth increased judgment, decision making and social interaction skills to prevent disciplinary referrals

100% of youth increased their ability to identify bullying practices and learned methods to stop bullying

OUR PROGRAMS

- Boys & Girls Clubs of St. Lucie County
- Computer Assisted Tutorial
- E.N.D. IT
- Frontline for Kids
- Future Generations
- Girl Scout Leadership
- Helping Kids Succeed

- Helping Youth Succeed
- MRC Youth Development
- Save our Children, Inc.
- Sword Higher Learning
- The Arc Afterschool
- YMCA Afterschool



2019 ANNUAL IMPACT REPORT | CHILDREN'S SERVICES COUNCIL OF ST. LUCIE COUNTY

OUR STORIES

66 Our commitment to keep kids off the streets includes ensuring afterschool and summer activities for children with special needs. Students with identified behavioral or emotional disorders can attend afterschool and summer programming at The Arc of St. Lucie County, where one of their goals is improving the social functioning of participants.

> An 11 year old enrolled in the program who has been diagnosed with Autism Spectrum Disorder and Language Impairment was exhibiting some difficulty with sudden change of routine due to a lack of coping skills. When changes were unexpected, this student would yell and scream or throw toys and hit others.

> With gentle care and redirection from the staff at The Arc, this student has made significant progress in the ability to cope with change. Staff makes a point to inform the student about what activities are next, helping to relieve anxiety about upcoming changes. The student also has an Applied Behavior Analyst technician coming in to the program three days a week to help with coping mechanisms and skills. With continual support from family, Arc staff and the ABA technician, this student will continue on the road to success.

KEEPING KIDS OFF DRUGS, ALCOHOL & OTHER RISKY BEHAVIORS



Programs in this priority area served **3,430** children last year. These resources educate youth and their parents on the realities of drug and alcohol use, and teen pregnancy prevention and help facilitate informed family discussions on the consequences of those issues.

97%	of youth improved knowledge of human development, sexual health, including risks and prevention of STIs, and pregnancy
98%	of teens participating in programs did not become pregnant
100%	of teen parents did not have a repeat pregnancy
100%	of youth served in participating schools increased knowledge about alcohol, tobacco and other drugs

OUR PROGRAMS

- Adolescent Health
- Directed Girls Growth
- Inner Truth Project Teen Program
- Parent Teen Community Conection
- Student Assistance
- Restoring the Village Youth Initiative
- Teen Choices
- Teen Life Choices

OUR STORIES



Below is a letter written to the Inner Truth Project. The Inner Truth Project program provides direct services and outreach to adolescents who have experienced sexual violence. Teens in the program participate in individual and group therapies.

I was introduced to Inner Truth by my best friend and in many ways, I think Inner Truth has been the best support system for myself as well as for the new friends I have made through the program. I was never open about sharing the sexual assault that I had endured. I knew my friend had attended Inner Truth a couple of months prior to me disclosing to her about my trauma, and I am very grateful that I did.

Inner Truth has been an outlet where I can speak without feeling judged. I could finally find peace with telling an adult about the fears and humiliation that I tried so hard to push down for years after my attack. Inner Truth taught me that I really am only human and that my emotions and state of mind are completely valid.

All the women that I have had the privilege of meeting at Inner Truth have made me feel empowered & liberated to stand in my own skin comfortably. Although it's been a long and winding road, I know that I am not alone. Thank you.

A, age 17



SUMMER LEARNING PROGRAMS

Research has proven that students lose ground academically when they are out of school for the summer. Our goal to address summer learning loss starts with supporting strong programs that engage children in summer learning opportunities. Summer learning's new form of blended academic, hands-on activities combined with arts, sports, technology and building relationships gives students the gains they need to not lose ground during the summer months.



OUR PROGRAMS

In addition to our annually funded afterschool programs, the following programs provided summer learning opportunities in 2018 in our community. You can view our website for a current offering of summer programs.

- E.N.D. It
- Give Back 2 Kids Camp Level Up
- Grace Education Grace Summer
- Helping People Succeed Camp Success
- In the Image of Christ, Inc. Youth 4 Change
- SoRe Labs, Inc. Summer STEM
- SLC Parks and Recreation Lincoln Park Community Center
- Sword Outreach & Mentoring Resource Summer Camp

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2019 ANNUAL IMPACT REPORT | CHILDREN'S SERVICES COUNCIL OF ST. LUCIE COUNTY

ST. LUCIE READS



Little Libraries have been established throughout the community for free access to books

500+

children received one-on-one support from volunteer reading mentors at local schools

5,000+

books were distributed at community events and through local partnerships



St. Lucie Reads is a public campaign to ensure that students are reading at grade level by 3rd grade. Through partnerships with local businesses and organizations, we are working together as a community to support the efforts of: school readiness, summer learning and school attendance. Learn more about how you can get involved and help make a difference in our community.

Our community partners are working together to ensure that children and families in our community are equipped with the best possible opportunities for success. Through our St. Lucie Reads initiative, we are making a measurable impact throughout our community. Third-grade reading success matters to all of us because it directly impacts our quality of life.

COMMUNITY OUTREACH & SPECIAL PROJECTS

We have always put a priority on connecting people to the resources available in our community and have recently made a shift to broaden that scope to focus on fostering and enhancing the trust our community has placed in us. Working collaboratively with our neighbors, coworkers, congregation members and partners, we are finding the path to ensure the well-being of the children and families in our community.

OUR HIGHLIGHTS

- Distributed more than **7,500 Family Guides** to local parents and businesses.
- Supported more than 25 local community events.
- Sponsored **\$1 Summer Movies** at Regal Cinemas helping boost them to the busiest location in South Florida for the second time.
- Continued the successful weekly radio show on WFLM 104.5 The Flame, with monthly televised spots on WLX-TV, the St. Lucie Public Schools public access station.
- Supported water safety lessons for more than 250 local children with St. Lucie County Parks & Recreation Acquatics.
- Ensured the continuance of the **Young Floridian Scholarship Awards** program as the Title Sponsor.
- Hosted free book giveaways at 3 St.
 Lucie Mets home games to ensure students had reading material over the summer.

- Recognized 5 Outstanding Youth participating in funded program to receive \$1,000 scholarships following graduation from high school.
- Partnered with **Safe Kids St. Lucie** to purchase child safety seats for low income families.
- Supported the Lil' Feet project through St. Lucie County Fire District to provide new shoes to low-income children.
- Partnered with the St. Lucie County Chamber of Commerce to honor a Community Impact Award winner each month.
- Hosted the 9th annual Sounds of the Season holiday concert to a sold out crowed at the Historic Sunrise Theatre.
- Supported enhancements to the new home of Multi-Cultural Resource Center ensuring their success in the Lincoln Park community.

...and so much more!







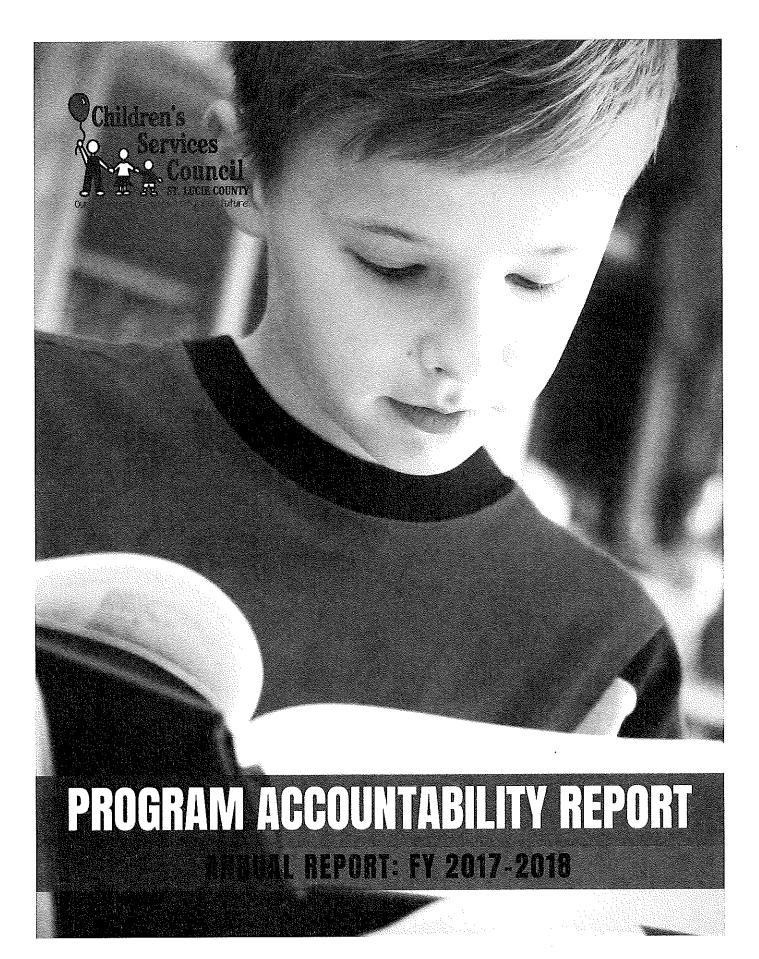


- Created and supported by this community since 1990, the Children's
 Services Council of St. Lucie County provides programs and
 resources for local families that focus on:
 - Ensuring every baby is a healthy baby
 - Stopping child abuse before it starts
 - Keeping kids off the streets
 - Keeping them in school, and
 - Keeping them away from drugs, alcohol and other risky behaviors

Stay connected with us so you can learn more about our organization, how we support this community and the resources that we make available for you and your family.

OUR CHILDREN. OUR COMMUNITY. OUR FUTURE







OVERVIEW

The mission of the Children's Services Council of St. Lucie County is to improve the quality of life for all children in St. Lucie County. In order to achieve its mission, CSC advocates for children by developing resources, coordinating and funding services for children in a fiscally responsible manner with families, community, government and service providers. The Children's Services Council of St. Lucie County's priority areas are determined by a combination and review of major community indicators (Annual CSC Report Card), the Community Needs Assessment (in collaboration with United Way) and the Comprehensive Strategy (developed with the Roundtable of St. Lucie County). Children's Services Council funds programs to:

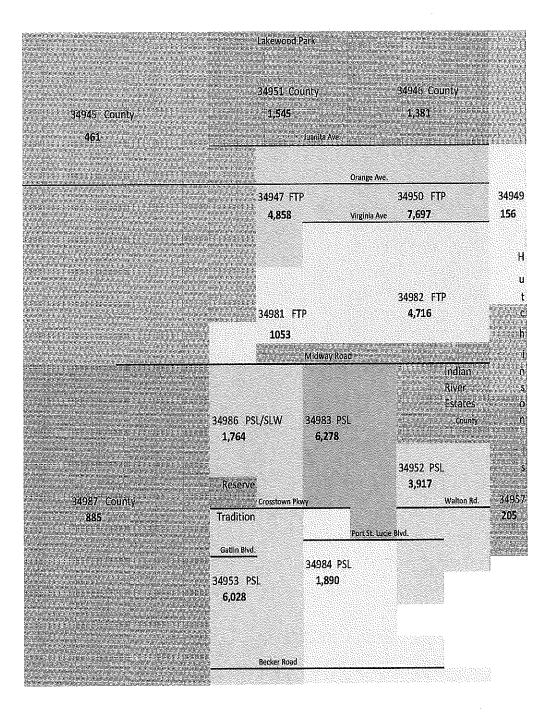
- Ensure every baby is a healthy baby
- Keep kids in school
- Stop child abuse before it happens
- Keep kids off drugs and alcohol and other risky behaviors
- Keep kids off the streets

The following report provides fiscal and programmatic performance for the period of October 2017 through September 2018 for each of the forty-nine programs funded for fiscal year 2017-2018. This includes the population served by age, race/ethnicity, children served individually, as well as children and adults served in groups.

		Tota	Children Ser	ved by Age		
0 - 4	5 - 9	10	- 14	15 - 17	18	Total*
8,269	23,24	27,9	61	2,679	680	42,834
		Childre	n Served by F	Race/Ethnicity		
Black	Haitian	Hispanic	White	Asian- Pacific Isl.	Native American	Other
16,026	601	11,510	11,482	521	81	2,610
Child	ren Served	in Groups: 82,6	643	Adults Serve	d in Groups: 2	3,008
Numh	per of Famili	es Served: 15,3	324	Individual Ad	ults Served: 2	29.187

*Represents aggregate total of children served.

Number of Children Served Individually by Zip Code October 1, 2017 through September 30, 2018



CHILDREN SERVED IN ZIP CODE BOUNDARIES

CHILDREN'S SERVICES COUNCIL PROGRAMS

2017-18

Ft Pierce	21,867
PSL	20,967
County Total	42,834

Individual Children Served In all five priority Areas

Ensuring Healthy Babies (7) Keeping Kids in School (12) Stopping Child Abuse (13) Keeping Kids Off Drugs & Alcohol (7) Keeping Kids Off the Streets (12)

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ENSURING EVERY BABY IS A HEALTHY BABY

Children's Services Council funds seven programs that ensure the health of newborns and their proper development. Programs funded in this category represent 18% of the total program allocations for fiscal year 2017-18 totaling \$1,259,885.

- Easter Seals Early Steps Program
- Healthy Start Coalition Healthy Families
- Healthy Start Coalition Newborn Home Visitation Program
- Helping People Succeed BRAIN Program
- Helping People Succeed Infant/Family Resources
- Martin Memorial Medical Center Mother Baby Home Visitation Program
- Treasure Coast Food Bank Healthy Kids/Kid Care Insurance Program

			Children S	erved by Ag	le		
0-4 5-9		9 1	10 - 14		18	Total*	
4,450	53	9	438	261	261 103		791
		Child	ren Served	by Race/Et	hnicity		
Black	Haitian	Hispanic	White	Asian- Pacific Isl.	Native American	Other	Total
1,258	323	2,189	1,716	73	8	224	5,791
Chi	ldren Serv	ed in Groups	s : 860	Adu	Its Served in	Groups: 1	4,825

*Represents aggregate total of children served

Ensuring Every Baby is a Healthy Baby program objectives include:

- Increased early intervention services and developmental screenings
- Increased family development skills to prevent abuse and neglect
- Increased parental knowledge of physical and nutritional needs of infants
- Increased parental knowledge of safety and self-care
- Increased parental knowledge of neighborhood and community resources
- Improved parent/child interaction skills

Program Outcome Performance Key:

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

Ag	ency/Program		Program Description
 Easter Sealsof prevention, earlyTreasure Coast Early Stepsdevelopmentally at-risk		of prevention, early developmentally at-risk	e comprehensive multidisciplinary family-centered system identification, and early intervention services for c infants and toddlers birth to 3 years, and their families iedicaid, but who are significantly developmentally at-risk.
	Population	Served	Utilization
Total Served		% of Contracted Goal	Budget: \$197,000
Ind	lividual Children: 656	125%	Actual: \$197,000
Ind	lividual Adults: 898	171%	/ 101001. 0 107,000
Fa	milies: 656	125%	Actual %: 100%
		Outcome	Performance
1			ree, who received services through the St. Lucie County nunizations from an established medical provider.
2			their knowledge, understanding and acceptance of their mental milestones, age appropriate skills and activities.
3	daily routines, activiti	es, and everyday places nd the library by provid	opportunities for 656 families within the child and family's ; including the family home, childcare center, park, grocery ing PSP Team supports and education to children, their
4	identified children by	providing early interven	goals of the Family Support Plan for 88% (Goal 90%) of tion services in natural environments to families and their emonstrating developmental delays.

Ag	ency/Program		Program Description		
	Start Coalition Families	positive parent/child in	voluntary home visiting program designed to promote nteraction and healthy childhood growth and development, ild abuse and neglect. Designed for expectant parents and		
	Population	Served	Utilization		
Total Served % of Contracted Goa		% of Contracted Goal	Budget: \$270,467		
Individual Children: 363		84%	Actual: \$240,686		
Individual Adults: 332		136%			
Fan	nilies: 211	96%	Actual %: 89%		
		Outcome	Performance		
1	97% (Goal 85%) immunizations.	for target children 6, 7	12, and 24 months of age rate maintained up-to-date		
2			no participated in the HFF program for six months or more ified child maltreatment while receiving Healthy Families		
3		ent using the Ages and	an age appropriate developmental assessment within five Stages Questionnaire, a HFF approved developmental		
4		participants demonstrat nome visiting services.	ed improvement in parent/child interaction skills within 18		

Ag	ency/Program		Program Description
Healthy Start Coalitionfamilies with newborns.Nurse Home Visitationbaby; infant care and		families with newborns. baby; infant care and	ry prevention program providing nurse home visitation to Home visits include physical assessments of mother and feeding with emphasis on breastfeeding support and me, fire, car seat, infant, and pool safety assessments.
	Population	Served	Utilization
Total Served % of Contracted Goal		% of Contracted Goal	Budget: \$206,071
Individual Children: 1005		80%	Actual: \$176,906
Individual Adults: 995		79%	
Fai	milies: 995	99.5%	Actual %: 86%
		Outcome	Performance
1)	and voiced understa sources, and follow-	anding and knowledge of	vered at <u>St. Lucie Medical Center</u> completed a home visit self-care, dietary intake, home safety, fire safety, referral nary care provider as a result of completed home visitation. isit.
2)	home visit and void safety, referral source	ced understanding and I	iver at <u>Lawnwood Regional Medical</u> Center completed a knowledge of self-care, dietary intake, home safety, fire ntment with primary care provider as a result of completed ered the home visit.
3)		ate preterm births had in	ia for second visit due to jaundice or ineffective breast creased breastfeeding rates, acceptable weight gain and
4)	for the development	(Goal 90%) the number of al home visit at 2 months early childhood services.	of SLC Moms who accept a referral to the BRAIN program s following the completed home visitation as the next step

Age	ncy/Program	Program Description			
Helping People Succeed providing vital e		providing vital education follow-up developmental	ong Infants Now (BRAIN) is a prevention oriented program, nal home visits to families with 2-month old infants, with I monitoring provided through the mail from 4 months to 48		
	Population	Served	Utilization		
Total Served		% of Contracted Goal	Budget: \$170,668		
Indiv	vidual Children: 980	82%	Actual: \$166,913		
Indiv	vidual Adults: 1172	90%			
Fam	nilies: 960	96%	Actual %: 98%		
		Outcome	Performance		
1		othing and calming techni	g to parent surveys reported an increase in knowledge ques as a result of receiving Infant Massage Instruction or		
2	98% (Goal 95%) of		reased understanding of early brain development and the of readiness.		
3			n increased understanding regarding healthy parent-child easured by aren't surveys.		

Agei	ncy/Program		Program Description		
Helping People Succeed Infant/Family Resources		parenting support and on children under age three.	I intervention and community resource assistance, education for families with developmentally challenged . Also offers community-based group services focused on and nurturing parenting capacities to produce competent are ready to learn.		
	Population	Served	Utilization		
Total Served		% of Contracted Goal			
Individual Children: 119		149%	Budget: \$169,933		
Gro	up Children: 458	115%	Actual: \$165,033		
Indi	vidual Adults: 89	111%			
Gro	up Adults: 496	124%	Actual %: 97%		
Fam	nilies: 62	103%			
		Outcome	Performance		
1		enrolled children achieve hild Developmental Plans	ed developmental gains as measured by mastering 50% of s.		
2		f parents reported gainin asured by semi-annual s	g child development knowledge or enhanced parent-child urvey.		
3	100% <i>(Goal 85%)</i> c neighborhood/comr	of families enrolled by Co nunity resources as mea	mmunity Resource Mom reported increased knowledge of sured by semi-annual survey and client files.		
4		of enrolled children had s prior to attending schoo	d up-to date immunizations for children at appropriate		

A	gency/Program	(a) Ask of Real-solid-solid field of the Product and Solid Field Field Solid Field Solid Field Solid Field Solid Field Solid Field Solid Field Field Field Solid Field Fiel	Program Description		
 Martin Memorial Medical Center Mother Baby Home Visitation		families with newbo mothers, fathers, an mother and baby, in	mary prevention program providing RN home visitation to rns. The focus is on family bonding and the well-being of id babies. Home visits include physical assessments of fant care and feeding, with emphasis on breastfeeding on; as well as home, fire, car seat, infant, and pool safety		
	Population S	Served	Utilization		
Total Served %		% of Contracted Goal			
Indi	ividual Children: 1063	84%	Budget: \$174,650		
Gro	oup Children: 402	134%	Actual: \$174,650		
Indi	ividual Adults:1053	85%			
Gro	oup Adults: 237	132%	Actual %: 100%		
Fan	nilies: 1053	84%			
		Outcom	e Performance		
1	100% (Goal 90%) of home safety, fire safe	all new mothers voiced ety, referral sources, and	understanding and knowledge of self-care, dietary intake, I follow up appointment with primary care provider.		
2	nutritional needs, im primary care provide	munization, infant sleep r.	ed understanding and knowledge of infant physical and position, car seat safety, and follow-up appointment with		
3	6 months post-delive	ry as measured by telep			
4	100% (Goal 90%) of needs received follow	infants meeting criteria f v-up in home visits to res	for follow up visit due to identified medical or psychosocial solve concerns. (159 clients received follow up visit)		

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	Agency/Program		Program Description		
1	Treasure Coast Food Bank Benefits Outreach Program		Healthy Kids is designed to advocate and facilitate the procurement of affordable health insurance for children 18 and under in St. Lucie County. also designed to assist parents in completing the enrollment process by he them meet the requirements of school enrollment regarding immunizations.		
	Population Served		erved	Utilization	
	Total Served		% of Contracted Goal		
	Individual Children: 1552		71%	Budget: \$71,096	
	Indiv	vidual Adults: 3805	138%	Actual: \$62,839	
	Gro	up Adults: 14078	159%	Actual %: 88%	
	Farr	nilies: 752	250%		
			Outcome	Performance	
	1			fren enrolling in Kidcare and other health insurance by outreach tracking reports.	
	2			n receiving information about Kidcare and other health idenced by monthly outreach tracking reports	
	3			n pre-screened for Kidcare and other health insurance by outreach tracking reports.	

KEEPING KIDS IN SCHOOL

Children's Services Council funds twelve programs that ensure children are prepared to learn at school and develop positive assets so they can achieve their greatest potential. Programs funded in this category represent 22% of the total program allocations for fiscal year 2017-18 totaling \$1,493,592.

- Big Brothers Big Sisters AmeriCorps St. Lucie Reads
- Big Brothers Big Sisters Reading Bigs
- Boys and Girls Club Truancy Project
- Children's Home Society -Truancy Project
- Early Learning Coalition Child Care Purchasing Pool
- Early Learning Coalition Local Match
- Helping People Succeed Help Me Behave
- PACE Center for Girls PACE Transition Program
- Project R.O.C.K. South Project R.O.C.K. South
- Club Pure, Inc. Project R.O.C.K. North
- St. Lucie County Health Dept. School Nurse Program
- St. Lucie County Health Access Network Pediatric Oral Health Program

		Ch	ildren Se	rved by Ag	e		
0 - 4 5 - 9		10 - 14		15 - 17	18	Total*	
3,196	20,625	3,996		445	9	28,277	
		Childre	n Served	by Race/Et	hnicity		
Black	Haitian	Hispanic	White	Asian- Pacific Isl.	American Indian	Other	Total
10,611	40	7,580	7,999	339	50	1,655	28,274

*Represents aggregate total of children served

Keeping Kids in School program objectives include:

- Increased academic performance
- Increased access to child care for working poor families
- Increased readiness skills for kindergarten
- Reduced unexcused school absences
- Increased reading skills
- Increased promotion to next grade level
- Increased knowledge and understanding of the consequences of substance abuse
- Reduced overall use of gateway drugs and prevention of experimentation
- · Increased coping and anger management skills

Program Outcome Performance Key:

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

Agency/Program		Program Description		
 Big Brother Big Sisters AmeriCorps		Reading mentoring program that provides literacy tutoring in a school-based mentoring program for K-3rd graders utilizing volunteers from AmeriCorps or the community. Mentors meet one-on-one with struggling readers at participating schools in two or three thirty minute sessions each week		
	Population :	Served	Utilization	
-	Total Served	% of Contracted Goal	Budget: \$233,735	
Indiv	vidual Children: 403	100%	Actual: \$202,142	
Gro	up Children: 523	100%	Actual %: 86%	
		Outcome	Performance	
1			dents met or exceeded state standards on phonological anguage/vocabulary as documented by Florida VPK	
2			in the program for at least 8 weeks had less than 3 veek period as measured by report cards.	
3	98% (Goal 80%) of enrolled boys and girls who have participated for at least 12 weeks of mentoring increased reading performance on one or more areas of IReady by June, 2018.			
4 Increased to 91% (<i>Goal 85%</i>) the promotion rate to the next grade level for enrolled boys & girls w have participated in reading mentoring activities for at least 3 months as reported by June 24 SLCSB promotion/retention records.				

Agency/Program		ency/Program	Program Description		
	Big Brothers Big Sisters me Reading Bigs co		Reading mentoring program that provides literacy tutoring in a school-based mentoring program for K-3rd graders utilizing volunteers from AmeriCorps or the community. Mentors meet one-on-one with struggling readers at participating schools in two or three		
		Population	Served	Utilization	
	-	Total Served	% of Contracted Goal	Budget: \$50,000	
	Indi	vidual Children: 61	76%	Actual: \$44,980	
	Indi	vidual Adults: 46	73%	Actual %: 90%	
			Outcome	Performance	
	1			reading mentoring activities for at least 3 months were ted by June 2018 SLCSB promotion/retention records.	
	2			in the program for at least 8 weeks had less than 3 e week period as measured by report cards.	
	3	78% (Goal 80%) of students enrolled in reading mentoring activities for at least 3 months increased reading performance as measured by one of more areas of the IReady by June, 2018.			
	4	90% (Goal 85%) of enrolled boys and girls participating a minimum of 12 weeks of reading mentoring increased performance in one or more areas of grades, conduct and/or social emotional growth.			

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	Agency/Program				Program Description
1	Boys and Girls Clubs of St. Lucie County Truancy Project				is designed to promote regular school attendance and through targeting of K – 5th graders with five or more d absences. Services expanded to include total of schools and include case management as well as n/resource referral services.
		Population S	erved		Utilization
		Total Served	% of Co Go		Budget: \$173,698
	Ind	lividual Children: 1172	123%		Actual: \$142,655
	Ind	lividual Adults: 960	137%		
	Fa	milies: 960	137%		Actual %: 82%
				Outcom	e Performance
	1	50% (Goal 50%) of youth served between August 15, 2017 and January 31, 2018 did not accumulate any additional unexcused absences after initial contact was completed for the remainder of the school vear.			
	2	61% (Goal 60%) of youth served during the 2017-18 school year reduced the rate of accumulated unexcused absences (from initial contact in the program to end of school year) as of June 2018 as measured by the SLCSB generated reports.			
	3	Reduce the number of absences for all elementary school children served in this eight-school project by 70% (<i>Goal 30%</i>) by June 2018 as measured by the SLCSB generated reports.			

Agency/Program		ency/Program	Program Description		
	Children's Home Society Truancy Project*		Program is designed to promote regular school attendance and success throu targeting of K – 5th graders with five or more unexcused absences. Provid services to eight schools which include case management as well as informati and resource referral services.		
		Population	Served	Utilization	
		Total Served	% of Contracted Goal	Budget: \$33,482	
	Ind	ividual Children: 161	27%	Actual: \$33,409	
	Ind	ividual Adults: 348	31%	/ 10(uul. 400,400	
	Far	milies: 127	23%	Actual %: 99%	
			Outcom	ne Performance	
	1			ugust 15, 2017 and January 31, 2018 did not accumulate ial contact was completed for the remainder of the school	
	86% (Goal 60%) of youth served during the 2017-18 school year reduced the rate of accumulated unexcused absences (from initial contact in the program to end of school year) as of June 2017 as measured by the SLCSB generated reports.				
	Reduce the number of absences for all elementary school children served in this eight-school project by 24% (<i>Goal 30%</i>) by June 2017 as measured by the SLCSB generated reports for the end of the 2017 school year.				

*Contract ended May 31, 2018



Age	ency/Program		Program Description		
 Club Pure Project ROCK North		environment for youth taking them off the st	ogram that provides a structured, supervised, nurturing in grades K-12 who have been suspended from school, creets and into a positive learning environment with the academic tutoring, and mentoring.		
	Population 8	Served	Utilization		
 7	Total Served	% of Contracted Goal	Budget: \$127,235		
Individual Children: 353		78%	Actual: \$111,699		
	:		Actual %: 88%		
		Outcome	Performance		
1	99% <i>(Goal 95%)</i> of ROCK as measured	participating youth did by behavior activity and	not commit a crime of any type while enrolled at Project law enforcement referrals of youth in program.		
2	100% (Goal 90%) of participating youth completed homework assignments and/or appropriate schoolwork for the duration that they are suspended and participating in Project ROCK as measured by homework logs.				
3			99% (<i>Goal 90%</i>) of students that attended the program three days or more increased coping skills as measured by pre/post tests and observation by staff.		

	Agency/Program		Program Description		
Co	Early Learning Coalition of St. Lucie County Child Care Purchasing Pool Child Care Exercise County			childcare cente involvement in	care assistance for qualifying participants at contracted ers and educates parents about the importance of their the child's learning. Funds provided to participate in the ecutive Partnership to draw down matching Federal and follar for dollar.
		Population :	Served		Utilization
	-	Total Served	% of C	ontracted Goal	Budget: \$80,000
	Individual Children: 91 91%			Actual: \$51,825 Actual %: 65%*** due to State database issues, reimbursement is through 8 months. Will be adjusted	
				Outcome	when database is operational Performance
	1			ntain at 60) the	number of children served through the program due to m six months to one year.
	2	months of age. Base	eline HF	Florida standard	
	3	Increased the number of completed dental referrals; 38 children were screened through Q4 (Goal 40) for income eligible children participating in the school readiness program. For purpose of outcomes program reports number of youth who were screened, referred, and received treatment services.			
	4	Increased the deve children participating assessment results	g in this	program based of	00% (<i>Goal 80%</i>) of the 3 and 4 year old income eligible on Ages & Stages Questionnaire results. Baseline 2017-18



		Agency/Program			Program Description
Cou	Early Learning Coalition of St. Lucie County Scheidland (Match)			to serve work quality early le	match for the Early Learning Coalition to draw down funds ing poor eligible families. Helps working families afford earning programs and builds a foundation for children to essary for school and life success.
		Population S	erved		Utilization
		Total Served	% c	of Contracted Goal	Budget: \$270,000
	Individual Children: 2829 188%			Actual: \$256,349 Actual %: 95% *** due to State database issues, reimbursement is through 9 months. Will be adjusted when database is operational	
				Outcome	Performance
	1	Increased the develo children participating	opment in this	al progress of 8 program based o	38% <i>(Goal 80%)</i> of the 3 and 4 year old income eligible on Ages & Stages Questionnaire results.
	2	Increased to 95% (Goal 85%) the rate for up-to-date immunizations for target children 6, 12, and 24 months of age.			up-to-date immunizations for target children 6, 12, and 24
	3	Increase the number of completed dental referrals for income eligible children participating in the school readiness program. For purpose of outcomes, program will report number of youth who we screened (192), referred (7), and received treatment services (7).			
	4	Increased to 2829* (Goal 1500) the number of children served through the program due to eligibility service periods being extended from six months to one year. *Estimate due to faulty statewide data migration.			

Agency/Program		ncy/Program	Program Description			
	Helping People Succeed Help Me Behave		parent support and trai	avioral evaluations, intensive family service coordination, ning for families of children ages 2 - 5 with challenging otional wellbeing is at risk.		
		Population	Served	Utilization		
	-	Total Served	% of Contracted Goal	Budget: \$128,008		
	Indi	vidual Children: 81	108%	Duugot. #120,000		
	Indi	vidual Adults: 258	129%	Actual: \$126,273		
	Gro	up Adults: 385	385%	Actual %: 98%		
	Fan	nilies: 78	104%			
			Outcome	Performance		
	1	Increased readiness for Kindergarten among 100% (Goal 90%) of the identified target population of children as reported by teachers, parents and behavioral specialist's observations.				
	2	99% (Goal 85%) of population served had up-to-date immunizations for children at appropriate developmental ages prior to attending school.				
	3	96% (Goal 80%) of the children completing the program experienced stability in their child care center placement as measured by a minimum 60 day continuous/compatible placement.				

	Agency/Program			Program Description		
	Trapaition Services through e			and young women and opportunity for a better future counseling, training and advocacy with transition services aving the program.		
		Population	Served	Utilization		
]	Fotal Served	% of Contracted Goal	Budget: \$75,779		
	Individual Children: 174 114%		114%	Actual: \$68,642 Actual %: 91%		
			Outcom	ne Performance		
	1	92% (Goal 80%) c completion of servic		chool, higher education, or employment one year after		
	378% (Goal 80%) of participants e as measured by daily attendance			he program for at least 8 weeks Improved attendance rate		
 925% (Goal 80%) of the girls who have participated in program services for at least improved their academic functioning as measured by pre and post assessments, and/course completion; and/or promotion to next grade level. 			easured by pre and post assessments, and/or GPA or			

	Ag	ency/Program		Program Description		
Pro	Project ROCK South		Provides a structured, supervised, nurturing environment for youth in grades K- who have been suspended from school, taking them off the streets and into a positive learning environment with the necessary supervision, academic tutoring and mentoring.			
		Population	Served	Utilization		
		Total Served	% of Contracted Goal	Budget: \$126,655		
	Individual Children: 307		88%	Actual: \$111,699		
				Actual %: 88%		
			Outcome	Performance		
	1.	98% (<i>Goal 90%</i>) of participants maintained academic performance for the duration of their suspension as documented by daily progress records.				
	2	86% (<i>Goal 85%</i>) of participants decreased the number of repeat school suspensions and did not have a repeat within the school year as reported by School District records.				
	3	97% (<i>Goal 80%</i>) of measured by daily st	participants demonstrat aff observations and sun	ed improved behaviors during the suspension period as nmary reports.		

	Agency/Program		Active Constraints and American Inclusion and American Strain Active Active Active Active Active Active Active Active Active Active	Program Description
		ie Health Access Network ic Dental Program	grade children t	ealth screenings and education services to Pre-K to 2nd o improve oral health conditions that interfere with school rogram refers identified children for additional treatment
		Population Se	rved	Utilization
		Total Served	% of Contracted Goal	Budget: \$45,000
	Ind	lividual Children: 12318	123%	Actual: \$43,125
	Gro	oup Children: 12318	123%	Actual %: 96%
			Outcome	Performance
	1	Increased knowledge of 84% (<i>Goal 70%</i>) of children and adult staff who attend class workshops on daily brushing and making oral health decisions that promote healthy lifestyles as measured by pre/post surveys.		
	 Reduced dental caries by 31% (<i>Goal 30%</i>) in children who participated in program in prior school ye (Baseline: 16-17 was 27%) To Decrease the number of decay in permanent molar teeth via Dental Sealants in 2nd and 3rd gra students. (17-18 percentage was 10% - a reduction from 20% in 16-17 – administered goal of 3 dental sealants for 17-18) 			

Agency/Program				Program Description
	St. Lucie County Health Department School Nurse Program			artnership between the St. Lucie County Health e School Board and the Children's Services Council to ed for more school nurses and to develop a coordinated program model in the county. Program provides targeted gement and screenings for school children served
		Population Se	ved	Utilization
		Total Served	% of Contracted Goal	Budget: \$150,000
	Ind	lividual Children: 10330	94%	
	Gro	oup Children: 6924	138%	Actual: \$150,000
	Ind	lividual Adults: 5690	284%	Actual %: 100%
	Gro	oup Adults: 2387	147%	
			Outcom	ne Performance
	1			children and adult staff who attended class workshops on 2018 as measured by pre/post surveys and returned
	2	Maintained school nurse expansion of additional s		s serving 16 schools (Goal from 3 nurses at 9 schools) for
	Improved overall health and functioning of students by completing all mandated screenings and notifications of 100% (<i>Goal 90%</i>) of students by December 30, 2017 to ensure timely referrals for appropriate services and treatment.			
	 Developed and initiated care plans for 587 children with targeted chronic disease issues within 72 hours to reduce their rate of school absenteeism as measured by attendance report and care plans by June 2018. 			

STOPPING CHILD ABUSE BEFORE IT HAPPENS

Children's Services Council funds twelve programs that strive to provide opportunities to strengthen the family unit, build resiliency and sets positive goals for its children. Programs funded in this category represented 17% of the total program allocations for fiscal year 2017-18 totaling \$1,201,687.

- 211 of Palm Beach and the Treasure Coast 211 Program
- Big Brothers Big Sisters Family Support Services
- Big Brothers Big Sisters Children of Promise
- CASTLE (3) High Hopes for Kids; Safe Families; Strengthening Families
- Hibiscus Children's Center Sanctuary 4 Kids
- Hibiscus Children's Center Supporting Families in Crisis
- Roundtable of St. Lucie County, Inc. Kids at Hope
- Roundtable of St. Lucie County, Inc. Restoring the Village Youth Initiative
- Treasure Coast Hospices Youth Grief Services
- Tykes and Teens Infant Mental Health

0 - 4	5 - 9	10 -	14	15 - 17	18	Total*	
603	801	550		348	140	2,439	
		Childre	n Served	by Race/Et			
Black	Haitian	Hispanic	White	Asian- Pacific Isl.	American Indian	Other	Total
1.154	58	271	558	48	5	345	2,439

*Represents aggregate total of children served

Stopping Child Abuse and Building Strong Families program objectives include:

- Increased protective factors and reduced risk factors associated with child abuse for families
- Increased pro-social behavior and decreased anti-social behavior attitudes
- · Reduced alcohol, marijuana, and illicit drug use
- Increased family functioning through positive parenting classes
- Decreased school discipline referrals
- Improved knowledge and competency in accessing community resources
- Increased skills in the ability to teach health education, parenting skills and life skills
- Increased comfort levels of parents in talking to their children about health issues, values and decisionmaking skills

Program Outcome Performance Key:

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

Agency/Program				nie Uberendersterende Politiker (Stationersterender Repairier (Stationersterendersterendersterendersterendersterendersterendersterendersterendersterendersterender	Program Description			
	211 Paim Beach/Treasure Coast counseli			seling, and	day per week resource information, referral, telephone crisis intervention & suicide prevention services toll free to ilies and children.			
		Population Se	erved		Utilization			
		Total Served	% of Con Go:		Budget: \$26,000			
	Ind	ividual Children: 588	163%	% Actual: \$26,000				
	Ind	ividual Adults: 9550	95%					
	Far	milies: 3239	87%		Actual %: 100%			
		•		Outcome	Performance			
	1	Increase/Maintain the volume of calls to 211 from St. Lucie County children and families by (<i>Goal 10%</i>) as measured by the Center's computer information management/call tracking system. * <i>Call volume decreased by less than 1%. Average was 310 calls per month. Goal is 312 calls per month.</i> Maintained a 97% (<i>Goal 90%</i>) success rate of caller satisfaction as measured by random caller						
			satisfaction surveys.					
	3	Experienced a 94% (Goal 75%) update rate of service provider agencies on an annual basis as documented in the Service Point database.						

	Agency/Program			Program Description		
	Mentoring Children of Promise*			Provides one-on-one mentoring to build and strengthen families of children who have a family member incarcerated in State or Federal prison with the help of caring adult volunteers		
		Population :	Ser	ved	Utilization	
	-	Fotal Served	%	of Contracted Goal	Budget: \$4,500	
	Indiv	vidual Children: 9	32	%	Actual: \$4,500	
	Indiv	vidual Adults: 9	32%			
	Fam	nilies: 9	50'	%	Actual %: 100%	
				Outcome	Performance	
	1				d in 1-to-1 Children of Promise Mentoring for at least five uvenile justice system.	
	2	88% (Goal 80%) of the youth who participated in 1-to-1 Children of Promise Mentoring for at least five months have improved academic performance.				
	3				pated in the program for five months or more improved th Outcome Survey results.	
4 71% (Goal 90%) of youth who participated for absences during each nine week period as me					or at least eight weeks had less than 3 unexcused school neasured by report cards.	

*Contract ended 4/10/18

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	Agency/Program			Program Description	
				erm individual and family counseling for matched and ren who receive services through Big Brothers Big Sisters.	
	Population :	Served	a la	Utilization	
-	Total Served	% of	Contracted Goal	Budget: \$2,114	
Indi	vidual Children: 0	0%			
Gro	up Children: 20	21%		Actual: \$2,114	
Indi	vidual Adults: 0	0%		Actual %: 100%	
Fan	nilies: 11	44%			
			요즘은 것은 것은 것을 가지 않는 것을 가지 않는 것을 했다.	Performance	
1	engagement activiti as measured by the gathered at time of	es or 1 e Colui enrollm	0 Individual/Fami nbia Impairment ent.	t children/youth who participate in a minimum of 4 family by Counseling sessions reported improved self-awareness Scale by September 30, 2018. Baseline: pre-test results	
2	Individual/family cou	unselin; pairme	g sessions impro	list children/youth who participate in a minimum of 10 ved their responsible decision-making skills as measured ember 30, 2018. Baseline: pre-test results gathered at the	
3	0% (Goal 80%) of matched and waiting list children who participate in a minimum of 10 Individual/Family Counseling Sessions improved and/or maintained a passing academic average in a core subject as measured by St. Lucie County report cards by September 30, 2018. Baseline: Results of first quarter marking period on 2017-18 report cards.				
4	0% (Goal 80%) of president feelings of positive	oarents e inter	who participate i action/engageme	n a minimum of 4 family engagement activities increased nt with his/her child as measured by the Columbia Baseline: pre-test results gathered at the time of enrollment	

*Contract ended 4/10/18.

Agen	cy/Program		Program Description					
CASTLE -	- Hìgh Hopes	An educational and support group for children whose parents have divorced or separated. Meets weekly for twelve weeks to provide support and teach children coping skills to deal with the strong feelings and issues that arise from parental separation.						
	Population	Served	Utilization					
То	otal Served	% of Contracted Goal	Budget: \$47,798					
Individ	dual Children: 356	94%	Actual: \$31,744					
Famili	ies: 302	100%	Actual %: 66%					
		Outcome	Performance					
		f children who completed skills, as measured by p	d the High Hopes program demonstrated improvement in re/post assessments.					
	90% (<i>Goal 96%</i>) of children who completed the High Hopes program demonstrated improvement in at least two behaviors conducive to classroom learning.							
3 5	91% (Goal 90%) of children who completed the High Hopes program had less than three unexcused school absences during each 10-12 week period when groups were held as measured by report cards and attendance records.							
Contract e	ended 9/30/18.	Contract ended 9/30/18.						



	Agency/Program			Program Description				
СА	CASTLE – Safe Families to prevent child abus term intensive visits f		to prevent child abuse a	visitation parent education and support program designed and neglect and help families remain intact. Through long- m parent educators, families learn positive parenting odeling.				
		Population :	Served	Utilization				
		Total Served	% of Contracted Goal	Budget: \$209,153				
	Ind	ividual Children: 322	70%					
	Ind	ividual Adults: 206	64%	Actual: \$149,827				
	Far	milies: 147	113%	Actual %: 71%				
			Outcome	Performance				
	1	risk factors associat		een enrolled for at least 3 months reduced at least two (2) ile enrolled and/or at the conclusion of the program as sment tool.				
	2	54% (Goal 97%) of t protective factors as the program as meas	he families who have been enrolled for at least 3 months increased at least two (2) sociated with child abuse while enrolled in the program and/or at the conclusion of sured by the program's protective factor assessment tool.					
	 100% (Goal 98%) of families who successfully completed the program had no confirmed reports or abuse one year after services. 							
	4	improvement on at	100% (Goal 99%) of families who successfully completed the Safe Families program demonstrated improvement on at least two of the five scales on the Adult Adolescent Parenting Inventory as measured by pre- and post-test scores.					

Contract ended 9/30/18.

Ag	ency/Program	araka manana kanana kanana kanana Maraka kanana kanana kanana kanana kanana Tanana kanana kanana kanana kanana kanana kanana kanana kanana kanana	Program Description					
CASTL Strengt	E hening Families	Provides a 10 weekly session family skill training that focuses on increasing desired behaviors in children, using effective communication and problem solving. Children and parents participate together.						
	Population	Served	Utilization					
	Total Served	% of Contracted Goal						
Ind	ividual Children: 30	30%	Budget: \$330,575					
Gro	oup Children: 322	76%	Actual: \$217,409					
Ind	ividual Adults: 21	40%						
Gro	oup Adults: 230	77%	Actual %: 66%					
Fai	milies: 148	123%						
		Outcome	Performance					
1			I 99%) of enrolled parents had no verified episodes of child ar after completing services.					
2	their emotional and	behavioral health as m	ome-based wrap-around service enhancements improved easured by the Behavioral and Emotional Rating Scales analyst prior to and upon completion of services.					
3	Increased family functioning in 98% (<i>Goal 96%</i>) of the families who completed SFP by an increase in at least one protective factor and a decrease in at least one risk factor as measured by risk/protective factor checklist.							
4	95% (Goal 90%) of youth who completed the program increased pro-social behaviors and decreased anti-social behaviors/attitudes reducing alcohol, marijuana, and illicit drug use as measured by youth assessments.							
Contrac	Contract ended 9/30/18.							

	Ag	gency/Program	Program Description				
	Hibiscus Children's Center Sanctuary 4 Kids		A temporary safe place for children being brought into care by the Departmen of Children and Families. Sanctuary 4 Kids will serve as a temporary location fo abused, neglected and abandoned children to wait while investigators work to find a safe placement for the children. Trauma informed care provided to the children while their physical and emotional needs are met will help reduce the impact of the trauma already experienced and not re-traumatize the child.				
		Population	Served	Utilization			
		Total Served	% of Contracted Goal	Budget: \$42,988			
	Individual Children: 29		15%	Actual: \$37,440			
				Actual %: 87%			
			Outcome	Performance			
	1	100% <i>(Goal 95%)</i> of measured by child's		coping skills in accordance with the Sanctuary Model, as			
	2	86% (Goal 95%) of children served increased resiliency and protective factors as measured by Social- Emotional Assets and Resiliency Scales (SEARS-T).					
	3	94% (Goal 95%) of children served had physical needs met while at Sanctuary 4 Kids Program.					
Cont	ontract ended 9/30/18.						

Agency/Program		Program Description			
 Supporting Families in Crisis			intervention for fami	glect prevention program that provides voluntary lies experiencing a crisis through parenting, financial ealth services and child respite services.	
	Population	Sei	ved	Utilization	
	Total Served	%	of Contracted Goal	Budget \$107.070	
Inc	lividual Children: 532	8	9%	Budget: \$197,070	
Inc	lividual Adults: 231	7	·····	Actual: \$174,803	
	milies:202	<u> </u>		Actual %: 89%	
га	milles;202	11)1%		
			Outcome	Performance	
1	98% (Goal 90%) of indicated cases of a FSFN (Florida Safe F	ibus	e or neglect one ye	under 18 participating in the program had no verified or ar after completion of services as measured through the	
2	100% (Goal 95%) of participating families demonstrated improvement in at least three out of five outcome scales of the Self-Sufficiency Standard through the use of the Self-Sufficiency Matrix between entry and completion of the program.				
3	100% (Goal 95%) of families completing the program demonstrated knowledge and competency in accessing community resources on their own by identifying at least 3 relevant resources for their family with the resource name and instructions on how to make a self-referral.				
4	100% (Goal 95%) of families with children under 18 participating in the program had no verified or indicated cases of abuse or neglect during services as measured through the FSFN (Florida Safe Families Network).				



Agency/Program			Program Description					
Roundtable of St. Lucie County Kids at Hope Kids			Kids at Hope trains adults to identify talents, skills, goals dreams and successes of every child. The belief that All Child are Capable of Success - No Exceptions! is incorporated into everyday interactions with children, and becomes the culture of the environment the child is in, whether school, home, recreation, or community.					
	Population	Served		Utilization				
 	Total Served	% of Co	ntracted Goal	Budget: \$123,975				
Gro	up Children: 28090	74%		Actual: \$117,072				
Gro	up Adults: 1632	54%		Actual %: 94%				
			Outcome	Performance				
1	district office staff") Two schools were:	A minimum of four new schools and/or School District populations (such as "all bus drivers" or "all district office staff") will be trained and adopt plans to implement Kids at Hope by September 2018. Two schools were: Samuel Gaines K-8 and Mariposa Elementary; plus SLCSO-School Resource Officers, Boys & Girls Club- Garden City staff and ALPI- HEADSTART.						
2	Increased the knowledge of the Kids at Hope belief and practice in 93% (<i>Goal 85%</i>) of adults and adolescents who participate in Kids at Hope trainings as demonstrated by post-training evaluation data. Baseline: Awareness of adults upon entering the training.							
3	Four (<i>Goal minimum of four</i>) schools and/or community organizations assessed and developed efforts to increase ACES (prosocial caring adults) for their students by September 2018.							
4	(i.e., KAH Report C	955 (Goal minimum of 1000) children utilized tools that strengthened their bonds with prosocial adults (i.e., KAH Report Cards, Student-led Conferences), or tools that assisted children in goal setting and preparing for their futures (i.e., KAH Passports, Destination Boards) by September 2018.						

	Agency/Program		une de service en contra de processes de angel a contra de processes de la contra de la Contra de la contra d	Program Description		
Re	An aRoundtable of St. Lucie CountyRestoring the Village YouthInitiative		ty in, or at risk of become based on the federa Juvenile Justice and	An anti-violence strategy for reaching St. Lucie County youth who are involve n, or at risk of becoming involved in, street violence. The Youth Initiative is based on the federal comprehensive gang model developed by the Office of Juvenile Justice and Delinquency Prevention (OJJDP) and supported by the National Gang Center.		
		Population :	Served	Utilization		
	٦	Fotal Served	% of Contracted Goal	Budget: \$41,500		
	Indiv	vidual Children: 301	228%	Actual: \$41,342		
	1	vidual Adults: 202	298%	A - to - 1 0/ - 000/		
	Fam	nilies: 96	213%	Actual %: 99%		
			[20] [20] [20] [20] [20] [20] [20] [20]	Performance		
	1	and follow-up score	RTVYI clients Increased s on modified Social + Er cores when recruited to	social and emotional competencies as measured by initial motional Intelligence Profile (SEIP) Assessment. Baseline- program.		
	2	100% (Goal 85%) o		report that they have a caring prosocial adult (Kids		
	3	80% (Goal 80%) of gang-involved youth participated in education, employment, mental health, physical health and/or substance abuse services, as measured by the number of RTVYI clients who complete a needs assessment, agree to an individualized service plan, or participate with a community service provider as result of RTVYI outreach services.				
	4	80% (Goal 80%) of RTVYI clients who completed an ACE survey, increased knowledge about the impact of trauma and adverse childhood experiences on their decision-making and life choices, as measured by pre-and post-test survey data.				



Agency/Program			Program Description					
Treasure Coast Hospicechildren, teensYouth Grief Servicesservices in courhomes. Crisis re available as need		children, teens and their services in counseling of homes. Crisis response, available as needed. Ca	sive grief and loss counseling service dedicated to supporting grieving ens and their families. Provides individual, family, and group counseling counseling offices, various schools and agencies, and patient/family sis response, educational programs, and professional consultations are a needed. Camp Good Grief summer camp, holiday grief program and up Night are held in conjunction with counseling programs.					
		Population	Served	Utilization				
		Total Served	% of Contracted Goal					
	Ind	lividual Children: 186	106%	Budget: \$93,725				
	Gro	oup Children: 962	192%	Actual: \$86,736				
	Ind	lividual Adults: 107	107%					
	Gro	oup Adults: 571	114%	Actual %: 93%				
	Fai	milies: 95	95%					
			Outcome	Performance				
	1	94% (<i>Goal 75%</i>) of participants who completed the program maintained or demonstrated improvement in the ability to verbalize and resolve obstacles to their grief process.						
	2	82% (Goal 85%) of children and teens participating in the program maintained or improved their use of coping skills.						
	3	97% (Goal 85%) of participants involved in the program maintained or demonstrated increased understanding of grief by identifying and expressing feelings of grief from and post grief assessments.						

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	Agen	cy/Program	Program Description							
Tykes and Teens Infant Mental Health			Provides evidence-based interventions to help children 0-5 who have experienced trauma, achieve emotional healing that promotes healthy attachments and brain development. Child-Parent Psychotherapy (CPP), a relationship-based treatment for children from birth to 5 years old who were traumatized by violence and are experiencing emotional, social, and cognitive difficulties.							
		Populatio	on Served	Utilization						
	-	Total Served	% of Contracted Goal	Budget: \$82,289						
	Individual Children: 132		2 110%	buuget. \$02,203						
	Indi	vidual Adults: 100	100%	Actual: \$73,781						
	Gro	up Adults: 44	110%	Actual %: 90%						
	Families: 102		102%							
Outcome Performance										
	1	87% (Goal 65%) clients ages 2 months to 60 months, scored below 50 in the Ages & Stages Questionnaire: Social-Emotional (ASQ: SE) upon discharge.								
	2	100% (Goal 90%) of children who completed treatment demonstrated appropriate self-regulation and behavior management skills as measured by a decrease in the total number of suspensions 30 days post treatment.								
	3	100% (Goal 80%) of participants who completed the program improved level of functioning as measured by age appropriate Global Assessment of Functioning Scale (CGAF) or Parent-Infant Relationship Global Assessment of Functioning Scale (PIR-GAS).								
	4	100% (Goal 55%) of children completed treatment, as evidenced by the client having met all treatment plan goals and/or the closure being viewed as successful by the therapist or family as reported in the Discharge Summary.								
	5		ased knowledge of Trauma Informed Care practices by minimum of 10% ured pre- and post-session assessment. (95% increased knowledge)							

KEEPING KIDS OFF DRUGS, ALCOHOL AND OTHER RISKY BEHAVIORS

Children's Services Council funds seven programs that promote positive decision-making amongst our youth to ensure healthy lifestyles and prevention of teen pregnancy and substance use. Programs funded in this category represented 18% of the program allocations for fiscal year 2017-18 totaling \$1,233,808.

- Children's Home Society Teen Life Choices
- Florida Community Health Center Adolescent Health Program
- Healthy Start Coalition Teen Choices
- Inner Truth Project Teen Program
- In the Image of Christ Directed Growth Girls Program
- New Horizons of the Treasure Coast Student Assistance Program
- Parent Academy Parent Teen Community Connection

		Ch	ildren Se	rved by Ag	je		ng tiến sale hợp lên hàng
0 - 4	5 - 9	10 - 14		15 - 17	18	Total*	
0	2 .	1,763		1,349 316		3,430	
		Children	n Served	by Race/Et	hnicity		
Black	Haitian	Hispanic	White	Asian- Pacific Isl.	Native American	Other	Total
1,412	25	1,127	750	39	1	76	3,430
Childr	en Served in	Groups: 31	,435	Adu	Its Served in	Groups: 2	2,807

*Represents aggregate total of children served

Keeping Kids off Drugs and Other Risky Behaviors program objectives include:

- Increased child/parent communication on subject of reproductive health
- Increased skills of youth to resist pressures to become sexually active
- Decreased youth participation in high risk behaviors (drug/alcohol use, unsafe sex practices)
- Improved academic performance
- Decreased discipline referrals
- Improved family interactions and communication skills
- Reduced incidence of teen pregnancy

Program Outcome Performance Key:

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



Agency/Program				Program Description			
Children's Home Society Teen Life Choices			Program targets primary prevention of teen pregnancy through collaboration with the St. Lucie County middle and high schools, churches, and community agencies serving the teen population. Presentation of an abstinence-based program including reinforcement skills will help teens to postpone sexual activity, define choices and consequences, and make responsible decisions.				
		Population	Served	Utilization			
	-	Total Served	% of Contracted Goal	Budget: \$178,807			
	Group Children: 5217		93%	Actual: \$161,453			
				Actual %: 90%			
			Outcome	Performance			
	1			n the Teen Life Choices program increased knowledge of I, and financial consequences of teen parenthood.			
	2	98% (Goal 75%) of teens who participated in the "Postponing Sexual Involvement" program increased their knowledge of skills to postpone sexual involvement as measured by pre- and post-tests.					
	3	86% (Goal 75%) of teens who participated in the Teen Life Choices program increased their critical thinking/decision making skills relative to the Life Skill topic being presented as measured by pre- and post-tests.					
	4	82% (Goal 75%) of participating students increased communication on the subject of sex with their parent/guardian or caregiver as demonstrated by return of completed and signed worksheet "Showing Feelings in a Physical Way".					

Agency/Program			Program Description		
	Community Health Cer ent Health Program	ters	with counseling behavioral heal lifestyles throu	ages 11-18 with comprehensive health care services along on STD and HIV/AIDS prevention and resources for th issues. Program also educates and promotes healthy gh medical and dental services along with health group sessions on positive youth development.	
	Population S	ervec	I	Utilization	
Total Served %			of Contracted Goal	Budget: \$101,492	
Individual Children: 2874 163%			6	Actual: \$93,034 Actual %: 92%	
			Outcome	Performance	
1	62% <i>(Goal 95%)</i> of a Number of completio			ogram participants completed the CRAFFT screening tool. over prior year.	
2	1,772 (Goal 1,721) Adolescent Health Program participants were provided education on the risks associated with driving while using drugs and/or alcohol and/or texting while driving by September 2018.				
3				ogram participants aged 11-18 years old were provided ed sex, by September 2018.	

Agency/Program				Program Description			
				ation and one-on-one case management to teens nd emotional issues surrounding their development.			
		Population	Served	Utilization			
		Total Served	% of Contracted Goal	Budget: \$176,482			
	Ind	lividual Children: 207	83%	Actual: \$147,848			
	Gro	oup Children: 5973	199%	Actual %: 84%			
			Outcome	Performance			
	1	measured by self-rep		are being case managed did not become pregnant as Avoidance of a repeat pregnancy is considered successful ter her first delivery.			
	2	Achieved a non-pregnancy rate of 95% (<i>Goal 90%</i>) within sexually active teens who have been case managed for at least three months.					
	4	94% (<i>Goal 90%</i>) of participating youth who receive one or more case management demonstrated a decrease in participation in risky behaviors as demonstrated by an increased use/consistency of use of effective methods of contraception and/or condoms; and a reduction in the incidence of unprotected sex.					

	Agency/Program			Program Description			
Directed Growth Girls Program			m	sexual risk behavi	vel, social-skills training intervention designed to reduce ors among African-American female teenagers who are at regnancy and substance abuse.		
		Population 5	Serv	ed	Utilization		
		Total Served	% c	of Contracted Goal	Budget: \$109,155		
	Group Children: 49 98%		Actual: \$88,762				
				Outcome	Performance		
	1				leted the program did not become pregnant for up to one by health provider and participant reports.		
	2	100% (Goal 100%) of participants demonstrated increased knowledge and skills to prevent HIV and other sexually transmitted diseases as measured by assessments at the conclusion of educational sessions.					
	3				ccessfully completed the program reduced risky sexual ed by self-report and health provider.		

Agency/Program				Program Description				
		ruth Project ruth Teen Program	experienced sexual evidence-based serv	vices and outreach to adolescents (13-18) who have violence. Teens in the program may participate in vices including group therapy, individual therapy, trauma equine therapy. Psychoeducation and support groups are ents and guardians.				
		Population	Served	Utilization				
		Total Served	% of Contracted Goal					
	Ind	lividual Children: 34	113%	Budget: \$38,150				
	Gro	oup Children: 31	94%	Actual: \$26,045				
	Ind	lividual Adults: 19	68%					
	Gro	oup Adults: 63	191%	Actual %: 68%				
	Fai	milies: 30	150%					
			Outcome	Performance				
	1			elf-efficacy and understanding related to condom use and established baselines scores evidenced by standardized				
	2	94% (Goal 85%) of participants will increase knowledge of sexual violence sequelae including substance abuse and related sexual re-victimization as measured by comparison of pre- and post-test						
	3		scores at end of treatment. 89% (Goal 85%) of participants will decrease use of alcohol and other drugs (for active users) as evidenced by monitoring records throughout treatment including baseline and end-of-treatment assessments.					

	Agency/Program				Program Description	
1	New Horizons of the Treasure Coast stud Student Assistance Program effe				sroom presentations to elementary and middles school t. Lucie County schools on topic including the negative ohol, tobacco and other drugs as well as bullying and development.	
		Population \$	Served		Utilization	
		Total Served	% of Co	ontracted Goal	Budget: \$416,708	
	Ind	ividual Children: 8	80%		54490tt 4 110,700	
	Gro	oup Children: 17921	163% 400%		Actual: \$413,407	
	Ind	ividual Adults: 2800			Actual %: 99%	
	Gro	oup Adults: 636	318%		1000	
				Outcome	Performance	
	1				g the Too Good for Drugs curriculum increased their ciated with substance use/abuse, as measured by pre and	
	2	98% (Goal 90%) of classrooms receiving the Too Good for Violence curriculum increased their knowledge of anger management, conflict resolution skills, and risk and protective factors associated with bullying & aggression as measured by pre and post test scores.				
	3				 discharged from Level II Indicated Prevention services dividualized Prevention Plan upon successful discharge. 	

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	Agency/Program				Program Description	
(for	Families of the Treasure Coast (formerly Parent Academy) Parent Teen Community Connection			education for	al and outreach program providing accurate health cused on strengthening and increasing parent child n, guiding families and youth to community resources, and nprehensive well-being of youth and families.	
		Population :	Served		Utilization	
		Total Served	% of Co	ontracted Goal		
	Ind	ividual Children: 307	102% 107% 144% 383%		Budget: \$213,014	
	Gro	oup Children: 2244			Actual: \$189,464 Actual %: 89%	
	Ind	ividual Adults: 287				
	Gro	oup Adults: 2105				
	Far	milies: 934	133%			
				방문화 사람은 승규는 것은 것을 가 없는 것을 하는 것을 수가 있다. 것을 하는 것을 하는 것을 하는 것을 하는 것을 하는 것을 수가 있는 것을 수가 있는 것을 수가 있다. 것을 수가 있는 것을 수가 있다. 것을 수가 있는 것을 수가 있다. 것을 수가 있는 것을 수가 있다. 것을 수가 있는 것을 수가 있다. 것을 수가 있는 것을 수가 있다. 것을 수가 있는 것을 수가 있다. 것을 수가 있는 것을 수가 있다. 것을 수가 있는 것을 수가 있다. 않는 것을 수가 있는 것을 수가 않는 것을 수가 있는 것을 수가 있다. 것을 것을 수가 있는 것을 수가 있다. 것을 것 같이 것 같이 것 같이 않아? 것 않아? 것 같이 같이 않아? 것 않아? 것 같이 것 같이 않아? 것 않아? 것 같이 않아? 것 않아?	Performance	
	1	98% (<i>Goal 85%</i>) of decision making and	youth collife and c	ompleting 8 ed	ucational sessions increased their knowledge of healthy skills as demonstrated by pre- and post-test scores.	
	2	100% (Goal 95%) of teens who participated in the Parent Teen Community Connection's 8-session curriculum experienced no incident of pregnancy or sexually transmitted infections during the program year after completion of educational sessions.				
	3	100% <i>(Goal 80%)</i> c levels in communicat as measured by pre-	ing with	their children ab	d 3 or more educational sessions increased their comfort out health issues, family values and decision-making skills	

KEEPING KIDS OFF THE STREETS

Children's Services Council funds eleven programs that provide positive activities and promotes self-worth and empowerment in children and youth. Programs funded in this category represent 25% of program allocations for fiscal year 2017-18 totaling \$1,743,609

- ALPI Computer Assisted Tutorial Program
- Arc of St. Lucie County Arc Afterschool and Summer Program
- Boys and Girls Clubs of St. Lucie County Core Program
- Frontline for Kids Afterschool Program
- Future Generations After School Music Enhancement
- Girl Scouts of SE Florida Girl Scouts Leadership Experience
- Helping People Succeed Helping Kids Succeed Afterschool
- Helping People Succeed Helping Youth Succeed Afterschool
- Multicultural Resource Center MRC Next Level
- Save Our Children Tutorial, Social and Cultural Enhancement
- YMCA YMCA Afterschool

		Ch	ildren Se	rved by Ag	le			
0 - 4	5 - 9	10 -	14	15 - 17	18	Total*		
20	1,275	1,2	14	276	112	2,897		
	status a contra de la contra de En la contra de la co	Children	n Served	by Race/Et	hnicity			
Black	Haitian	Hispanic	White	Asian- Pacific Isl.	Native American	Other	Total	
	155	343	459	22	17	310	2,897	

*Represents aggregate total of children served

Keeping Kids off the Streets program objectives include:

- Improved academic performance
- Reduced discipline referrals
- Increased gang awareness skills and ability to resist gang participation
- Improved musical knowledge and performance
- Improved interaction skills and developmental assets
- Increased knowledge of personal safety and maintaining positive lifestyles
- · Increased interpersonal skills, self-esteem, character development, and leadership skills
- Decreased the number of youth spending time in unsupervised or unstructured activities
- Increased physical fitness and proper nutrition

Program Outcome Performance Key:

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

Agency/Program	Program Description
ALPI C.A.T. Program	After-school and summer program designed to increase parental involvement and academic success of students in a Computer Assisted Tutorial program.
Population	Served

	Population	Served	Utilization			
Total Served		% of Contracted Goal	Budget: \$104,929			
Ind	lividual Children: 122	136%	Actual: \$91,377			
Families: 75 12		127%	Actual %: 87%			
		Outcome	Performance			
1	94% (Goal 90%) of participants enrolled in program for at least 8 weeks improved or maintained academic performance as measured by nine week period report cards.					
2		participants enrolled in measured by nine week	program for at least 8 weeks had less than 3 unexcused period report cards.			
3	100% (Goal 85%) of students participating in program for at least 8 weeks increased their judgment, decision making, and social interaction skills as measured by school district disciplinary records.					
4	95% (Goal 90%) of participants attended the program a minimum average of three days per week as measured by weekly attendance rosters.					

Agency/Program		Program Description				
•	The ARC of St. Lucie County a Arc Afterschool r			and support of f	nd summer program designed to achieve the promotion functional family structure and the promotion of school bodies & minds for a mentally and physically challenged	
		Population	Serv	ed	Utilization	
		Total Served	% c	of Contracted Goal	Budget: \$107,911	
	Individual Children: 50 83%		6	Actual: \$107,885		
्यसम्बद्धः स्वयवस्य			l Analiseda		Actual %: 100%	
				Outcome	Performance	
	1	95% (Goal 90%) of weekly attendance re			gram a minimum of three days per week as measured by	
	 91% (Goal 80%) of participants maintained or improved academic skill levels as measured by Individua Program Plan assessments and daily progress logs. 					
	 92% (Goal 90%) of participants maintained or improved social, functional and vocational skill levels by providing guidance and support in educational, recreational, social, occupational training, on-the-job training, job shadowing, and community service learning activities as measured by Program Screening Assessments and quarterly skill level evaluations. 					

Agency/Program					Program Description	
Boys and Girls Clubs of St. Lucie Co. a CORE Program d				ages 6-18 tha	rschool and summer development activities for children at focus on educational enrichment, recreation, leadership drug and teen pregnancy prevention, art, music and ation.	
		Population S	erved		Utilization	
		Total Served	% o	Contracted Goal	Budget: \$594,857	
	Individual Children: 1700 118%		Actual: \$535,130 Actual %: 90%			
				Outcome	Performance	
	1	75% <i>(Goal 90%)</i> of pa measured by weekly a			e program a minimum average of three days per week as	
	2	82% (Goal 90%) of participants enrolled in the program for at least 8 weeks improved or maintained academic performance as measured by nine-week reports while enrolled in the program				
	3	84% (Goal 90%) of participants enrolled in the program for at least 8 weeks had less than 3 unexcused school absences during each nine week period as measured by report cards.				
	4	program for at least e	ght wee	ks so that 92%	nd social interaction skills of participants enrolled in the (Goal 90%) of participants did not have any detentions or nile enrolled in the program.	

Agency/Program					Program Description	
Fro	Frontline for Kids educ			education,	rschool and summer activities for youth that focuses on enrichment, positive decision making, leadership positive decision making and career exploration.	
		Population :	Served		Utilization	
		Total Served	% of Co	ontracted Goal	Budget: \$104,760	
	Individual Children: 209 93%		93%		Actual: \$104,612	
					Actual %: 99%	
				Outcome	Performance	
	1	86% (Goal 90%) of youth enrolled in the program for at least 8 weeks improved or maintained academic performance by measure of cumulative grade point average as measured by nine-week report cards.				
	2	86% (Goal 90%) of participants enrolled in the program for at least 8 weeks increased their judgment, decision making, and social interaction skills and had no disciplinary referrals at school or program while enrolled.				
	3	65% (Goal 90%) of youth enrolled in the program for at least 8 weeks had less than 3 school absences each nine week period as measured by nine-week report cards.				
	4 72% (<i>Goal 90%</i>) of participants at measured by weekly attendance ro				e program a minimum average of three days per week as	

si/Associated

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Agency/Program				NEW AND REPORTS AND ANTERNAS FRANCIS	Program Description
Future Generations Music Enhancement				enhancement.	rschool and summer activities with focus on music . Youth learn how to challenge their abilities through the creating sounds, learning and playing various musical
		Population 3	Served		Utilization
		Total Served	% of Co	ontracted Goal	Budget: \$73,744
	Individual Children: 85 81%			Actual: \$68,542	
	Fai	milies: 28	122%	Actual %: 93%	
				Outcome	Performance
	1	90% (Goal 90%) of youth enrolled in program for at least 8 weeks have improved or maintained academic performance by measure of cumulative grade point average as measured by nine week report cards.			
	2	94% (Goal 90%) of youth participating in the program for at least 8 weeks had less than three school absences each nine week period as measured by nine-week report cards.			
	3	 93% (Goal 90%) of participants enrolled in the program for at least 8 weeks increased their judgment, decision making, and social interaction skills as evidenced by detentions or disciplinary referrals at school or in the program while enrolled. 			
	4	89% <i>(Goal 90%)</i> of measured by weekly			program a minimum average of three days per week as

Agency/Program				Program Description		
	Girls Scout of Southeast Florida Girl Scout Leadership Experience			Provides Leadership Experience, GEMS, and Power Up Bullying Prevention workshops to afterschool, summer and school-based programs throughout St. Lucie County		
		Population 8	Served		Utilization	
		Total Served	% of Co	ontracted Goal	Budget: \$51,669	
	Group Children: 753 100%			Actual: \$44,885 Actual %: 87%		
				Outcome	Performance	
	1	90% (Goal 90%) of participating girls who completed the five-week session increased their knowledg of living drug free and positive peer pressure as measured by pre/post test assessments.				
	2	93% (Goal 80%) of participating girls who completed the five-week session increased their knowledg of personal safety and maintaining a positive lifestyle as measured by pre/post test assessments.				
	3	93% (Goal 90%) of girls participating in STEM learning activities increased understanding of science, technology, engineering and math principles as measured by pre/post assessments.				
	4	100% (Goal 90%) of girls participating in the 5-week session will be able to identify bullying practices and learn methods to stop bullying.				



Agency/Program					Program Description	
Helping People Succeed After Helping Youth Succeed Afterschool scier			school	Provides midd science, and h	After school program for students enrolled at Dale Cassens School. Provides middle and high school course retrieval, reading, math, science, and history tutoring as well as mentoring relationships to mprove both academic success and social emotional wellness.	
		Population S	Served		Utilization	
		Total Served	% of Co	ontracted Goal	Budget: \$78,200	
	Individual Children: 131 114%		Actual: \$78,034 Actual %: 99%			
				Outcome	Performance	
	1 88% (Goal 90%) of students attending the program for at least 90 days improved or mainta academic performance as measured by grade point averages.					
	2	99% <i>(Goal 80%)</i> of s juvenile justice system			rogram for at least 90 days did not become involved with eports.	
	3	78% (Goal 90%) of participants attended the program a minimum average of three days per week as measured by weekly attendance rosters.				
	4	87% (Goal 80%) of students participating in after school program increased socially appropriate behavior as measured by Personalized Management System. Baseline: Performance on Personalized Management System and Problem Behavior Reports.				

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Agency/Program					Program Description		
Helping People Succeed Specializ Helping Kids Succeed ages 3-1					fter School and Summer Day Camp services for children, ars old, diagnosed with emotional/behavioral and learning		
		Population :	Served		Utilization		
		Total Served	% of Co	ontracted Goal	Budget: \$159,644		
	Individual Children: 55 137%			Actual: \$151,757			
	Group Children: 40 100%			Actual %: 95%			
				Outcome	Performance		
	1	91% (Goal 75%) of participants maintained or improved their problem behaviors each semester grading period as evidenced by behavioral data collected daily by HKS staff and by parent signature on weekly behavior charting.					
	2	87% (Goal 85%) of participants maintained or improved grades each nine week grading period as measured by School District report cards.					
	3	85% (Goal 85%) of participants maintained or improved their attendance at school and at Helping Kids Succeed (HKS) After School program by the end of each semester, as evidenced by report card attendance and daily attendance records					

4	Agency/Program			Program Description
	Family strengthenir		academic literacy,	ing through youth development program that provides mentoring, enrichment activities and supportive services lies.
	Population §	Serv	ed	Utilization
	Total Served	% c	of Contracted Goal	
Ind	ividual Children: 98	64	%	Budget: \$168,069
Gro	oup Children: 274	304	%	Actual: \$140,745
	ividual Adults: 105	175	%	Actual %: 84%
Gro	oup Adults: 51	85	%	
Far	milies: 120	200	%	
			Outcome	Performance
1	93% (<i>Goal 75%</i>) of youth enrolled in the program for at least 3 months improved or maintained academic performance as shown by nine week progress reports from school or performance measures testing progress on site.			
2	88% (Goal 75%) of families accomplished at least two family service plan goals related to increasing judgment, decision making and social interaction skills of participants enrolled in the program for at least eight weeks. Parents partner with program through afterschool academic plan and/or homework contract.			
3	91% (Goal 90%) of participants attended the program a minimum of three days per week as measured by weekly attendance rosters.			
4	91% (Goal 90%) of youth enrolled in the program for each nine weeks as measured by report cards.			gram for at least 8 weeks had less than 3 school absences s.

	Agency/Program			Program Description	
Tut				homewor	afterschool and summer activities focused on tutoring, rk assistance, character developmental, and a strong s on cultural and social traditions.
		Population 8	Served		Utilization
		Total Served	% of Contrac	ted Goal	
	Ind	ividual Children: 116	101%		Budget: \$120,600
	Gro	oup Children: 138	79%		Actual: \$119,227
	Ind	ividual Adults: 85	243%		
	Gro	oup Adults: 89	223%		Actual %: 99%
	Fai	milies: 43	57%		
					Performance
	1	94% (Goal 90%) of their academic performed	participants ei rmance as me	nrolled in t asured by	the program for at least 8 weeks improved or maintained nine-week report cards.
	2	99% (Goal 90%) of participants enrolled in the program for at least 8 weeks had less than 3 unexcused school absences during each nine week period as measured by report cards.			
	3 99% (Goal 90%) of participants attended the program a minimum of three d by weekly attendance rosters.				
	4	99% (Goal 90%) of decision making, and program while enrolle	social interac	rolled in th tion skills	he program for at least 8 weeks increased their judgment, as evidenced by no disciplinary referrals at school or in the

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Agency/Program				Program Description	
YMCA of the Treasure Coast curriculum. Transport		curriculum. Transpo	I and summer activities under the established YMCA rtation provided to Bayshore YMCA Center. School based Green Elementary and FK Sweet in Fort Pierce.		
		Population :	Served	Utilization	
		Total Served	% of Contracted Goal	Budget: \$179,226	
	Individual Children: 336 99		99%	Actual: \$123,139	
				Actual %: 69%	
			Outcome	Performance	
	1	94% (Goal 90%) of participants enrolled in the program for at least 8 weeks improved or maintained academic performance as measured by nine week report cards.			
	2			the program for at least 8 weeks had less than 3 school easured by report cards.	
	3	88% (Goal 90%) of participants attended the program a minimum of three days per week as measured by weekly attendance rosters.			
	4		d social interaction skill	ne program for at least 8 weeks increased their judgment, is as evidenced by no disciplinary referrals at school or	



Created and supported by the community for more than 20 years, the Children's Services Council of St. Lucie County provides programs and resources for local families that focus on:

- Ensuring every baby is a healthy baby
- Stopping child abuse before it happens
- Keeping kids off the streets,
- Keeping them in school, and
- Keeping them away from drugs, alcohol and other risky behaviors.

Get connected to learn more about the Children's Services Council of St. Lucie County and the resources available for you and your family.





Find out how you can become part of our community's success today. Join the Children's Services Council of St. Lucie County and our partners as we work together to engage our community in reading success.

Making reading part of family time with your kids teaches them valuable lessons and gives you new and engaging ways to connect with them.

FOR MORE INFORMATION VISIT:

WWW.STLUCIEREADS.ORG

For as little as one hour per week, you can provide the foundation for a local child to be successful in school and beyond.



As we work to get books into the hands of struggling readers, please consider donating gently used children's books or making a taxdeductible donation to purchase books.

Children's Services Council of St. Lucie County our children. our community. Our future.

Children's Services Council of Martin County Response to Alachua Children's Trust

1. First year and current staffing and organizational structure for administrative, legal, HR, etc. – "the what and the why".

The Council began operations with the newly empaneled Children's Services Council Board members holding their first meeting on January 26, 1989. The first staff member, the Executive Director was hired on January 15, 1990. He added an executive assistant in March of 1990 and a Director of Community Planning and Development in August 1990.

Current staffing is 12 full time staff:

Executive Director Director of Program Operations Director of Finance Administrative Services Manager – Human Resources Manager of Finance Manager of Outreach and Communications (2) Contract Specialists Manager of Community Planning, Outcomes and Evaluation Executive Assistant – Program Administrative Assistant – Finance Receptionist - Administrative Assistant

Legal Council is provided under contract IT support is provided under contract

Council staffing has evolved with an ever expanding contract load, ownership of a building, expanding accountability expectations and growing community presence and influence.

2. What the first full year budget looked like and what occurred in subsequent years, i.e., spending ramped up?

The first year Budget is attached as adopted 6/14/90. The current budget is attached as well as adopted September 2018.

3. How they develop annual spending plan and how has that changed over time.

4. Have funding priorities shifted over time?

Yes, The Council's funding priorities have evolved concurrently with the planning process and the various versions of the Council's Strategic Plans.

5. How they allocate their funding with regard to early childhood (prenatal to 5/preschool age children) and older children (6 to 18/school age children and youth)?

The funding priority for these services is Success in School and Life

The subcategories are:

Early Learning & Development Investing in early childhood language and literacy ensures that children start kindergarten ready to learn, read, and succeed.

Youth Development/Academic Support Out of School Time - Afternoons and summers can be a vulnerable time for at-risk youth. These programs are designed to keep youth safe with engagement in social and educational, structured activities.

6. How they procure, i.e., specific RFP for this or that service, general call for proposals, one time grants, capital items, etc.

Procurement for capital services priced over \$10,000 requires a Request for Proposal. The Council's granting process began as a general call for proposals, but over time has evolved to a process tied to the 5 year Strategic plan cycle.

One of the Councils funding priorities is released annually for competitive bid. All other programs funded under the non-open priorities are granted continuing contracts provided they remain in good standing. Funding for these continuing contracts remains static until the funding priority they are funded under is released to RFP for competitive bid.

The Council also uses an Invitation to Negotiate (ITN) process for re-bidding any contracts that become non-compliant or for other reasons require the Council to identify a new provider for the contracted service.

The Council also offers regular opportunities for organizations to submit "Letters of Inquiry" (LOI) for Partnership Grants. These are small (not to exceed \$25,000) grants offered to programs that are considered, program development projects. These applications must be submitted with commitments from other funding sources for an amount equal to the resources requested from the Council to be considered for funding.

7. General financial policies regarding reserves, percentage of tax to budget, determining amount of millage to levy.

The Council retains sufficient reserves to meet deferred compensated absence. There is a designated reserve balance assigned to pre paid expenses and in general resources necessary for 6 months of Council operation.

8. Do they own building or real estate, other capital items?

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The Council is not able to enter into any debt obligation, so anything purchased with Council resources must be purchased outright.

The Council owns a 12,000 Sq. Ft. building completed and occupied in 2012. CSC staff and operations occupy Two thirds of the building. One third of the building is occupied by tenants who pay gross lease payments calculated as a share of cost and inclusive of common meeting space, phone/internet/housekeeping services. With the exception of tenant furniture, the council owns all items in the building.

CHILDREN'S SERVICES COUNCIL

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TENTATIVE ADMINISTRATIVE BUDGET FISCAL YEAR 1990-1991

Revised For 6/14/90 Meeting

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REVENUES

	1989-1990 <u>Budget</u>	1990-1991 <u>Proposed</u>
Ad Valorem Taxes	\$742,316	\$834,632*
Interest Income	14,199	42,750*
Loan Proceeds	70,000	- 0 -
Fund Balance Forward	<u> </u>	100,000
TOTAL	\$826,515	\$977,382
EX	PENDITURES	
	1989-1990 <u>Budget</u>	1990-1991 <u>Proposed</u>
Services Allocation Estimated Re-funding 1990 Programs Estimated New Programs	\$500,000	\$ 460,000 240,000
Salaries Executive Director Admin Coordinator Director Plan & Devel FICA Retirement Health Insurance Workers Compensation Legal Accounting Auditing Travel and Training Travel - Car Allowance Telephone	$36,236^{**}$ 20,000*** - 0 - 4,485 8,830 4,800 500 8,000 6,000 9,000 5,000 2,400 1,500	$\begin{array}{r} 45,675\\ 26,250\\ 38,000\\ 8,595\\ 17,115\\ 10,690\\ 1,265\\ -0\\ 500\\ 9,000\\ 4,000\\ 2,400\\ 960\end{array}$

Postage	350	500
Utilities-Electric	1,500	1,500
Rentals/Leases-Bldg	7,450	8,930
Rentals/Leases-Copy Machine	4,800	1,992
Insurance/Liability	2,500	2,500
Repairs/Maintenance-Equip	- 0 -	800
Repairs/Maintenance-Bldg	300	660
Printing/Binding-Misc	7,500	5,500
Executive Director Search	2,564	- 0 -
Admin Coordinator Search	200	- 0 -
Operating Expenses-Other	- 0 -	500
Legal Advertising	1,000	1,000
Property Appraiser Fees	8,000	15,750
Tax Collector Fees	- 0 -	20,000****
Office Supplies	1,200	1,200
Office Furn/Software	3,500	600
Books/Subscriptions	1,200	500
Dues/Memberships	1,000	1,000
Equipment	11,900	- 0 -
Needs Assessment Study	10,000	- 0 -
Debt Service		
Principal	100,000	- 0 -
Interest	4,800	- 0 -
Contingency	50,000	50,000
TOTAL	\$826,515	\$977,382

* Estimated revenues are based on 95% of cash receipts as per Florida Statute 200.065. (100% of estimated ad valorem taxes is \$878,883.)

** Actual annual salary \$43,500. Amount budgeted for 1989-90 reflects 8 1/2 months.

*** Actual annual salary \$25,000. Amount budgeted for 1989-90 reflects 10 months.

****Even though Tax Collector's fee was not budgeted for 1989-90, he has received a fee of \$14,155.12 through June 5, 1990, which is reflected through lower than estimated revenues.

If the tentative budget is approved as submitted, the millage rate for 1990-91 would be .1276, compared to .1292 for 1989-90, or 8.60% over rolled-back rate.

REVENUES FOR 8 MONTHS AS OF MAY 31, 1990

<u>REVENUES</u>	BUDGETED	RECEIVED	BALANCE
Ad Valorem Taxes	\$ 742,316.00	\$ 678,467.90	\$ 63,848.10
Interest Income lst National Bank SBA Tax Collector	14,199.00	\$4,615.13 12,367.26 <u>2.903.19</u> 19,885.58	(5,686.58)
Loan Proceeds	70,000.00	0	70,000.00
TOTAL REVENUES AND OTHER FINANCING SOURCES	3 \$826,515.00	\$698,353.48	\$128,161.52

EXPENDITURES FOR 8 MONTHS AS OF MAY 31, 1990

EXPENDITURES	BUDGETED	EXPENDED	BALANCE
Services Allocation	\$ 500,000.00	\$ -0-	\$ 500,000.00
Needs Assessment Study	10,000.00	ф - 0 -	10,000.00
Salaries	20,000100	Ū	20,000.00
Executive	36,236.00	15,057.72	21,178.28
Regular	20,000.00	11,538.48	8,461.52
FICA	4,485.00	2,047.23	2,437.77
Retirement	8,830.00	´ - 0 -	8,830.00
Health Insurance	4,800.00	- 0 -	4,800.00
Workers Compensation	500.00	475.00	25.00
Legal	8,000.00	- 0 -	8,000.00
Accounting	6,000.00	405.00	5,595.00
Auditing	9,000.00	- 0 -	9,000.00
Travel and Training	5,000.00	1,737.00	3,263.00
Travel - Car Allowance	2,400.00	900.00	1,500.00
Telephone	1,500.00	392.48	1,107.52
Postage	350.00	138.39	211.61
Utilities-Electric	1,500.00	295.79	1,204.21
Rentals/Leases-Bldg	7,450.00	4,465.02	2,984.98
Rentals/Leases-Copy Machine		332,00	4,468.00
Insurance-Other	2,500.00	269.00	2,231.00
Repairs/Maintenance-Bldg	300.00	249.25	50.75
Printing/Binding-Misc	7,500.00	65.00	7,435.00
Printing/Binding-Xerox	- 0 -	98.22	(98.22)
Promo-Ex Dir Search	2,564.00	2,578.20	(14.20)
Promo-Admin Coord Search	200.00	142.25	57.75
Operating Expenses-Other	- 0 -	77.28	(77.28)
Legal Advertising	1,000.00	715.26	284.74
Property Appraiser Fees	8,000.00	- 0 -	8,000.00
Office Supplies	1,200.00	969.94	230.06
Office Furn/Software	3,500.00	2,412.39	1,087.61
Books/Subscriptions	1,200.00	125.05	1,074.95
Dues/Membership	1,000.00	300.00	700.00
Equipment	11,900.00	9,103.90	2,796.10
Debt Service			
Principal	100,000.00	25,000.00	75,000.00
Interest	4,800.00	1,649.90	3,150.10
Contingency	50,000.00	- 0 -	50,000.00
TOTAL EXPENDITURES	\$ 826,515.00	\$ 81,539.75	\$ 744,975.25

MEMORANDUM

TO:	CHILDREN'S SERVICES COUNCIL	DATE: JUNE 14, 1990
FROM:	HARRY A. YATES	RE: SCHEDULE OF CASH RECEIPTS/DISBURSE- MENTS

Attached for your information is a schedule of cash receipts and disbursements of the Children's Services Council for the period May 1 through May 31, 1990.

HAY:GAN

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Attachment

SCHEDULE OF CASH RECEIPTS AND DISBURSEMENTS FOR MAY 1 THROUGH MAY 31, 1990

Cash as of April 30, 1990 <u>\$593,147</u>					
Cash receipts: Ad Valorem Taxe Interest income	s 1st National Bank SBA Tax Collector	\$62 4,424 1.825	46,792		
Cash disbursements: Salary FICA Withholding Payroll taxes depo Travel	\$5,269 (418) <u>(790)</u> osited		<u>\$ 53,103</u> \$ 4,061 3,223		
Auto allowance Telephone Postage Utilities Rentals/Leases-B Rentals/Leases-C	128 200 79 25 155 744 166				
Repairs/Maintens Printing/Binding Printing/Binding Operating expens Advertising-Lega Office supplies Office furniture Equipment	80 24 98 32 232 36 814				
Excess of receipts over o	lisbursements		$\frac{636}{\$ 10,733}$ $\frac{\$ 42,370}{\$ 42,370}$		
Cash as of April 30, 1990			\$635,517		
Components of cash: Petty cash Checking - Super State Board of Ac			200 5,997 <u>629,320</u> \$635,517		

CHILDREN'S SERVICES COUNCIL OF MARTIN COUNTY APPROVED BUDGET FOR THE FISCAL PERIOD OCTOBER 2018 - SEPTEMBER 2019 *MILLAGE .3618* Certified Values \$22,183,680,045 Property Value Increase = 6.52%

REVENUES:

REVENUES:			
AD VALOREM TAXES (96%)		7,705,013	63.2%
CARRYOVER/TRANSFER FUNDS Reserve for Grants July 2018 – June 2019 Two Generational Funds Transfer (FCC Kellogg Found) Fund Balance Transfer	4,120,896 50,000 146,945	4,317,841	35.4%
INTERGOVERNMENTAL REVENUE - Medicaid		33,000	0.3%
RENTAL INCOME – Tenant Leases		36,500	0.3%
INTEREST INCOME Bank	20,000	91,500	0.8%
Investment Tax Collector	70,000 1,500		
TOTAL OPERATING REVENUE FUND BALANCE TRANSFER FOR CAPITAL TOTAL OPERATING AND CAPITAL REVENUE		12,183,854 40,000 12,223,854	100.0%
EXPENDITURES:			
PROGRAM SERVICES			
AGENCY AWARDS 7/18-6/19 Carryover		4,120,896	
SUPPORT PROGRAMS Program Reserve Community Outreach – Shared Services & Other 211 Help Line	95,000 10,000 15,000	120,000	
SUMMER PROGRAMS, PARTNERSHIPS SPLASH House of Hope MC Healthy Start FCRC Summer Slide Prevention Program Safe Space Prevention	18,000 25,000 25,000 44,973 25,000	137,973	
Child Care Agencies (3) FUTURE PROGRAM ALLOCATIONS Maintenance of Current Contracts Program Support Salary, Taxes & Benefits	5,924,930 432,451	6,357,381	
TOTAL PROGRAM SERVICES		10,736,250	88.0%
GENERAL GOVERNMENT Administration Salary, Taxes & Benefits Operating Expenses & Contingency Media & Communications Expenses	596,802 253,350 18,000	868,152	7.1%
COLLECTION FEES Tax Collector Fees Property Appraiser Fees Special District Fee Medicaid Administrative Fees	81,500 76,000 175 8,400	166,075	1.4%
ASSIGNED RESERVES	0,100	413,377	3.5%
Funds Transfer – ELC Two Generations (FCC/Kellogg) Building Maintenance & Replacement Reserve Future Program Services Expansion	50,000 24,597 338,780		
TOTAL OPERATING EXPENDITURES		12,183,854	100.0%
CAPITAL OUTLAY TOTAL OPERATING AND CAPITAL EXPENSES		<u>40,000</u> 12,223,854	9/19/18
IVIAE VEEKADINV AND VALUAE EN ENVED		,;	

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Children's Services Council of Martin County 2014-2019 Strategic Plan "Investing In Our Future"

Message from the Executive Director

The Children's Services Council of Martin County is an entity conceived over twenty-five years ago to carry out a mission to enhance the lives of the children of Martin County and to enable them to attain their full potential.

The Children's Services Council's work and investments over those years have long been guided by strategic planning. These plans are developed every five years using community assessment to develop funding priorities and support decisions. The Children's Services Council relies on qualitative and quantitative research in order to implement effective funding decisions.

This research has been a combination of empirical methods and grassroots conversations with an informed provider community. Interviews with key community leadership and County residents have also been a vital component of retaining our connection to the needs of our diverse County. I am pleased to present this results-driven Strategic Plan as an example of partnership and cooperation by a community that truly cares about our future - our children.

I want to acknowledge the contributions to this Strategic Plan by The Whole Child Connection and the Children's Services Council's Community Advisory Panel. Both of these entities played a critical role in maintaining the Children's Services Council's connection to all of the various interests in Martin County.

Finally, I want to thank the staff of the Children's Services Council of Martin County, in particular Sarah Gosney and Annette Sparling. It was their patient supervision and work that brought this project to fruition.

David L. Heaton Executive Director Children's Services Council of Martin County



Our Mission

To enhance the lives of the children of Martin County and to enable them to attain their full potential.

Guiding Principles

THIS STRATEGIC PLAN IS GUIDED BY THE FOLLOWING PRINCIPLES THAT THE CHILDREN'S SERVICES COUNCIL OF MARTIN COUNTY WILL UTILIZE AS CRITERIA UPON WHICH FUTURE WORK IS BASED:

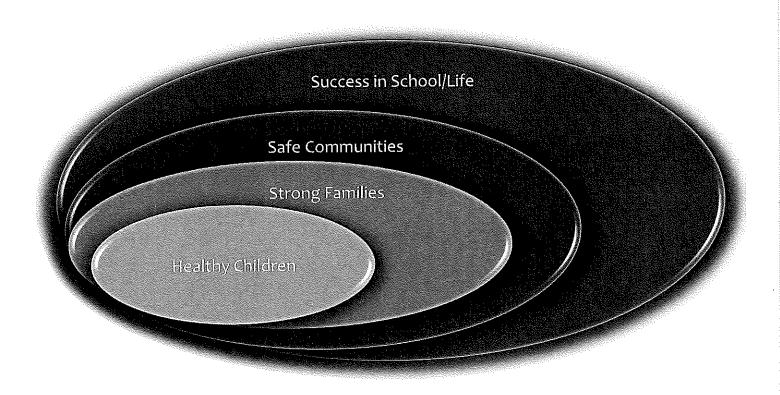
- 1. The Children's Services Council of Martin County (CSCMC) is ultimately accountable to the community's taxpayers to help improve the quality of life for all residents by supporting the children of Martin County to attain their full potential.
- 2. CSCMC fosters collaboration among provider agencies and encourages assessment of collective impact with community partners in order to develop increasingly robust systems of care.
- 3. CSCMC's funding is informed by current qualitative and quantitative data that indicates essential areas for positively impacting children's well-being. CSCMC focuses on key indicators that include local data benchmarked against national and/or state data.
- 4. CSCMC gives funding preference to proven program models that are research based, have demonstrated positive impact, and have sustainable and replicable outcomes.
- 5. CSCMC targets early intervention and prevention services for our most vulnerable children, families, and neighborhoods, while advocating for and supporting the increased availability of needed services for all children and their families.
- 6. CSCMC seeks opportunities to leverage local tax dollars with outside revenue from matching funds and grants that support the CSCMC Strategic Plan. Agencies receiving CSCMC funding are expected to diversify their sources of revenue, so as to not be solely reliant upon funding from the Council.
- 7. CSCMC holds itself to the highest standards of fiscal and operational accountability. CSCMC entrusts public funds to those agencies that seek increased efficiencies and economies of scale, demonstrate competence, and show evidence of fiscal and program accountability.
- 8. CSCMC strategically addresses emerging issues and service gaps where impact can be demonstrated and measured for efficiency and effectiveness.
- 9. CSCMC provides public education, advocacy on behalf of children and families, access to information, and research to guide strategic decision-making.

Overview

The 2014-2019 Children's Services Council of Martin County's (CSCMC) Strategic Plan utilizes and builds upon The Childhood Connection: A Strategic Assessment for Martin County's Future. The Priority Areas, key indicators, and child-related emerging issues carry forward into CSCMC's Strategic Plan.

The four Priority Areas identified in this Plan are: (1) Healthy Children, (2) Strong Families, (3) Safe Communities, and (4) Success in School and Life. These represent domains of child well-being that have a significant influence over a child's life and recognize that children are affected by the environment in which they live, including their family, communities, institutions, and cultural influences.

The diagram below illustrates the interrelationship among the four Priority Areas, demonstrating that children are more likely to succeed in school and life when they are healthy, have strong families, and live in safe communities.



Methodology

State of the Child Symposium

Building on the significant community input that helped to inform *The Childhood Connection*, the Children's Services Council of Martin County convened the State of the Child Symposium in June 2013 to share the findings and gather input around the Priority Areas and the emerging issues outlined in *The Childhood Connection*.

Field Testing Sessions

Following the Symposium, CSCMC-funded agency staff was invited to participate in one or more of six field-testing sessions convened during August and September 2013. Input was sought from front-line staff, Program Managers, as well as Executive Directors. Participants were asked, "What is working?" and "What needs work?" for each issue. (See Appendices A-D for summaries of the findings from the sessions.) Each three-hour session had a specific focus and provided qualitative information relative to the four Priority Areas and the related emerging issues.

Community Review and Input

Information from *The Childhood Connection*, the State of the Child Symposium, and the six field-testing sessions has been integrated into the 2014-2019 CSCMC Strategic Plan. Core documents, the Guiding Principles and the Opportunities for Strategic Investment, were reviewed by members of the Children's Services Council's Community Advisory Panel (CAP), on September 23, 2013, and subsequently in a Strategic Planning Workshop with members of the Council on October 8, 2013. Recommendations from both sessions were incorporated and are reflected in the Guiding Principles and in the next section: Strategies for Investments by Priority Area.

Strategies for Investments by Priority Area

Priority Area I: Healthy Children

Why is this important?

Child health is foundational to adult health and well-being, which then influences the health of subsequent generations. As defined by the World Health Organization, "Child health is a state of physical, mental, intellectual, social, and emotional well-being." Children are dependent upon their families and communities to support their optimal health, growth, and development. Children who are born healthy, who develop healthy habits, and who have access to appropriate health care and education are less likely to experience chronic health problems such as overweight/obesity, poor oral health, diabetes, and other chronic physical and mental problems.

How will we know Martin County children are healthy?

Headline Indicators for measuring this priority/goal at the community level:

- 1. Low Birthweight Babies
- 2. Infant Mortality Rate
- 3. Children Under 18 Without Health Insurance
- 4. Children who are Overweight/Obese
- 5. Alcohol Use Among Teens in the Past 30 days

What can we do?

Goals and strategies for moving the headline indicators in the desired direction:

1. Children are born healthy and thrive during the first year of life.

- a. Support early and continued access to prenatal care for pregnant women.
- b. Sustain prevention services and other support services for at-risk pregnant women and infants that increase the likelihood of positive birth and health outcomes.

2. Families have access to insurance and medical care for their children.

a. Support navigation services to increase the number of children who have health insurance and a medical home (primary care provider) and maintain their coverage.

3. Children practice healthy behaviors.

- a. Partner to identify and implement research-based practices in order that children maintain a healthy weight and lifestyle.
- b. Partner to collect local data, identify and implement research-based oral health best practices to improve children's oral health.

4. Children and their families have access to mental health services.

- a. Sustain mental health treatment services for children and their families that increase positive health and behavioral outcomes.
- b. Sustain efforts to prevent and reduce alcohol and other substance use by youth.

What else can we measure?

- Mothers with first trimester prenatal care as measured by Florida CHARTS
- Births to obese mothers at time of pregnancy as measured by their BMI (Body Mass Index)
- Breastfeeding initiation rate and continuation rate at 6 months as measured by Women, Infants, and Children (WIC) reports, Martin Health Systems (MHS) records, and call sampling
- The Edinburgh Scale for perinatal depression

Priority Area II: Strong Families

Why is this important?

Children experience their world through their relationships with parents and other caregivers. Strong attachment to parents early in life and supportive, nurturing relationships throughout childhood provide a buffer against the effects of potential stressors. Those relationships are fundamental to healthy brain development. Parents, especially those struggling with financial hardship, are more prone to stress, anxiety, and depression that can interfere with effective parenting and place children at risk. Research has found that successful interventions reduce risk factors and promote protective factors to ensure the well-being of children and families.

Children who live within a strong family unit are more likely to reach their full potential as productive, contributing adults. Their success in life is inextricably connected to the strength and resourcefulness of their families. Parents need jobs with good incomes, affordable housing, and access to health and human services to build a better future for their children. The incidence of poor outcomes and high-risk behaviors for youth and young adults increases markedly if their parents struggle to meet the family's basic needs.

How will we know Martin County children have strong families?

Headline Indicators for measuring this priority/goal at the community level:

- 1. Child Maltreatment Rate
- 2. Domestic Violence Rate
- 3. Births to Teens
- 4. Births to Unwed Mothers

What can we do?

Goals and strategies for moving the headline indicators in the desired direction:

1. Families are connected with community resources and supports.

a. Sustain resource, referral and navigation programs that serve as a gateway to community services. Determine eligibility and related supports.

2. Families are resilient and able to function under stress.

- a. Strengthen family resilience through parent education and opportunities to model positive parenting skills with a focus on single parents, divorced or blended families, and families with special needs children.
- b. Promote best practices that support parental engagement with their children and with service providers.
- c. Strengthen family resilience through access and availability of mental health services and constructive options to address stress.

3. Children are free from abuse and neglect.

a. Maintain early childhood home visitation programs with demonstrated success for at-risk families and all families with newborns.



What else can we measure?

- Availability of and access to high quality parenting programs in the community
- Births to mothers without high school education
- Percent of births to teens and repeat births to teens
- Paternity acknowledgement on the birth certificate
- Incidence of divorce

Priority Area III: Safe Communities

Why is this important?

The Centers for Disease Control and Prevention (CDC), Division of Violence Prevention, cites safe, stable, and nurturing relationships as one of the "Essentials for Childhood." The wider community must help ensure that every environment where children are present is safe so all children are protected from harm and cared for in a way that allows them to reach their full potential.

All children need and deserve support and guidance from caring adults in their families, schools, and communities, including formal and informal positive relationships with teachers, mentors, coaches, youth volunteers, and neighbors.

All children need and deserve to be physically and emotionally safe everywhere – from the actual places of families, schools, neighborhoods, and communities to the virtual places of media – and to have an appropriate balance of structured, supervised activities with less structured, creative time.

Finally, all children need and deserve to make a difference in their families, schools, communities, nation, and world through having models of caring behavior, an awareness of other's needs, a sense of personal responsibility to contribute to the larger society, and opportunities for volunteering, leadership, and service.

How will we know Martin County children live in safe communities?

Headline Indicators for measuring this priority/goal at the community level:

- 1. Referrals to Department of Juvenile Justice (DJJ)
- 2. Unintentional Child Injuries Resulting in Death
- 3. Child Death Rate
- 4. Teen Death Rate

What can we do?

Goals and strategies for moving the headline indicators in the desired direction:

1. Children are free from unintentional injuries.

- a. Provide water safety education/swimming lessons for low-income children.
- b. Promote education related to traffic safety with a focus on teen driving and on bicycle safety.



- 2. Children are socio-emotionally competent and practice self-regulating behavior.
 - a. Promote service-learning and character building opportunities as a component of program services for children.
 - b. Sustain delinquency prevention and truancy prevention programs to reduce involvement in the Juvenile Justice System.

What else can we measure?

- Unintentional child injuries resulting in hospitalization
- Youths referred to diversion programs
- Number of youths ages 10-14 referred for delinquency
- Number of juveniles ages 10-17 referred for all crimes
- Domestic violence rate

Priority Area IV: Success in School and Life

Why is this important?

Providing children with a solid educational foundation early in life has a profoundly positive effect on the trajectory of their lives and their earning potential. Quality early learning programs starting at birth up through kindergarten entry are critical to laying the strong foundation all children need to achieve grade-level reading proficiency, mathematics competency, and on-time high school graduation. The brain development that occurs during the first five years of life underscores the need for quality early childhood learning opportunities. Waiting until age four for pre-school entry is too late.

Proficiency in reading by the end of third grade is a crucial marker in a child's educational development. Children who reach fourth grade without being able to read proficiently are more likely to drop out of high school, reducing their earning potential and chances for success. Likewise, competence in mathematics is essential for success in the workplace, which increasingly requires higher-level technical skills.

Students who graduate from high school on time are more likely to continue to postsecondary education and training, resulting in higher earnings and greater employability than students who fail to graduate.

How will we know Martin County children succeed in school and life?

Headline Indicators for measuring this priority/goal at the community level:

- 1. Children are ready at kindergarten entry
- 2. Students are proficient in third grade reading (FCAT 2.0)
- 3. Students are proficient in eighth grade math (FCAT 2.0)
- 4. Students graduate within four years of entering 9th grade

What can we do?

Goals and strategies for moving the headline indicators in the desired direction:

1. Children are ready for kindergarten.

- a. Support programs that identify potential developmental delays and refer children for assessment and services.
- b. Sustain program services for children with identified developmental delays.
- c. Provide access to childcare and promote high quality standards.
- d. Promote access to research-based early childhood literacy programs.

2. Children develop the skills essential for school success.

- a. Identify and implement programs that address summer learning slide with a focus on reading ongrade-level by the end of third grade.
- b. Identify and implement programs that address summer learning slide with a focus on science, technology, engineering, art, and math (STEAM) education.

3. Children develop the skills essential for life success.

- a. Support youth development programs that include: healthy behaviors, academic support and life skills.
- b. Identify and implement research-based youth development opportunities for middle school students who are underserved by existing program services.

What else can we measure?

- Youth who earn General Equivalency Diplomas (GEDs)
- School suspensions and expulsions
- Students with more than 20 unexcused absences

APPENDICES Appendix A ~

2013 Children's Services Council of Martin County Child Health and Well-Being Indicators by Priority Area

Priority Area I: Healthy Children

INDICATOR	MARTIN 2005	MARTIN 2011	FLORIDA 2011	HOW ARE WE
Low Birthweight	8.8%	7.8%	8.7%	
(Live births less than 5.5 lbs.)	0.0%	7.0%	0.7/8	
Births to Obese Mothers at Time of	16.2%	21.6%	20.6%	
Pregnancy	10.276	2110/6	20.0%	
Infant Mortality (Rate per 1,000 live	8.2	4.2	6.4	
births ages birth to 1)	0.2	7.2	0.7	
Children Under 18 Without Health	15.6% (2008)	11%	11.9%	
Insurance	- <u>-</u>			
Childhood Obesity – 6 th graders	20.6% (2006)	17.1% (2010)	11.7% (2010)	
Alcohol Use Among Teens	37% (2004)	• •		
(Past 30 Days)				
Priority Area II: Strong Families				
Child Maltreatment Rate	6.3	8.1	13.6	12月
(Rate per 1,000 youth ages 0-17)				
Domestic Violence Rate	503	400	590	
(Rate per 100,000 population)				
Birth to Teens	43.1	26.1	29.1	
(Rate per 1,000 teens ages 15-19)				
Children Under Age 18 Living Below	14.8%	21.8%	25%	
Poverty Level				
Priority Area III: Safe Communities				
Referrals to Dept. of Juvenile Justice	703.5	599.1	597-9	
(Rate per 10,000 youth ages 10-17)	<i>,</i> ,	- / ``	- ()	
Unintentional Child Injuries Resulting	13.4 (2005-07)	18.5 (2009-11)	10.8 (2009-11)	
In Death (Rate per 100,000 ages 1-19)	(.0 (1. A.
Child Death Rate	23.9 (2005-07)	20.7 (2009-11)	18.3 (2009-11)	
(Rate per 100,000 children ages 1-14)	(())	64.0 (2000.44)	51.4 (2009-11)	. <u>\\#</u>
Teen Death Rate	66.3 (2005-07)	64.9 (2009-11)	51.4 (2009-11)	
(Rate per 100,000 teens ages 15-19) Priority Area IV: Success in School and	Lifa			
Children Ready at Kindergarten Entry	83%	89%	88%	
(Percent 3 and 4 year olds)	02%	09%	00%	6662
3 rd Grade FCAT 2.0 – Reading	65% (2011)	66% (2012)	56% (2012)	
On or Above Grade Level	0 3/0 (2011)	00/0 (2012)	50% (2012)	
8 th Grade FCAT 2.0 – Math	67% (2011)	66% (2012)	57% (2012)	
On or Above Grade Level	·// (-··/	()	J/ ()	
Students Graduate High School Within	67.5% (2006)	82.4%	71%	
Four Years of Entering 9 th Grade		•	-	



2013 Children's Services Council of Martin County Child Health and Well-Being Indicators by Priority Area

Indicator Ratings:

¹ Indicators in green are those with trend lines showing significant improvement* and where Martin County exceeds the state average. Even when there is significant change, there may still be room for improvement.

Indicators in yellow are those with trend lines showing significant improvement, but where Martin County does not meet or exceed the state average OR where the trend lines do not show significant improvement, but Martin County is meeting or exceeding the state average.

Indicators in red 📓 are those that did not show significant improvement during 2005-2011 and where Martin County does not meet the state average.

*Significant improvement in an indicator is judged to be a percentage difference in the value between 2005 and 2011 (or as noted) which is greater than +/- 2% [according to the formula [(y2-y1)/y1*100 > 2% or (y2-y1)/y1*100 < -2%] and is in a favorable direction according to the results desired.

Appendix B ~ Useful Information on CSCMC's Website, www.cscmc.org

The Childhood Connection: A Strategic Assessment for Martin County's Future

The Childhood Connection: A Strategic Assessment for Martin County's Future is a community needs assessment intended to guide community leaders and decision makers in their own strategic planning efforts to ensure the health and well-being of our youngest residents. Quantitative and qualitative data and research is provided using local data benchmarked against state and/or national data. Community input was instrumental in the creation of the document. Useful Links in the Appendix includes live links to the results of a community telephone survey, focus groups, interviews and client surveys.

Strategic Planning Sessions with Providers funded by Children's Services Council of Martin County

The Strategic Planning Sessions document summarizes the highlights of the qualitative information garnered from six field-testing sessions that were held during August and September 2013 with CSCMC's funded providers. Provider agencies were asked to designate staff with the experience and knowledge of specific service delivery systems to attend the sessions regarding the emerging issues. The meetings, in general, lasted three hours each and focused on "What is working?" and "What needs work?" for each of the emerging issues. This information, along with the research – the quantitative, and qualitative data from *The Childhood Connection* – was utilized in developing the goals and strategies listed under each Priority Area.

WEBSITE ACCESS

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This 2014-2109 CSCMC Strategic Plan document, as well as the documents referenced above, are located on the Children's Services Council of Martin County's website at www.cscmc.org under the menu headings "About CSCMC / Strategic Plan."

<u>ltem # 5</u>

Representative from the Florida Children's Council

Background

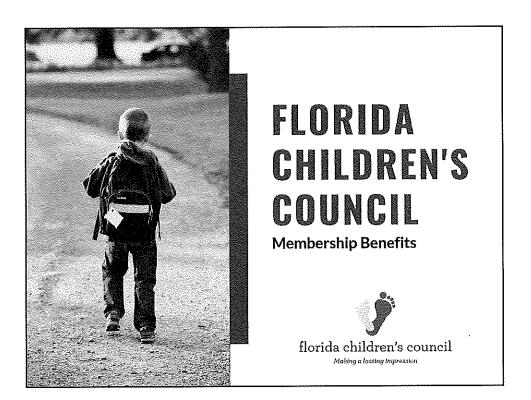
Matt Guse, Chief Executive Officer of the Florida Children's Council will present information on the benefits of membership in the Council. Additionally, he will provide an overview on the Council's mission, impact and recent accomplishments.

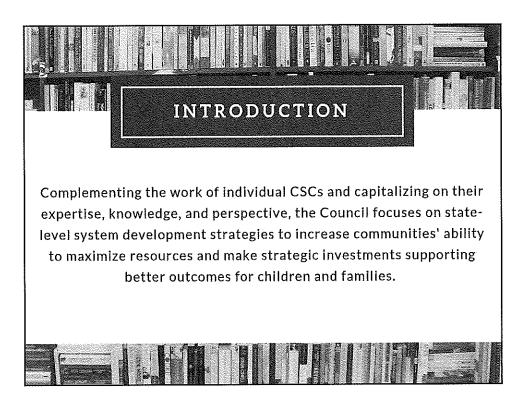
Attachments

- 1. Florida Children's Council Membership Power Point Presentation
- 2. Florida Children's Council Member Benefits
- 3. Florida Children's Council Mission, Impact, and Recent Accomplishments

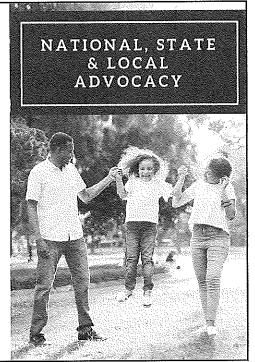
Staff Recommendation

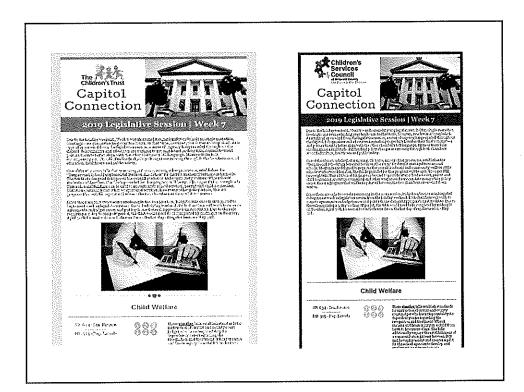
Hear presentation from the Florida Children's Council.

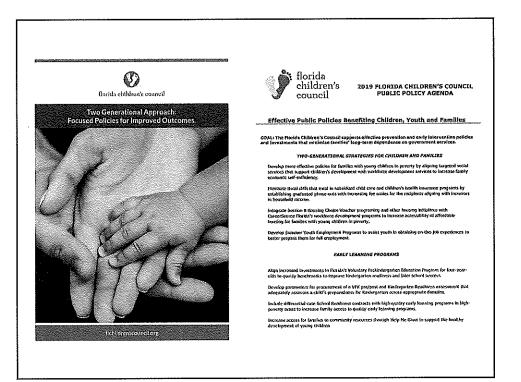


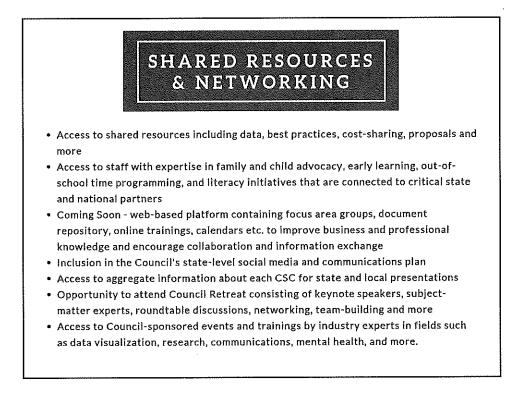


- Visible presence and powerful voice at Florida Capitol Backed by team of influential lobbyists and subject matter experts
- Customization of weekly Legislative Session E-Newsletter to keep your community informed on state policy issues
- Year-round access to executives in Governor's administration, policymakers, Senate & House staff members, & state agency leadership for assistance on local issues and statewide advocacy
- Access to experts working to ensure state-level policy decisions do not hinder local communities' ability to make targeted decisions
- Opportunity to share resources and serve as model for other states exploring similar enabling legislation

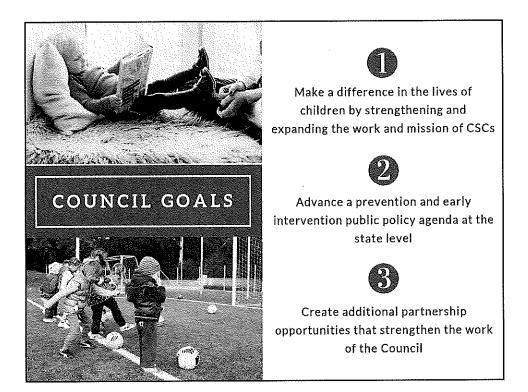






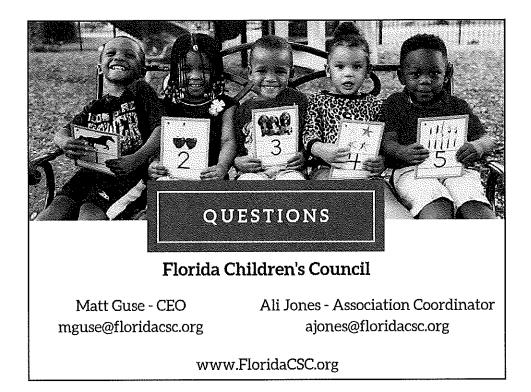






4/24/2019

IMPACT &	ACCOMPL	ISHMENTS
GOAL 1: STRENGTHEN & EXPAND THE WORK OF CSCS	GOAL 2: ADVANCE STATEWIDE PUBLIC POLICY AGENDA	GOAL 3: CREATE ADDITIONAL PARTNERSHIPS TO STRENGTHEN WORK
 Hosts annual meeting of 	 Implementation of 	• Houses Plorida
CSC senior leadership and	community models to	Afterschool Network &
key staff members	demonstrate Two-	Florida Grade-Level
 Hosts annual Legislative Meeting with Legislators, Agency Secretaries, Directors & other state 	Generational approach & system alignment strategies to support families in poverty	Reading Campaign Member of Business Alliance for Early Grade Success providing subject.
leaders	 Serves on Early Learning 	matter expertise
 Serves as resource to community leaders in counties across the state exploring CSC referendum opportunities 	Consortium to identify opportunities for effective policy supporting kindergarten readiness & Early Grade Success	 Partnered with National League of Cities to hest Municipal Leaders Summit on Afterschool & Summer Learning



National, State & Local Advocacy

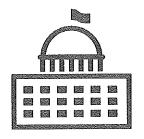
- The opportunity to play a leading role in shaping state policies that impact children and families.
- A visible presence and powerful voice at the Florida Capitol backed by a team of influential and knowledgeable lobbyists and subject matter experts.
- Full access to executives in the Governor's administration, policymakers, key Senate and House staff members, and state agency leadership. This benefit is often utilized to further a policy agenda on a local issue as well as advocating for the collective good.
- A front row seat to viewing the legislative process year-round and the on-going opportunity to become engaged when needed.
- An around-the-clock, year-round advocate for the work of local CSCs to the public and to state leadership.
- Access to experts working to ensure that state-level policy decisions do not hinder local communities' ability to make targeted decisions benefiting residents

Shared Resources & Networking

- Access to shared resources including data, best practices, cost-sharing partnerships, and more that help CSCs operate efficiently and keep members informed of ever-changing issues and trends in the prevention and early intervention arena of human services.
- Access to staff with expertise in family and child advocacy, out-of-school time programming, literacy initiatives and early learning arenas that are connected to critical partner leaders throughout the state and nation.
- Access to staff focused on supporting and assisting each CSC as needed in all areas of business including introducing members to critical players, researching trends and packaging information for use by CSC teams.
- The Council is currently in development of a members only web-based platform containing separate groups for staff from
 designated work areas within each CSC. This platform will contain a repository of information and documents including
 white papers, reports, infographics, and professional development materials that can be used to improve business and
 professional knowledge as well as a space for project collaboration and information sharing.
- Opportunities to share and learn from peer CSCs business practices, political challenges, referendum strategies and lessons learned, and data collection and analysis.
- Mutual benefit of the Council's state-level social media campaign utilized to expand the reach of local CSC social media campaigns (including Facebook, Twitter, LinkedIn, and Website).
- Access to aggregate information about each CSC when needed for local or state presentations.
- Opportunity for executives and key staff to attend the annual Council Retreat which consists of keynote speakers, subjectmatter breakout sessions, knowledge exchange, networking, team-building and more.
- Access to Council-sponsored events and trainings by industry experts in fields relevant to CSCs such as data visualization, research, communications and more.

florida children's council Member Benefits







The Florida Children's Council was formed to serve as a singular organization to represent the collective history and lessons learned from each individual Children's Services Councils (CSCs) to Florida's families, businesses, and policymakers. Serving as long-standing, respected conveners in their communities, individual CSCs offer perspective, expertise and knowledge on issues affecting children, youth and families. The creation of the Council in 2006 united peer agencies operating under the same guiding statute and allowed them to develop comprehensive policy strategies regarding the importance of investing early in children's lives through outcomes-driven programs.

Mission

The Council's mission is to effectuate change benefiting Florida's children and families through state leadership on policies, programs, and services as experts with demonstrated success in serving local communities. Complementing the work of individual CSCs, the Council focuses on state-level system development strategies to increase communities' ability to maximize resources and make strategic investments supporting better outcomes for children and families. As part of the Council, the Executive Board agreed upon the following overarching goals for the establishment of the association:

- 1. Make a difference in the lives of children by strengthening and expanding the work and mission of CSCs
- 2. Advance a prevention and early intervention public policy agenda at the state level
- 3. Create additional partnership opportunities that strengthen the work of the Council



Impact & Recent Accomplishments

Goal: Make a difference in the lives of children by strengthening and expanding the work and mission of CSCs

- The Council hosts an annual meeting of senior leadership and key staff members from Children's Services Councils to
 provide opportunity to engage in community sharing on work areas essential to child, youth, and family services including
 finance, research, program, public policy and communications. This three-day meeting includes discussions on exciting
 local initiatives and challenges, critical work priorities for the Council and additional communication strategies to ensure
 the Council best supports and complements Children's Services Council work efforts.
- The Council hosts an annual Legislative Meeting in Tallahassee around Legislative Session in which the Council Board meets with Legislators, Agency Secretaries and Directors, and other influential leaders to discuss continued partnership throughout the state on issues affecting children and families. This meeting helps strengthen relationships and is crucial during leadership transitions in order to inform new leaders about the critical work of individual CSCs and the collective work across the state.
- The Council worked in partnership with community leaders from Lee County, Leon County, Putnam County, Orange County and others that are exploring referendum opportunities for establishing a new Children's Services Council. In an effort to expand the work of CSCs throughout the state, the Council serves as a resource for counties to collect information from other CSCs, conduct presentations on the outcomes and impact of CSCs, provide information and advice on procedural items and more.



Goal: Advance a prevention and early intervention public policy agenda at the state level

Given that nearly half of the state's population is concentrated in counties with established CSCs. The collective strength of the work is only further highlighted by the focus of the Florida Children's Council situated in Tallahassee, the state's hub of legislative activity.

- The Council develops a public policy agenda each year that includes legislation that the Council is actively involved in the creation and advocacy of or supports as positive policies for Florida's families. This year's public policy agenda is available on the website here: www.flchildrenscouncil.org/legislative-affairs/priority-issues/
- The Council worked with Children's Services Councils' public policy leadership and state partners to support the health, development and well-being of young children and their families in the first three years of life through the First 1,000 Days initiative in order to develop and publish a shared public policy agenda. The effort has been incorporated into the Florida Children's and Youth Cabinet framework and is embedded in the Council's future work.
- The Council served as the technical expert and leader, in partnership with the Early Learning Consortium, to research and identify opportunities for more effective public policy supporting kindergarten readiness and early grade success. This resulted in two legislative bill packages that both successfully passed in consecutive legislative sessions:
 - In 2017, early learning legislation related to the purpose and use of assessments and accountability
 protocols in the birth kindergarten early learning system framework. This included creation of the
 Committee for Early Grade Success composed of early learning and K-5 stakeholders and subject matter
 experts, including representation from the Florida Children's Council, to make recommendations to the
 legislature on a coordinate child assessment system.
 - In 2018, the most significant early learning legislation for School Readiness since the inception of the program in 1999, established increased accountability, created a clear definition of quality and provided ability for communities to prioritize and serve children at greatest risk of school failure.
 - The Council worked to implement two-generational approaches to serving low-income children and families in Florida to
 ensure stability and security for the whole family and positive development for children. To further the development of an
 articulated platform outlining systemic policy change that supports the needs of children and families in poverty the
 Council received: 1) two rounds of funding from partners of Wellspring Philanthropic Fund to support 24 months of work to
 identify state system alignment strategies that would result in more effective services for children and families; and 2) a 10month planning grant from the Kellogg Foundation as well as subsequent implementation funding to develop community
 models that would actively demonstrate how aligned system strategies can better support children and families in poverty.

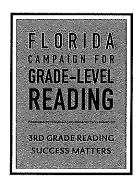




Goal: Create additional partnership opportunities that strengthen the work of the Council

- The Council received an award from the National League of Cities to hold a Mayoral Summit on Afterschool and Summer Learning. This grant award was the maximum amount any state received and was matched with funds from the Florida Chamber foundation, Florida Afterschool Network (FAN) and the Florida Grade-Level Reading Campaign (GLR). The Summit was held in partnership with the Florida Chamber Foundation as part of their Learners to Earners Summit and focused on the work of CSCs, FAN and GLR. The event engaged civic and municipal leaders from more than 80 cities in Florida including mayors and legislators. It was a highly effective forum for increasing awareness of how afterschool programming can benefit local communities and help mayors and municipalities be more successful.
- The Council worked with the Business Alliance for Early Grade Success and provided subject matter expertise and context on the current birth to third grade early learning landscape in Florida. Members of the Business Alliance are working to inform community leaders on the status of early learning initiatives, the importance of early childhood development, and opportunities for engagement.
- The Council continues to work with community and state partners and the National Grade-Level Reading Campaign to create a statewide movement to ensure all children read on grade level by the end of third grade through promoting school readiness and quality instruction, tackling chronic absenteeism, and improving summer learning, as well as engaging parents as their children's first teachers. The Council has received funding from the Helios Education Foundation to expand the efforts of community support, state policy development, and business engagement based on recently completed analysis on state policy and funding gaps that will be the basis for further engagement and support of community and state leaders in focused work to improve student outcomes.
- The Council houses the Florida Afterschool Network and in partnership with experts and stakeholders is working to advance system change for afterschool and expanded learning opportunities. A comprehensive strategic plan guides FAN's work including increased community supports, state and local data analysis to inform public policy, and focused work on afterschool financing, quality, and access. FAN recently received a data grant from the National Conference of State Legislatures to study the afterschool landscape in Florida and will soon be releasing a report on the State of Afterschool & Summer Learning in Florida.
- Understanding the important roles of collaboration, partnership and collective effort in improving outcomes for children and youth statewide, the Council plays an active role by serving on or partnering with numerous groups around the state including: Early Learning Consortium, Association of Early Learning Coalitions, Florida Chamber Foundation, CareerSource Florida & local CareerSource Boards, the Office of Early Learning, the Department of Education, the Department of Children and Families, the Department of Juvenile Justice, Florida Coalition for Children, Healthy Families Corporation, First 1000 Days, Florida Children & Youth Cabinet, University of Florida's Lastinger Center for Learning, the Children's Movement, United Way of Florida/Children's Week, The Children's Forum and more.





<u>ltem # 6</u>

Information Received from Other Children's Services Councils

Background

Members of the Trust previously asked staff to obtain relevant information from other children's services councils. Working with the Florida Children's Council, staffed drafted a set of questions and topics areas for the various Children's Services Council to consider. Responses have been received Martin, St. Lucie, Manatee, Miami, and Palm Beach. Responses are in three broad categories; (1) initial organizational setup, use of consultants, advisory boards, and historical documents, (2) funding, and (3) staffing and administrative functions.

Attachments

- 1. Florida Children's Council, Ask A CSC, Set-up Questions
- 2. Florida Children's Council, Ask A CSC, Program Focus & Community Advisory Boards
- 3. Florida Children's Council, Ask A CSC, Initial Staffing and Contracted Services
- 4. Children's Services of Palm Beach County, Response to Ask a CSC, March 2019
- 5. History of CSC Funding Process, Children's Services Council, Palm Beach County
- 6. Solicitations: From Planning to Awarding Funds

Staff Recommendation

Receive materials and reports.



<u>Ask A CSC</u>

Requestor: Alachua County Children's Trust

Topic: CSC Set-Up Questions

Request Date: January 2019

Question:

As Alachua County works to establish their CSC, they would like to see examples of:

- 1. Policies and procedures relating to community advisory boards and/or grant selection committees
- 2. Historical set-up documents including strategic planning documents
- 3. Areas where you think consultants have really added value and specific consultant recommendations

Link to Attachments:

https://www.dropbox.com/sh/ggjqrmooqg3eaga/AAAyZr8him5Qa_wIUgPMLkl0a?dl=0

Responses from Children's Services Council Members:

CSC of Palm Beach County (Shay Tozzi for Lisa Williams-Taylor)

- 1. We haven't been able to identify any policies/procedures relating to community advisory boards and/or grant selection committees. Tom Sheehan, our General Counsel did advise that in our Ethics P&P, we discuss conflicts of interest our staff may experience.
- 2. See attached.
- 3. Consultants:
 - a. Michael Levine was a long-time staff member prior to leaving the organization. While our employee and then subsequently as a consultant, Mike has been engaged in the design of our original RFP evaluation process, subsequent Investing for Results accountability model, as well as Comprehensive Program Performance Assessment. Though we elected not to implement, Mike helped conduct due diligence around performance-based contracting and has also assisted in the due diligence around our early care and education system (reviewing models from Boston and Washington State), and now assisting with system governance models. Contact information: Mike Levine <u>mlevine@mslstrategy.com www.mslstrategy.com</u> 651.358.7390
 - b. Ideabar/Cox Media Group Communications Consultant designed and prepared for publication 60-80 page guides for County residents on pregnancy and infants in English, Spanish and Creole

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- c. Karbel Multimedia Communications Consultant provided graphic services specializing in infographics for print and multimedia
- d. Junction International Communications Consultant providing translation services to Spanish and Creole for multiple printed products
- e. The Editor Guru Communications Consultant who wrote and edited content for website and apps on parenting resources in Palm Beach County

CSC of St. Lucie County (Sean Boyle)

- 1. See attached.
- 2. Not sure if we have original strategic plan or needs assessment. Has first annual report which summarizes information and can be scanned if needed.
- 3. Consultants have been used by St. Lucie County in the following areas and are recommended any time outside expertise is needed. More information can be provided for specific consultant areas.
 - a. Information Technology
 - b. Audio/Visual Design for Training Room
 - c. Salary Study
 - d. Needs Assessment

The Children's Trust (Imran Ali for Jim Jaj)

- 1. We don't have a document specific to grant selection committees, but we do have a very comprehensive checklist for releasing solicitations that could be shared (see attached).
- 2. Metis Associates did our original strategic planning (through a series of several data-based reports that are not relevant or even good examples anymore given the advances in the past 15 years in data visualization and reporting), along with facilitation of board and community input sessions by Jean Logan, an individual consultant at the time who later became our founding Chief Programs and Operations Officer. This was before there was any paid Trust staff to carry out such work. I am attaching a Word document that simply lists the steps/reports that they did at that time. I cannot find the actual reports, but as I said, they would not be modern examples of what you would want.
- 3. Consultants:
 - a. Jean Logan is now in Atlanta, GA, and her company is called Strategic Partners. She lived through all the early Trust formation and would be a great resource. Her contact info: <u>jean@strategicpartners-fl.com</u>, Phone: (305) 343-2492, website: <u>https://www.strategicpartners-fl.com/jlogan.htm</u>.
 - b. In the early years of The Trust, we (and several other CSCs) used strategic planning services from Dr. Herb Marlowe. He lived in Gainesville at the time. I do not know if he has retired or is still consulting. His company is called Analytica. His contact info: 352 339 6090, <u>HMarlowe@aol.com</u>, website: <u>www.analyticaconsulting.co</u>. He would also be knowledgeable on CSCs and required planning processes.

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- c. Metis Associates was based out of New York, but I never worked with them, since the work was done before our staff was hired. They can be found at: <u>http://www.metisassociates.com/contact/contact us.html</u>.
- d. About 10 years ago we did some extensive planning work using the Resultsbased Accountability framework, and we worked with Deitre Epps from the Results Leadership Group (now known as Clear Impact). She was great in meetings with our providers and board, if you want to use an RBA framework. It looks like she has moved out of the Clear Impact group and is not consulting under her own business, Race for Equity, which can be found at <u>https://www.linkedin.com/in/deitre-epps-716a2330</u>.
- e. Otherwise, more recently we have used Catherine Raymond for our board strategic planning work, but I believe she only works in the South Florida area. It is always good if you can find a good local consultant. Her info can be found here: <u>http://raymondconsulting.com/</u>.

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<u>Ask A CSC</u>

Requestor: Claudia Tuck – Alachua County

Topic: Program Focus & Community Advisory Boards

Request Date: March 2019

Questions:

- 1. Which of your programs or focus areas are the most popular/best received in your community?
 - a. If you had it to do again, which programs would you wait to fund or not fund at all?
 - b. What area/issues did your council/trust focus on initially?
 - c. What should the Children's Trust of Alachua County avoid funding?
- 2. Have any of you utilized a community advisory committee or like organization to provide your board with input from the parents/neighborhoods and recommendations for services/programs? If not, how have you gathered input from parents/neighborhoods or others impacted by your programs.

Responses from Children's Services Council Members:

CSC of Martin County (Jennifer Ahern for Dave Heaton)

1. In an effort to prevent problems before they occur, Children's Services Council of Martin County (CSCMC) funds several prevention and early intervention programs.

Originally formed in 1989, the Council collected taxes for 1 year. During that year they planned, organized and hired staff. CSCMC's funding priorities are based on a community-wide Needs Assessment and a Strategic Plan that is completed every five years. Both of those documents can be found on our website at cscmc.org. After the first needs assessment, a five-year planning report known as "Tending the Future" established the following initial funding priority areas:

- Affordable Medical/Health Care
- Affordable/Adequate Day Care
- Prevention of Abuse and Neglect
- Prevention of Substance Abuse

In an effort to respond to emerging community challenges, encourage new program ideas and address developing programs/service concepts, the Council began awarding small Partnership Grants with a \$25,000 limit. Organizations must match the partnership grant dollar for dollar, from a sustainable funding source. This



opportunity was designed to assist developing programs that were able to secure resources from several community-funding partners in addition to the Council. This grant opportunity has been a great tool for early startup agencies, seeking funding from CSCMC. The Partnership Grant funding stream helps them build their capacity and infrastructure, before receiving a larger grant award from the Council.

 CSCMC completed the most recent Needs Assessment and Strategic Plan in 2013. The process took 18 months and involved 3 other funding partners, a telephone survey, 2 focus groups, provider surveys, 12-15 leadership interviews, a Symposium - and several writers including staff and contracted specialists.

Each year, on a rotating basis, CSCMC releases a funding priority area for open competition.

The Community Advisory Panel (CAP) was created to assist the Children's Services Council of Martin County (CSCMC) in its strategic planning efforts and with funding investment decisions for programs that serve the needs of Martin County's children and families. The CAP consists of a small, volunteer group of community leaders, as well as an assigned CSCMC Council Member who serves as the liaison to the Council. CAP members are invited to participate because of their specific knowledge and expertise that complements the Council's efforts.

In preparation for each funding year, CSCMC CAP and staff members review the applications submitted by Martin County providers requesting funding for proposed programs for the CSCMC annual program funding cycle that runs from July 1 – June 30. CAP assists staff with identifying questions or concerns about proposed programs that are addressed with applicants via meetings and other forms of communication.

CAP and staff identify the applicants that present the most compelling cases for funding programs that align with CSCMC's mission, strategic plan, and funding priorities. Funding recommendations are then formulated to present to the CSCMC Program Committee, prior to a recommendation to Council.

CSCMC staff also work with a Funder's Collaborative group that meets quarterly to discuss joint initiatives, data and emerging needs in the community.

CSC of St. Lucie County (Sean Boyle)

1. Most well received program is the Newborn Home Visitation Program. Most popular focus area is Stopping Child Abuse Before It Starts and Keeping Kids Off the Streets.

My advice would be to make sure program aligns with community need and to ensure that whatever agency you are funding has the capacity to deliver the services

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and/or the administrative (fiscal) requirements. In our history and as recent as this year, we have had to pull contracts for agencies that cannot meet our fiscal accountability requirements. Also, try to avoid any perceptions of favorability.
a. Initial Program Focus (1990-91):

- Parenting Skills
 - Family Support
 - Substance Abuse
 - Emergency Shelter
 - Teen Pregnancy Prevention
 - Juvenile Delinquency Prevention
 - Dropout Prevention
 - AIDS Prevention and Education
 - Preventative Medical Care
- 2. We utilize an organization called the Roundtable of St. Lucie County which is comprised of over 30 CEOs/leaders of State and local organizations and funders. As part of their mission, they assess community needs including focus groups of parents, teens and residents. We are a member of the organization as well.

Additionally, we have conducted our own community surveys through local faith organizations as well as conduct listening tours of all our public schools to ask parents and teachers what they see as needs in our community. We have a "department" for community engagement which is active in the community attending meetings and talking with residents about not only services we provide but also what they see as need in community.

Manatee Children's Services (Susan Ford)

1. Manatee County has been doing this since 1990, but historically the programs and focus areas that are best received in the community are ones that are involving an issue of great concern at the time. For instance, we were high in teen pregnancies several years ago and the public was greatly concerned about the issue and wanted programs to prevent them as well as to prevent repeat teen pregnancies. More recently, we discovered many adoptions that were failing, and the community was behind our creating a comprehensive adoption preservation program.

Our funding recommendations are not determined by staff, but there is an advisory board made up of volunteers who make recommendations. Based on what has been done in the past, the board would wait to fund non-profits that are start-up because those agencies often fail in meeting the stringent government requirements of a grant. Generally, the advisory board does not fund controversial programs because the County Commissioners do not approve them when they review the recommendations brought before them. For instance, Planned Parenthood applied for a program two years in a row, but the public protested using any of the funds to pay that agency and the County Commission did not accept the recommendation to



fund them. This also occurred with an agency who had sued the county in the past, and one that had committed fraud in the past. The programs were good, but the agency had a bad history.

Initial Program Funding Focus Areas: Child Day Care, Prenatal Care, Abuse Counseling & Self-Esteem

That is a tough question, not knowing the factors for the county, but we would suggest avoiding anything that causes you to think twice about it or leaves you with an unsure feeling. From our experience, those gut feelings are usually right.

2. Manatee relies on its Children's Services Advisory Board, created through a county ordinance, to provide input on the needs of the community through their area of expertise. We have, in the past, had a community event called the Children's Summit where we had activities for children and information for parents on the programs we funded at the time. During that event, parents were surveyed about services and programs. The information garnered was not very useful.

Manatee gathers information from the non-profit agencies we fund, collaborates with United Way, the school district, the local Community Foundation, and others to gather this type of information as well as using the Youth Risk Behavior Survey and other annual studies that give information on needs. Each funded agency is required to report on results of the programs 4 times per year, which must include how the program recipients are better off. They can also report on broader impacts, but it is not required at this time.

The Children's Trust (Vivianne Bohorques for Jim Haj)

1. Our Youth Development program, which is also our largest investment. This includes after-school programs, summer camps and summer youth internship/employment programs. Additionally, some of our investments in early child care, as well as early intervention programs like summer camps and short-term early intervention services for kids with delays who do not qualify for Part B/C state funded services. Lastly, the school health/school nurses resonated well with the public when we were doing our re-authorization campaign in 2008.

Not sure we would fund differently. We are satisfied with our current comprehensive portfolio of services and I don't think we fund anything we would not want to continue. Overtime, we have made changes to what we fund. For example, programs offering services to youth during the school day; decreased funding for mentoring programs, mostly because of several experiences where programs could not recruit and retain mentors and/or were not following national/research-based models in terms of the frequency, duration and methods of mentoring contacts. In our recent revamping of our early childhood quality improvement systems funding, we shifted our funding away from teacher coaching,



but kept/expanded investment in teacher scholarships, wage supplements, tiered payment differentials and child care scholarships.

We would need to understand what they are considering funding to better answer this question. This is highly dependent on the local context and environment. We have tried to stick to evidence-informed strategies that have shown to make an impact in other similar communities.

2. We have a process for gathering community input whenever we are resoliciting an initiative using both internal staff resources as well as external research/evaluation consulting services. We also update our strategic plan in the process. This has typically happened to gather input on developing solicitations, as well as to obtain feedback about Trust processes. For example, leading into our afterschool/summer RFP development, we typically have multiple opportunities for service provider input (e.g., surveys, focus groups, input summits).

In addition, we have done parent surveys (typically phone surveys, though that is getting harder these days) and focus groups, as well as focus groups with children and youth. Following our solicitation and contracting processes, we typically gather survey feedback on how things went from successful and non-successful applicants, as well as grant reviewers. Finally, we utilize our Community Engagement team to engage with neighborhood-level input on needs and priorities of local groups. It incorporates neighborhood surveys and meetings.

CSC of Palm Beach County (Tanya Palmer for Lisa Williams-Taylor)

- 1. The programs/focus areas that are most widely used and/or best received include:
 - Scholarships for early care & education (child care), afterschool care, and summer camp (CSC also provides the local match for Head Start in our community)
 - Navigation and referrals to supports for pregnant women through Healthy Mothers/Healthy Babies
 - Literacy programs & supports- inclusive of book distribution efforts and programming such as Parent Child Home Program
 - Mentoring
 - BRIDGES, our place-based initiative aimed at supporting community and parent capacity/leadership/engagement. Though focused on small/concentrated geographic areas (so from a client count, may not show up as the most popular), with the community they serve, these centers are well known and supported.
 - Professional development for the workforce- including scholarships for formal and informal education of early care & education practitioners, afterschool counselors, and a new pilot programs aimed at behavioral health

practitioners (supporting continuing education, graduate degrees, and licensure)

It should be noted that, in many cases, the community might not make the connection with Children's Services Council of Palm Beach County, but rather with the agency that they are directly working with or receive the service from. Families receiving scholarships for child care will often make the connection to Early Learning Coalition, which is the agency that conducts the intake, determines eligibility and helps families select their child care provider. While books may be identified with a sticker that they have come from Children's Services Council, the family will often associate the book with the location in which they received it (e.g., schools, pediatrician offices, home visiting program).

In response to the second part of the questions, we would offer up the following suggestions for consideration as the Children's Trust of Alachua County establishes their funding priorities:

- Determine if you are going to act solely as a funder or both funder & implementer of some services/programs.
- Determine if you are looking to make community-level impacts and, if so, for what outcomes or whether you are looking to achieve program-level outcomes. This will influence the scope of services you are considering funding and whether the outcomes can be achieved through stand-alone programs or systems of care.
- If you are funding programs/services in response to community needs, consider your plans to regularly revisit these as the focus of the community at large is dynamic and often changes with the focus of the media and politics (in addition to responding to changes in the overall economic condition of a community).
- Determine your position on supplanting funding of other sources- define what the term means and consider some of the scenarios that may arise.
- Realize that state funding may never be sufficient to provide the quantity or quality of services needed/envisioned by your community, especially for more of the deeper-end services. If you commit funds to help supplement limited dollars, your ability to focus on prevention and early intervention can be severely compromised.
- If considering entering into a funding collaborative with other partners, understand what their ability is to provide a sustained funding commitment. What happens, if in 3 years, a local foundation redirects their resources? Will the expectation be that the Children's Trust will take over their funding?
- All attempts to be clear about time limits of funding is important- and you cannot state the time limits often enough. Nonprofits have a tendency to assume continued funding from government organizations, so the disappointment of not continuing funding can often outweigh the boost of goodwill from the initial funding.

We would also note that our initial funding of child care and afterschool was to contract with programs directly- in some instances, this was done because a community had a lack of available programming (e.g., was a child care desert, afterschool desert). Over time, we moved away from funding programs directly for a number of reasons including wanting to more broadly support parent/family choice. Our funding shifted to partnering with the Early Learning Coalition, where our dollars are used to fund scholarships (covering the full cost of subsidized care), or used by the Coalition as match needed for other funding/billing groups with the intent of increasing the total number of children accessing needed care. This has given us the opportunity to lessen the likelihood of children experiencing interruptions in care as their family's eligibility for school readiness changes, mitigate the cliff effect (our funds can be used to support children in care as their family's income increases up to maximum of 300% of FPL), and target families needing care who are currently receiving other CSC-funded services.

Initial Funding Focus Areas:

- Substance Abuse
- Education
- Recreation
- Child Care
- Juvenile Justice
- Health
- Developmental Disabilities
- Dependency
- 2. We have not used a community advisory committee or like organization at this point, though are in the process of piloting a community-led grant making effort. For the pilot, we will be working with a local non-profit focused on leadership development of middle and high school students. The organization will work with a group of students to hold listening sessions within their community to understand community needs as identified by residents, and will then work with an advisory group of trusted adults (which they will identify), to develop a RFP process, evaluate proposals, and ultimately award small grants to local nonprofits and neighborhood groups. There will be a ceiling of \$5,000 for individual awards.

We have gathered input from parents/neighborhoods in more limited ways such as conducting community needs assessment (information on that process had been shared in an earlier Ask CSC question), which included focus groups, surveys, and PhotoVoice. Through the BRIDGES, we receive feedback in terms of needs and resources that exist which help influence decision-making. Additionally, providers collect satisfaction surveys and we continue to review our programmatic data to determine where families choose not to engage in services and/or drop out of services before completion, which can give us some insight into opportunities for improvement and/or unmet needs.

Over the next 2-3 years, we will be developing more robust methods of receiving ongoing, systematic feedback from both program participants and the broader community. Our ultimate goal is to create a governance structure for our early childhood system of care that will have parents and residents as active decision-makers in the continued refinement of services (including funding decisions).

You may be interested in the work of a Learning Lab we participated in/contributed to with the Center for Study of Social Policy, Early Childhood- Learning and Innovation Network Collaborative, which resulted in the development of a toolkit and soon to be released assessment tool around parent engagement. Copy of Toolkit follows this page. Link to Toolkit is available by clicking here. (see attached document for links)



<u>Ask a CSC</u>

Requestor: Claudia Tuck – Alachua County

Topic: Initial Staffing & Contracted Services

Request Date: April 2019

Questions:

- 1. What was the staffing arrangement for the first year of your CSC? Ex: Loaned Staff/Executive from County, conduct search and hire staff/executive director, etc.
- 2. Do you currently contract out any part of your CSC operations (ie: Legal, Fiscal, Human Resources, etc.)?
 - a. If so, with whom do you contract county, non-profit, private firm, etc.?
- 3. Were any operations contracted out during the initial years of the CSC and subsequently brought in-house?

Responses from Children's Services Council Members:

CSC of Martin County (Jennifer Ahern for Dave Heaton)

- 1. In the early formation of the Children's Services Council of Martin County, the Board of County Commissioners lent \$100,000 for start-up costs, office equipment and the search and hire of an Executive Director. The money was paid back with interest once taxes were collected. CSCMC also collected for a year prior to allocating funding through the RFP process. A search firm was utilized to find the first Executive Director and the Executive Director hired the remaining staff.
- 2. CSCMC's operations are primarily done in-house. We currently outsource information technology support, legal counsel, graphic design, and our independent audit. On a few occasions we have had to contract for other professional services, but on a temporary basis.
- 3. Other than the services mentioned in question number 2, to our knowledge, the primary operations of the CSCMS were conducted in-house. We have added skilled positions to our staff as we grew. For example, prior to reauthorization, we hired a strategic public education coordinator. Post authorization, that role has changed slightly but still works to keep our community informed on the work that is being done by CSCMC and its funded agencies.

CSC of St. Lucie County (Sean Boyle)

1. First year of the CSC (organizing and before funds were collected) was staffed by the Assistant County Administrator and his Administrative Assistant. They worked with

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the board to develop the organizational structure, policies, etc. Afterward, an Executive Director was hired along with a Resource Director and Administrative Assistant.

- 2. Legal and IT. For HR, we have a local agreement with our BOCC that allows us to be on their health insurance plan – so we administer it with our team based upon their plan selections.
 - a. Legal is contracted to a private firm Torcivia, Donlon, Goddeau & Ansay
 - b. IT Careersource
- 3. An external needs assessment was completed by FAU/FIU Joint Center for Environmental and Urban Studies in 1991. While we have continued to use an external partner to conduct needs assessments (usually in partnership with our United Way), majority of the data collected in initial assessment is updated by CSC annually.

Manatee Children's Services (Susan Ford) ** Dependent CSC

- 1. In our initial year, we had one staff; a Chldren's Services Coordinator. All our staff are county government employees. The coordinator was already an employee of the county who took on the project of start-up.
- 2. We do not contract out any of the operations. All are done within a Manatee County Government department. The legal services are completed by the County Attorney's office, human resources if through the County's HR department, IT Services through the County's IT department and fiscal through the Neighborhood Services department staff. There is no marketing staff or budget at this time.
- 3. No operations have been contracted out since our inception all have been in-house at Manatee County Government.

The Children's Trust (Imran Ali for Jim Haj)

- 1. The Trust's first year was focused on putting the Board together. Our founding CEO/President was already the Executive Director of the unfunded CSC within the county, so he and his assistant in that county office provided the staffing support for bringing the board together. They also utilized a couple of key consultants to do the needs assessment and community work. The Children's Trust was passed in 2002, the formal selection of the CEO/President was made as the first hire in June or July 2003. Executive staff member were hired in the months following, with 5 or 6 key leaders hired by Feb. 2004 (including Chief Programs Office, CFO, IT Director, Director of Research, Director of Policy and Communications). There were 3 or 4 administrative and HR support staff onboarded over this timeframe as well. They used an HR consultant to do the searches and help with the interviews. The board was the group that hired the President/CEO and then he did the other hiring.
- 2. We are required to utilize the County Attorney services by virtue or our local ordinance. In the early years, we used external HR consulting services, but now we

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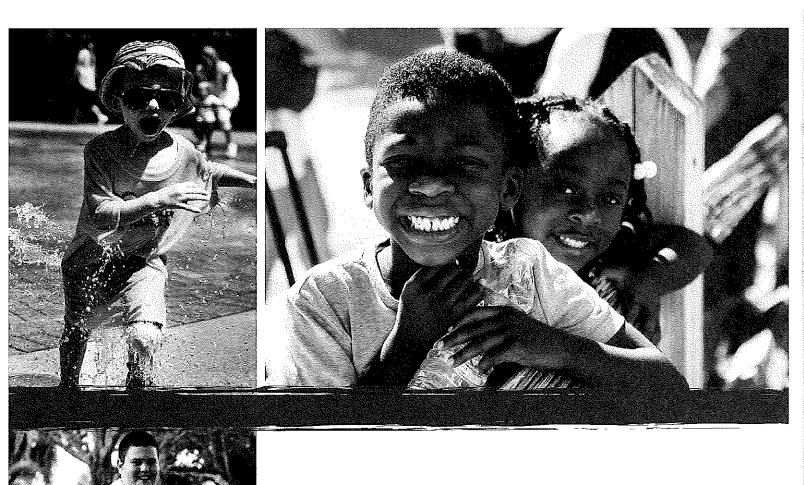
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have one internal staff person for HR, and she gets supports from our payroll company/Alphastaff. In early years, we also did utilize external fiscal services for conducting provider audits, but after we moved to requiring providers to submit program-specific audits, we ended the external consulting services. Our community engagement team utilizes some part-time consultants to reach certain parts of our community

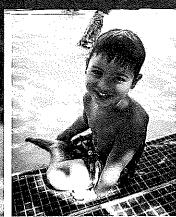
CSC of Palm Beach County (Lisa Williams-Taylor)

- 1. The County loaned CSC \$150,000 (paid back out of first tax receipts) used to hire an Executive Director and a CFO. County also provided an attorney on an in-kind basis as needed. We are not sure how the ED was hired but could look at past minutes to figure this out if necessary.
- 2. We do not contract out any operations, although we do have contracts with outside, private law firms for specialty work (for example, employment law) all coordinated by our in-house General Counsel.
- 3. Legal services were contracted out after about one year there was a six month or so temporary, private outside attorney, followed by and RFP for a permanent outside General Counsel. The lead person from the winning firm became a CSC employee a little over 13 years ago, after having served as outside counsel for approximately the previous 17.5 years.



Children's Services Council PALM BEACH COUNTY Healthy. Safe. Strong.





Children's Services of Palm Beach County Response to Ask a CSC March 2019

Question 1. Which of your programs or focus areas are the most popular/best received in your community?

If you had it to do again, which programs would you wait to fund or not fund at all? What should the Children's Trust of Alachua County avoid funding?

The programs/focus areas that are most widely used and/or best received include:

- Scholarships for early care & education (child care), afterschool care, and summer camp (CSC also provides the local match for Head Start in our community)
- Navigation and referrals to supports for pregnant women through Healthy Mothers/Healthy Babies
- Literacy programs & supports- inclusive of book distribution efforts and programming such as Parent Child Home Program
- Mentoring

-

- BRIDGES, our place-based initiative aimed at supporting community and parent capacity/leadership/engagement. Though focused on small/concentrated geographic areas (so from a client count, may not show up as the most popular), with the community they serve, these centers are well known and supported.
- Professional development for the workforce- including scholarships for formal and informal education of early care & education practitioners, afterschool counselors, and a new pilot programs aimed at behavioral health practitioners (supporting continuing education, graduate degrees, and licensure)

It should be noted that, in many cases, the community might not make the connection with Children's Services Council of Palm Beach County, but rather with the agency that they are directly working with or receive the service from. Families receiving scholarships for child care will often make the connection to Early Learning Coalition, which is the agency that conducts the intake, determines eligibility and helps families select their child care provider. While books may be identified with a sticker that they have come from Children's Services Council, the family will often associate the book with the location in which they received it (e.g., schools, pediatrician offices, home visiting program).

In response to the second part of the questions, we would offer up the following suggestions for consideration as the Children's Trust of Alachua County establishes their funding priorities:

- Determine if you are going to act solely as a funder or both funder & implementer of some services/programs.
- Determine if you are looking to make community-level impacts and, if so, for what outcomes or whether you are looking to achieve program-level outcomes. This will influence the scope of services you are considering funding and whether the outcomes can be achieved through stand-alone programs or systems of care.
- If you are funding programs/services in response to community needs, consider your plans to regularly revisit these as the focus of the community at large is dynamic and often changes with the focus of the media and politics (in addition to responding to changes in the overall economic condition of a community).

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• Determine your position on supplanting funding of other sources- define what the term means and consider some of the scenarios that may arise.

- Realize that state funding may never be sufficient to provide the quantity or quality of services needed/envisioned by your community, especially for more of the deeper-end services. If you commit funds to help supplement limited dollars, your ability to focus on prevention and early intervention can be severely compromised.
- If considering entering into a funding collaborative with other partners, understand what their ability is to provide a sustained funding commitment. What happens, if in 3 years, a local foundation redirects their resources? Will the expectation be that the Children's Trust will take over their funding?
- All attempts to be clear about time limits of funding is important- and you cannot state the time limits often enough. Nonprofits have a tendency to assume continued funding from government organizations, so the disappointment of <u>not</u> continuing funding can often outweigh the boost of goodwill from the initial funding.

We would also note that our initial funding of child care and afterschool was to contract with programs directly- in some instances, this was done because a community had a lack of available programming (e.g., was a child care desert, afterschool desert). Over time, we moved away from funding programs directly for a number of reasons including wanting to more broadly support parent/family choice. Our funding shifted to partnering with the Early Learning Coalition, where our dollars are used to fund scholarships (covering the full cost of subsidized care), or used by the Coalition as match needed for other funding/billing groups with the intent of increasing the total number of children accessing needed care. This has given us the opportunity to lessen the likelihood of children experiencing interruptions in care as their family's eligibility for school readiness changes, mitigate the cliff effect (our funds can be used to support children in care as their family's income increases up to maximum of 300% of FPL), and target families needing care who are currently receiving other CSC-funded services.

Question 2. Have any of you utilized a community advisory committee or like organization to provide your board with input from the parents/neighborhoods and recommendations for services/programs? If not, how have you gathered input from parents/neighborhoods or others impacted by your programs?

We have not used a community advisory committee or like organization at this point, though are in the process of piloting a community-led grant making effort. For the pilot, we will be working with a local non-profit focused on leadership development of middle and high school students. The organization will work with a group of students to hold listening sessions within their community to understand community needs as identified by residents, and will then work with an advisory group of trusted adults (which they will identify), to develop a RFP process, evaluate proposals, and ultimately award small grants to local nonprofits and neighborhood groups. There will be a ceiling of \$5,000 for individual awards.

We have gathered input from parents/neighborhoods in more limited ways such as conducting community needs assessment (information on that process had been shared in an earlier Ask CSC question), which included focus groups, surveys, and PhotoVoice. Through the BRIDGES, we receive feedback in terms of needs and resources that exist which help influence decision-making. Additionally, providers collect satisfaction surveys and we continue to review our programmatic data to determine where families choose not to engage in services and/or drop out of services before completion, which can give us some insight into opportunities for improvement and/or unmet needs.

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Over the next 2-3 years, we will be developing more robust methods of receiving ongoing, systematic feedback from both program participants and the broader community. Our ultimate goal is to create a governance structure for our early childhood system of care that will have parents and residents as active decision-makers in the continued refinement of services (including funding decisions).

You may be interested in the work of a Learning Lab we participated in/contributed to with the Center for Study of Social Policy, Early Childhood- Learning and Innovation Network Collaborative, which resulted in the development of a toolkit and soon to be released assessment tool around parent engagement. Copy of Toolkit follows this page. Link to Toolkit is available by clicking <u>here</u>.

Commissioned by First 5 Alameda County with a grant from the Center for the Study of Social Pol A Family Engagement Toolkit for Created by Melia Franklin, Family Engagement Consulta Providers and Program Leaders

RIPLES OF TRANSFORMATION : FAMILIES LEADING CHANGE IN EARLY CHILDHOOD SYSTEMS

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Ripples of Transformation was made possible through a Research to Action grant from the Center for the Study of Social Policy (CSSP). Led by First 5 Alameda County, the project was a collaborative effort of Early Childhood-LINC, a learning and innovation network co-sponsored by CSSP and Children's Services Council of Paim Beach County.

Special acknowledgement goes to the following EC-LINC organizations for contributing ideas and expertise during all phases of this endeavor:

- First 5 Alameda County
 Thive In 5 Boston
 Denve Farky Childhood Council
 Denver Early Childhood Council
 Comesticut Childrens Office for Community Child Health
 Colliden's Services Council of Palm Beach County
 First 5 Ventura County

We are grateful to family leaders from the following organizations, who generously shared their experiences and stories in a series of focus groups:

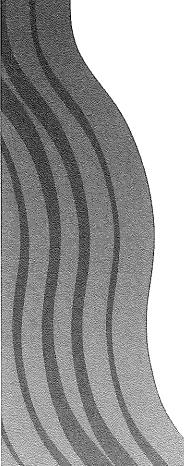
- Alameda County Behavioral Hadith Services
 Bay Area Parent Leadership Action Network (PLAN)
 Family Resource Navigators
 Help Me Grow Family Advisory Committee

In addition, we would like to thank representatives from the following organizations who served as key informants:

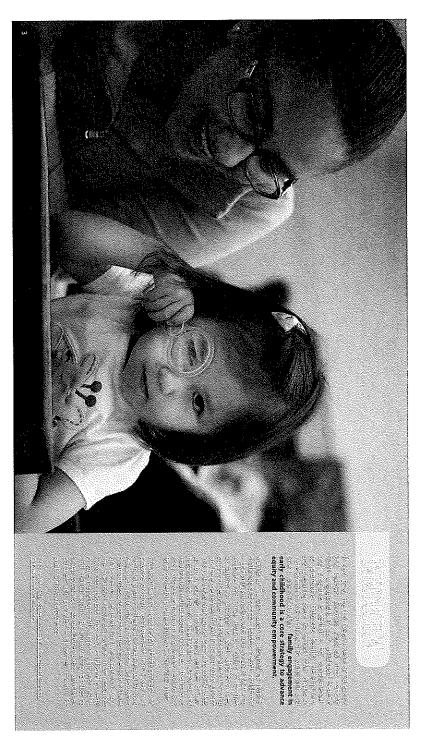
- Alameda County Fatherhood Initiative
 Alameda County Fatherhood Policy Committee
 Alameda County Birth Calidonative
 Anneeberg Institute
 California Head Start Association
 Childrens Services Countid of Palm Beach County
 Fantis Resource Havigators
 Farst 5 Association
 Farst 5 Association
 Farst 5 Association
 Farst 5 Association
 Farst 5 of California
 Hartford Foundation for Public Giving
 Institute for Community Peace
 Parent Volces Oakland
- ReadBoston

Special thanks to Stephanie Doyle and Patry Hampton of CSSP and consultant Deborah Roderick Stark for their expert guidance and encouragement.

Introduction







HOW TO USE THIS TOOLKIT Ripples of Transformation is expanded around the concept of family engagement as a contribuing stream of opportunities for families. Like steps along a journey to leadership the toolkit is divided into three main sections:

- Engaging with their children: Families enhance their role as the child's "first teacher" through learning about their child's development, building a network and getting support for basic needs and parenting challenges.
- Shaping programs and services: Families partner with organizations to inform decisions, participate in planning and delivery of services and develop their leadership,
- Influencing policies and systems: Families use their voices and experiences to advocate for improved, family-centered, equily-driven systems, programs and services.

Each section provides the reader with:

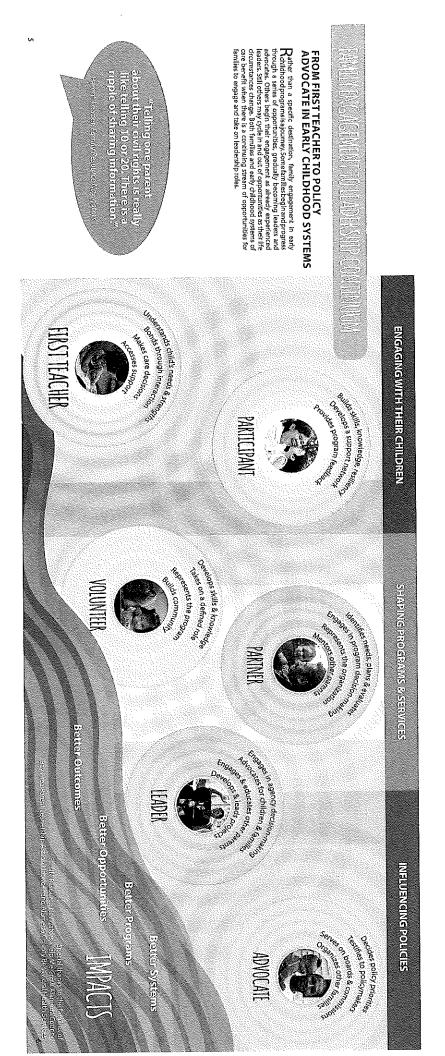
Examples of the leadership journey from parents and caregivers





Stories from families and organizations in diverse communities.

The final sections explore best practices for measuring outcomes and issue a "call to action" for leaders in early childhood.











Workshops and support groups help families build a network. Not only do these networks help families to be more confident, they can also be wital for accessing services from complex, bureaucrait, systems. One parent voiced a common sentiment: "Everything I learned I learned from other parents." Another parent, who immigrated to the U.S. spoke about how learning sparks a desire for personal growth. "The process of seeing and learning the educational system in this country gave me a hunger for learning more."

"The quotes likustrating each "ripple" are from fomily members who participated in focus groups. "The names in these examples have been changed.

FAMILIES ENGAGING WITH THEIR CHILDREN

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STRATEGIES AND RESOURCES

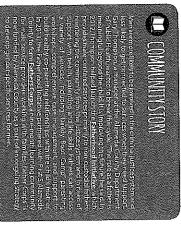
Engaging families in their children's healthy development has received the most Locus in the early childhood field. Evidence-based best practices include:

HOME VISITING PROGRAMS	PARENT CAFES
such as the one portrayed in this	such as the Love Is Not
video about the Arkansas Home	Enough Parent Cafe offered by
Visiting Network, support pregnant	Strengthening Families Bimols,
women and new mothers to develop	allow families to have their own
confidence and meet immediate	conversations about keeping their
needs.	families strong through the <u>Protective</u>
PARENTING CLASSES	PARENT-CHILD ACTIVITIES
enhance parents' knowledge and	such as library storytime, parent-
skills to promote their children's	child aquatic classes offered through
learning and development, while also	parks and recreation departments
ampowering them to achieve their	and community-based play groups
own educational and professional	like those offered through Room to
goals. One example is AVANCE's	Bloom Family Resource Center in
Parent-Child Education Program,	Oakland, California, provide a safe
a reknown two-generation program	place for isolated families to bond,
summarized in this video.	learn and have fun together.

Organizations can use these proven best practices as a faunching point for families to enter a continuous stream of opportunities to grow their









DEVELOPING LEADERSHIP PATHWAYS



Engaging families with their children is often the first step on a Leadership Pathway. Strategy

A Leadership Pathways is an intentional sequence of opportunities for families to learn, grow, and practice their leadership and advocacy skills.

Not every family will desire or be able to take every step along the path.

Some familles will come in as leaders. Some will only want to participate in one-to-one interactions or in a few playgroups or workshops.

Program leaders should create a continuing stream of opportunities for families to develop their leadership. From workshops, parent cares and formal leadership training to opportunities to co-create and lead programs and advocate before legislative bodies.

Z Resources

Abriendo Puertas/Opening Doots curriculum, available in both Spanish and English and informed by popular education, promotes school readines, family well-being and advocacy. In 10 sessions, it engages familiae in learning about brain development, key aspects of early childhood development, early literacy, numeracy, blingualism, health, school attendance, covic engagement, parent numeracy. leadership, goal setting, and planning for family success.

Be Strong Families offers Parent Cafe trainings to organizations across the country to connect families and enhorce the <u>Strengtheeing Families</u> Pranework: Parent Cafes, small group discussions designed to tap into family strengths, are facilized by training parent volunteers and can serve as a gateway to family leadership development.

A toolkit by the <u>Center for the Study of Social Policy</u> outlines strategies for programs and parents to grow and sustain family engagement.

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BUILDING RELATIONSHIPS

Strategy
 In the focus groups conducted for this toolkit, families most often dited relationships with staff or other parents as the main reason they continued their involvement.

Make sure to build in time and processes for staff to get to know families and their stories. It's also important for families to

In workshops and playgroups, allow time and activities for families to develop relationships.

Resources Head Start and Early Head Start website includes a rich array of resources on family engagement, including detailed rubrics for <u>developing</u> relationship-based competencies.¹ for staff and the start and the star supervisors.

Brazelton Touchpoints Center, which champions proven child development strategies based on families' strengths, offers a comprehensive profressional development platform with a <u>menu of options</u>, from participatory, online workshops to individual and community level training. Staff of organizations can also become certified Touchpoints trainers.

Parent Cafes, referenced above, support families to build relationships with each other.

BUDGETING FOR ENGAGEMENT

Your budget is a direct expression of agency values in addition to protessional development resources, make sure that the budget provides for authemit staff to facilitate elegatement activities and support services - translation make and child one and it possible transportation and stip ands to shable easier family access.

FAMILIES ENGAGING WITH THER CHILDREN

STRENGTHENING ORGANIZATIONAL CAPACITY



Strategy Becoming an organization that skillfully engages families in all levels of programming and decision-making takes preparation, resources and a shift in culture. This should not be an overwhelming process, but rather an opportunity for staff to fine turne small but significant actions to connect families to learning, to each other and to sarvices. Strategies include:

Assessing your organization's strengths and weaknesses

providing staff with professional development opportunities to strengthen cultural and relationship-based competencies.

Ø

Resources The following resources highlight tools for organizations to assess strengths and challenges and begin to identify opportunities for professional and organizational development.

The Nationally <u>culturally and Linquistically Appropriate Servicess</u> (CLAS) Standards provide a good blueprint for organizations seeking to advance equity, improve quality and help eliminate disparities.

The Center for The Study of Social Policy (CSSP) developed <u>self-assessment</u>. <u>tools</u> to help early childhood organizations evaluate how well staff are encouraging and supporting families to build the <u>protective factors</u> <u>identified in the Strengthening families approach</u>. There are separate versions of the tools for center-based early childhood education, family child

care, community programs, and home-visiting programs.

A report by the National Association for the Education of Young Children, States how 15 early childhood education programs put six principles of effective family engagement into action. Also somibble are Goung resources, such as an organizational saff-assessment tool and a family survey.

Sathers Corps, an initiative in Alameda County, developed Father Friendly. <u>Principles</u>, which have been adopted by government and community-based agencies to better serve male family members.

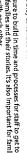


LESSONS FOR AGENCY LEADERS More than any training or program, relationships n families to continue on the leadership journey. ogram, relationships motivate



Sourced from the Childrens Services Council of Palm Beach County BRIDGES program: www.ccimisc.couldedisc-store 5



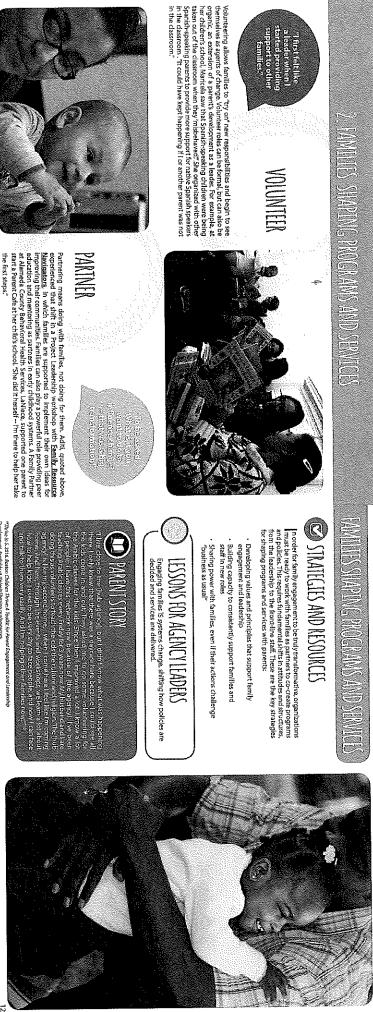












"Thrive in 5, 2016. Boston Children Thrive: A Toolkit for Parent Engagement and Leadesstup Development. Available at thriveinSbastan.org/resources.





DEVELOPING VALUES AND PRINCIPLES

Strategy

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Whether overty or implicitly, exerviting an organization does is an expression of its values. Taking the time to involve statleholders in a process of adopting or strengthening organizational values and principles is a fournation for building a culture of respect. Inclusion, and equity, values and principles should be simplicated actions are statements that everyone in the organization can understand.

Sample organizational values and principles for family

- engagement:
- We believe in engaging families based on their strengths.
- We believe in the primacy of parent, family, and community voice.
- We believe in and foster co-creation and co-ownership of solutions.
- We acknowledge that there are institutional, systemic, and structural barriers that perpetuate inequity.
- We commit to transparency and to sharing accountability for the results we seek.⁵

Ø Resources

Egaading Parents, Developing Leades: The Anne E. Casey Foundation published this planning and assessment tool in August 2016 to help gluide organizations and schools to plan afforts to angage families. The tool includes a self-assessment divided thin of unif Comains?

Building a culture of respect, inclusion and equity.

Coaching parents on their competence and confidence.

Partnering with other organizations and communities to serve the whole family. Listening to and collaborating with parents.

Q **BUILDING CAPACITY**

Strategy Engaging families takes time, resources and additional skills, including:

- Funds to support family engagement activities such as translation, child care, meak, incentives and stipends Staff who are trained to support parents in their new roles; Ideally, it is part of one or more staff members job description
- Time and capacity to engage in collaborative learning and decision making with familles

investment in the practice of continuous reflection and learning from our efforts

Ì Resources

National Center on Parent, Family and Community, Engagement

This self-assessment tool is based on the Head Start family engagement framework. The tool identifies "Markers of Progress" for implementing family engagement practices that are integrated, systemic and comprehensive.

WHAT IS CO-CREATION?

To co-create is to imode all stakeholders in creating solutions and priorities for an organization, Co-creation stats with an organization asketing stakeholders, swhat haratters to your? It is not bringing fimilies in at the end of a process and asking, "what matters to you about our priorities? In co-creation, everyone has the same information and everyone is trusted and respected for the oppariance they bring to the process.

⁺ Conseense Persons. Development, enders: A Sulf-esserscentrot and Plenning York (et languedits and Schools, (August 2016), The Annie E. Cosey Foundation.

FAMILIES SHAPING PROCHAMS AND SERVICES

SHARING POWER WITH FAMILIES

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- Strategy What do we mean by power? Unlike authority, which is the ability to wield power based on a position, such as elected office, power is a person's ability to influence or shape events or decisions, regardless of his or her position in soclety. Here are some guidelines for truly sharing power with families:
- Provide ongoing support, mentoring, training and hands-on opportunities for families and staff.
- Allow parent leaders the flexibility to develop and implement their own priorities and projects.
- Commit to having difficult conversations about how dynamics of race, power and privilege are expressed within your organization, and how these dynamics might affect outcomes for families.
- Avoid creating "token" leadership positions that isolate and disengower families; for example, instead of adding one family member to your board, recruit a cohort representing a certain percentage of seats.
- Share information, like data, with families. Do not withhold it because it might be "too hard" for families to understand. Be open to criticism. Do not shut down families if they are not on board with every decision the agency makes.
- Recognize that processes and decisions may take more time in order to authentically share power with parents.

Resources

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Thrice In 5 Easton The powerful story of Boston Children Thrive (BCT), an ambitious, citywide parent leadership initiative is captured in a <u>Isoalkit for</u>, <u>Parent Engagement and Leadership Development</u>, which provides materials, detailed strategies, and lessons learned about Thrive in 55 parent leadership model.





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family engagement

"Sourced from the Childrens Services Council of Point Beach County BRIDGES programs http://www.ccenbs.urg/bicst=1100/

ite child care while families are hiring Parent Advocates who

on families

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CULTURAL RESPONSIVENESS AND COMMITMENT TO EQUITY



Honoring the role of famillas' culture, language, and experience in supporting their children's learning and developments' fundamental to built portive relationships with families. Cultural and fluguistic responsiveness also requires that staff recognize their own cultures and biases, and work to value people whose cultures differ from their own. A commitment to equity requires an organization to integrate racial equity into the mission, values and goals. Strategies include:

Hiring Parents: Many organizations have created part-time paid positions for family members to expand access for isolated communities. For example: Thrive in 5 hired Parent Screeners representing multiple cultures and languages to conduct the ASQ (Ages and Steps Cuestionnaire) screening during home visits or in neighborhood-based settings.

Sharing Data: Disaggregating your organization's data by race and ethnicity can identify gaps in service and outcomes between different members of the community, Regularly sharing data with parent leaders can be an opportunity to co-create strategies to address inequities.

Committing to Equity: The Children's Services Council of Paim Beach County is developing a radia equity framework to examine how factors such as structural radism and implicit blas influence policies and practices that shape our early childhood system of care Some organizations, such as the Center for the Study of Social Policy, adopt a <u>Racial Equity Agenda</u>.



Resources

Conversations about race and equity are complex and difficult Well-planned, ongoing discussions can transform organizational culture. Managed poorly, they can do more harm than good. Organization leaders should consider getting outside support to prepare for this work.

- Racial Equity Institute This network of trainers, organizers and institutional leaders works with organizations to create racially equitable organizations and systems. Clents include school districts, health and human services agencies, law enforcement agencies and community-based organizations
- <u>Sullding Early Childhood Systems in a Multi-Ethnic Society</u> This brief by the BUILD initiative defines current gaps that exist in early childhood systems by income, near-ethnicity, language, and culture both in child outcomes and opportunities and how systems respond. The brie defines these gaps and clears recommendations for creating equitable systems that serve all children well.



"fonganing druwns. Developing Leaders: A Solf-nsteesment and Planaha Tool for Nonorofits and Schuch: Mugust 2010). The Annie E. Casey Foundation.



INCREASING FAMILIES' VOICES

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Strategy

Familles are experts on their own experiences. Without regularly listening and responding to families, policies and programs can be ineffective and even alienating to those they aim to help.

Core strategies include.

Leadership Training: According to a recent report from the <u>Anneaberg</u>. Institute studying seven parent leadership programs across the country, the three most valuable components of parent leadership training are.

Coaching and support from skilled staff, mentors, and other parents in the group.

Access to public officials and other decision-makers in their community and state.

Knowledge of how government works and how to make it work for their children.

Project Leadership: At <u>Thrive in 5</u> in Boston and <u>Family Resource</u> <u>Navigators</u> in Alameda County, families get support to design and implement projects to address issues in their neighborhoods, often focusing on a specific language or cultural groups.

Decision-making: To be meaningfully engaged, families must be at the table for the organization's significant decisions. Families involved in the <u>Boston</u> <u>Children Thrite linkine stenedod monthly meetings at their neighborhouse</u> hub where they participated in decision-making around how to spend the funding allocated to their hub agencies.

Advising Systems: Perhaps the most enduring example is <u>Mead Start's</u> <u>Dater Council</u> a required program component ensuring that families have a vote in governance and program design. Many agencies serving families with young children have begun to follow suit.



Resources

Examples of successful strategies can inspire and inform your organization's direction. Some parent leadership organizations offer curriculum and training.

<u>Copturing The Ribple Effect</u> explores the strategies of seven parent leadership training programs whose participants were able to systemic changes that benefit children in early childhood education programs and lower elementary grades.

<u>COFI - Community Organizing on Family Issues</u> a Chicago-based organization featured in the Annenburg Institute's report cited above, has produced a three-part <u>Italning Manual on Family Focused Organizing</u>.

<u>Eamilies as Advocates and Leaders</u>, a resource by the National Center on Parent, Family and Community Engagement, provides a good overview of effective strategies.





While family engagement in early childhood education has been as an elevated as a priority over the past decade, it is still too often seen as an 'add-on' or an underfluided mandate. To move the field of early childhood toward an integrated approach to family engagement, we need to gather data and stories that show the transformative potential family engagement strategies when they are fully resourced, continually improved and suitained over several years. Here are some considerations when developing an evaluation of family engagement efforts:

CO-CREATE WITH FAMILIES

Families can help design and even implement components of an evaluation process, helping to decide the focus of the evaluation, defining or validating questions, administering surveys and other tools, and making meaning from results.

MEASURE OUTCOMES, NOT ACTIVITIES Many organizations track families' participation in activities, such as workshop attendance. Outcomes are the results of those activities: changed awareness, behavior, condition, or status.

LOOK FOR OUTCOMES ON THREE LEVELS:

- inclividual (for example, improved literacy)
 Organizational (for example, increase in staffing)
 Systemic (for example, changed policias or greater investment),¹³
- EVALUATION EFFORTS SHOULD CONSIDER: How the organization's values are reflected in policies culture, and everyday actions

How well family leadership trainings promote individual social, and political empowerment

How many decision-making meetings were held with a parent leader as a decision-maker? What changes were made as a result of input from families?

Who benefits and who is left out

9



REFLECT, REVISE, REFERT Rather than a one-time or pariodic evaluation, organizations can adopt a process of continuous reflection and improvement. "Reflective Practice" – a process of of continuous reflection experience – builds a culture among organization leaders, set and participants to think about what's working, what's not working and why. How satisfied are families with their experiences in our programs and organization as a whole? What does the elata fell us about who the sourceds in this community? What changes could increase the impact of our programs? How will we know? Reflective practice can also allow organizations to address ingret issues, such as the role of race, power, and privilege in driving organizational outcomes.



² Sourced from https://www.philanthropy.com/article/Stap-Atassu/ing-Activities-andi/195903 "Sourced from Marvard Family Research Project Evaluation Exchange

ALL TO ACTION

As leaders in early childhood programs, we know that family Arengegement is critical for childrars educational success. Through the examples we lift up in this toolkit, we know that engaging families as partners, leaders and advocates can also improve programs and supports for families with young children and empower pretents to take a more active role in communities, institutions and policy making processes.

In order to achieve the full potential of family engagement in early childhood, we must shift in Important ways.

We call on:

Local, state, and federal policymakers to allocate resources that will enable local communities the flexibility to scale up evidence-based family engagement programs in ways that best meet the needs of families.

Government agencies and systems to create innovative ways for families' voices to be heard and be responsive to families' feedback, experiences and recommendations to improve systems.

outcomes and indicators of funded programs to allow organizations to partner with families to co-create goals and strategies. Philanthropists to seed innovation and allow flexibility in the timing,

Organizzions to 1) explore the ways that structural rackm and implicit blas shape both the impact of family engagement efforts and the outcomes for families and their children, and 2) realign values, practices and resources to promote a culture of equity, transparency and shared leadership with families.

We look forward to continuing to support the early childhood field to engage families as leaders and advocates for systems change.

"Gatherrez, Sandro (2013). Parents as agents of change, Family in Newsletter, 5 (3). Retheved from <u>http://www.thfp.ora/a/wukikatlats</u> nt Netwark of Educators (FINE

> and evidence-based, sustainable system of family 'Imagine, for a moment, what our children's future gap and ensure that all children have what they engagement that helped close the opportunity would be if we had a parent-friendly, strengthneed to succeed.

Abriendo Puertas/Opening Doors Sandra Gutierrez,





First 5 Alameda County – Lead Agency First 5 Alameda County is an Innovative public agency that helps young children grow up healthy and ready to learn during the most important time in their development. Our vision is that every child in Alameda County will have optimal health, development and wellbeing to reach his or her greatest potential. In partnership with the community, we support a county wide continuous prevention and early intervention system that promotes optimal health and development, narrows disparities and improves the lives of children 0 to 5 and their families.

Children's Services Council of Palm Beach County The Children's Services Council of Palm Beach County (a an independent special district established by Palm Beach County verses, who dedicated a source of funding so more children are born healthy, remain free from abuse and neglect, are ready for kindregarten, and have access to quality atteschool ad summer programming. The Council's mission is to enhance the lives of children and their families and enable them to attain their full potential by providing a unified context within which children's needs can be identified and resolved by ill members of the community. To achieve this, the Council glans, daveloos, funds, and evaluates programs and promotes public policies which benefit Palm Beach County's children and families.

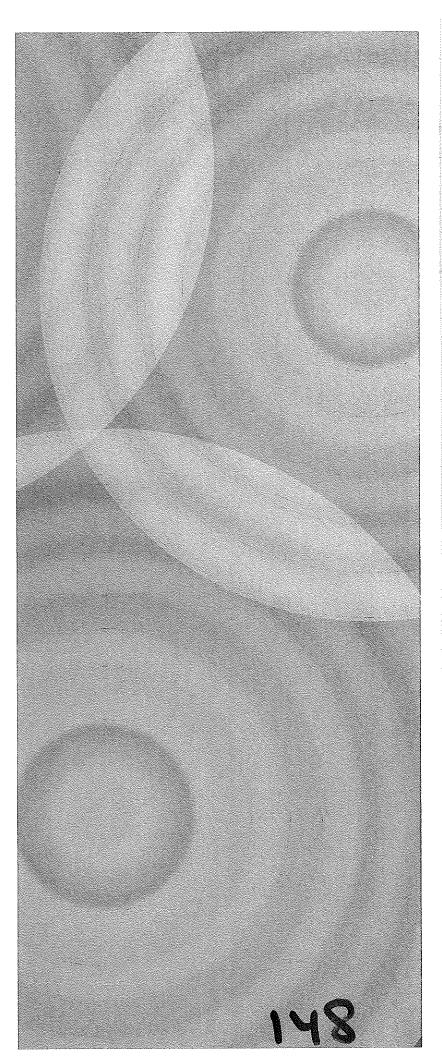
Connecticut Children's Medical Center Connectuut Children's Medical Center is the only academic medical center in Connecticut dedicated exclusively to the care of children. In 2012, Connectual Children's established the Office for Community Child Health (CCCH) as the coordinating entity for its community child health efficient of the sense of the sense of the sense. The Office oversets 15 community-children's Center on Femily Wolence, and Connecticut Healthy Breathing, the Children's Center on Femily Volence, and Connecticut Healthy Henes, OCCH aims to increase the capacity of the Medical Center to serve as a critical community resource by developing, supporting, and disseminating Innovative and effective community-oriented programs and services that promote children's optimal healthy development.

Denver Early Childhood Council At Derver's Early Childhood Council, we believe all children deserve access to high quality child care and early learning appartences. Every day we work with child care providers, policy makers and other partners to enhance the quality and availability of childcare and early education opportunities for children, because when children and their families – and those who serve them – are supported, our community is strengthened.

First 5 Ventura County First 5 Ventura County envisions a future where all Ventura County children thrive in healty supported environments. Our mission is to promote school readiness through investments in health, early learning and family strengthening, benefiting children from prenatal to 5 years of age. At the heart of First 5 Ventura County are 11 Neighbothoods for Learning IVIILS, a community-based service system for early care and education. This nationally recorded service system for early care and education. This mationally the courted easter model has provided parents with high quality, locally based resources over the past 15 years. First 5 NK5 help families raise children who are healthy, nurtured, and prepared to meet their full potential.

Thrive in 5 Launchedin 2008 by the City of Bassian and the United Way of Massachusetts Launchedin 2008 by the City of Bassian and the United Way of Massachusetts Bassand Merrimack Valley. Thrive in 5 envisioned a city where the future of Bassians children from families of all recess, ethnoldes, incomess a calities, and languages had the opportunities and support they need for success in school and beyond. Thrive in 5, which a unded as a formal initiative in 2016, catalyzed a citywide conversation and sparked new thinking about how the City coordinated and deployed resources so all children enter school ready to succeed.

NOTES







ABOUT EARLY CHILDHOOD-LINC AND THE RESEARCH TO ACTION PROJECTS

education, family support and others) to ensure that every child in the community has an equal opportunity to succeed in life, right from the start. Together, they work to accelerate the development and spread of effective, community-based, integrated children and their families. EC-LINC communities "put the pieces together" across multiple systems (e.g., health, early care and that have come together with the Center for the Study of Social Policy (CSSP) to tackle some of the toughest issues facing young early childhood systems. Early Childhood-LINC (a learning and innovation network for communities) is a network of 10 cities and counties across the U.S.

Research to Action Grants – that is, research projects leading to action that improves results for young children and their families. To spread and accelerate In 2016, through funding from an anonymous donor, CSSP provided the opportunity for EC-LINC communities to collaboratively develop projects called information on the Research to Action Grants can be found here. learning beyond the EC-LINC communities, each of the four Research to Action Grants has produced a report to be shared nationally, including this one. More



















History of CSC Funding Process

Thomas A. Sheehan III General Counsel November 12, 2015



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OVERVIEW

The purpose of this paper is to document the different processes that CSC has used over the years to fund programs by provider agencies. This paper does not discuss the funding that has been categorized since CSC began funding, as "Special Initiatives", nor does it discuss many individual Requests for Proposals (RFPs), as the focus is on the general funding process. It will address (1) the process for funding, including the roles of CSC staff, Council members, and providers; and (2) the objectives or goals for funding (described in general terms only). Both the process and the goals have, over time, changed substantially.

For example, the initial funding, with the Request for Proposals (RFPs) being released in early 1988, involved a rather large number of funding areas based on the "Needs Assessment Palm Beach County Children's Services Council Analysis" ("Needs Assessment") prepared for the Council. During this initial process and for at least the following few years, RFPs were typically released annually for all programs, with CSC encouraging provider agencies to find additional resources for the programs that CSC initially funded. Today (FY 14-15) the focus is on programs designed to achieve CSC's Goals, with an emphasis on evidence-based programs that have been researched and chosen by CSC. Additionally, over the years, the span between RFPs increased as contract periods lengthened. The RFP cycles were broadened to coincide with contract renewal periods. After the initial annual cycles, for CSC/Funded agencies, there was: a 3 - year cycle, (i.e. a competitive RFP process only once every three years), then a 5 - year cycle, and now generally continued funding with mechanisms other than the RFP process used to determine whether program funding will cease or be adjusted up or down. For example, see the Comprehensive Program Performance Assessment (CPPA) and the Strategy Review and Allocation Analysis (SRAA), described in more detail below.

A short summary of some of the key differences between the initial funding process and the funding process used today can be seen as follows:

Initial Funding Process

- Providers proposed programs
- Ten categories of funding
- One year contract, subject to additional RFPs for continued funding
- Key part of process on presentations to Council by providers
- Appeals process for those not funded

Today's Funding Process

- CSC chooses programs to be delivered by providers
- Four Goals
- Continuing contract subject to CPPA and SRAA
- Focus on recommendation of RFP review team (provider presentation not part of process)
- No formal appeals process

A. The Early Years

1. Initial Funding Process

While CSC was approved by the voters in November of 1986, due to the timing of the **TR**uth In **M**illage (TRIM) process, CSC levied its first property taxes in September of 1987 for fiscal year (FY) 1987-88 (CSC's fiscal year is October 1 – September 30). With initial taxes levied, tax dollars began to be received in late 1987, continuing into 1988. CSC's first funding process, through an RFP, was for the partial year of FY 87-88 (from July 1 – September 30, 1988) and for all of FY 1988-89.

Key steps in this process (all occurring in 1988) were as follows:

a. Based on the "Needs Assessment", 16 Funding Priorities or Program Service Areas were identified (from which 10 funding categories were developed (see pp. 67 and 68 from

the portion of the RFP attached as **Exhibit "A"**). These funding priorities were in the RFP released in January. The RFP also set forth (pp. 69 - 72) Operational Values and Operating Principles (also in **Exhibit "A"**). The Operating Principles noted that continued funding from one year to the next would not be automatic (Principle #6), as well as encouraging agencies to seek a "diversified funding base" (Principle #5).

- b. While proposers were asked to generally classify their programs into one of five "Program Types", the 10 categories eventually reviewed and funded were those identified in the RFP:
 - Child Care
 - Juvenile Justice
 - Health
 - Education
 - Dependency
 - Family Stability
- c. The RFP requested extensive information, including:
 - Type of entity: only governmental agencies or not-for-profit corporations were eligible; with a few exceptions in recent years for specific RFP services, this has continued to the present
 - General history of proposer entity
 - Summary of proposed program: problem statement/goals/outline objectives, services, staff, outreach efforts, program evaluation & information systems (what will be collected to determine if program is achieving its objectives)
 - Program classification: what need area(s) addressed
 - Program network description: other programs in Palm Beach County providing the same or similar services, how the proposed program differs and how it fills a gap or makes the network of programs more effective and efficient, coordination efforts with other programs in Palm Beach County
- d. There was a Proposer's Conference in February after which potential proposers had to provide a written notice of intent to submit a proposal by mid-February. Proposals were due at the beginning of March.
- e. Using a detailed written review process, CSC staff reviewed all proposals received by the deadline. Conducting both a fiscal and programmatic review (with scores for both components) from early March to mid April, the staff made its recommendations to the Council. These recommendations were both whether to fund a proposal and, if funding was recommended, the amount of funding.
- f. Two panels, made up of Council members (with different funding areas for each of the panels), were conducted in late April and early May. The Council panels received the written staff preliminary recommendation, along with responses by proposers. The panels then: (1) instructed staff to secure additional information regarding proposals, if needed; and (2) made recommendations on the proposals to the entire Council.
- g. Council funding decisions, based on staff and panel recommendations, were made at the May Council meeting, with certain programs (and funding) "set aside" for further consideration (and, in some cases, additional information requested from proposer). NOTE: this practice continued for a number of years.
- h. The Council held an objections hearing for agencies to appeal decisions, i.e. not selected or received less funding than requested. These objections were heard by a panel composed of three Council members (the panel's recommendations the first year

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- Substance Abuse
- Mental Health
- Developmental Disabilities
- Recreation

were to deny all objections). At this hearing, the panel had the staff's written recommendation, and heard from both the proposers and the staff before making its decisions.

- i. After contract negotiations, contracts for the period of July 1 September 30, 1988 were approved by the Council at its June meeting, as were contracts, pending the TRIM process, for FY 88-89.
- j. Initial programs began on July 1st.
- k. On the "set aside" programs, the Council made its decision, after receiving staff recommendations and hearing from proposers in some cases (in others, the programs were simply approved) at its July meeting.
- I. Staff recommended and the Council approved (sometimes with changes or deletions) general and program specific "Conditions of Award" for the approved programs. This practice continued for a number of years (ultimately the "Conditions of Award" became part of the standardized CSC provider contract).
- m. After the TRIM hearing in September, contracts for FY 88-89 were signed by September 30th. These programs began on October 1st.
- 2. Year 2 (FY 89 90)
 - a. The major change for Year 2 was that the Council now faced the situation of having currently funded programs as well as the potential for new programs. This was addressed by using two different RFP forms. The first was for programs currently contracting with CSC, which could continue the same types of services at the same funding level; increase the levels of service without changing the types of services offered; or add new and related services not currently being funded by CSC to their existing program. The second category encompassed both currently funded programs proposing a new program distinct from and unrelated to the currently funded program, as well as agencies not currently receiving CSC funding. For both of these categories of agencies, an RFP packet for "new programs" was utilized.
 - b. Existing programs as well as new programs could address "Group 1 Funding Priorities" (the same funding priorities as those funded for the prior year), or "Group 2 Funding Priorities", which were areas selected, in large part, from recommendations in the "Funding Strategy Analysis: Fiscal Year 1988-89" (by two of CSC's Research staff, Dr. Herman I. Brann, with the assistance of Grace A.V. McLaren), to be more adequately addressed by CSC funding in Year 2. The Group 2 Funding Priorities were:
 - AIDS among children, both prevention programs and programs providing care and support for AIDS victims under 19 years of age and their families.
 - Teenage pregnancy prevention programs targeted to at-risk populations for first pregnancies, as well as prevention of subsequent pregnancies in teen parent families.
 - Substance abuse programs emphasizing prevention and short term intervention.
 - Innovative programs for youth at risk for involvement with the juvenile justice system and their families.
 - Case advocacy (defending, maintaining, or supporting the unmet needs, cause and/or rights of an individual child) and case management (assuming responsibility for development and implementation of a child's individual program plan and obtaining appropriate services).

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NOTE: There was also a Group 3 "Special Funds" established to address general conditions facing providers of children's services that did not provide direct services.

c. While the RFP process for Year 2 occurred over a longer period of time, it was for a single fiscal year (FY 89-90) and required a budget for only one year, thus resulting in a somewhat simpler RFP form for all proposals (although all proposers were required to include the theory underlying their program's approach). Essentially the process followed in the first year was followed in Year 2. There were, however, two additional Proposer's Conferences held, for a total of three, in different locations throughout the County. "Set aside" programs were now identified as programs "for future consideration". Again, there was an objection process, with one objection resulting in additional funding (for the other objections, the Council decisions were upheld).

3. Year 3 (FY 90-91)

- a. With respect to funding priorities, the "Group 2 Funding Priorities" from the prior year were "folded" into the FY 90-91 funding priorities, with proposers able to address any of those funding priorities. The specific purpose for the RFP was to allow for proposals from currently funded agencies "for continued or expanding funding of the current CSC funded programs" for the FY 90-91 fiscal year. For this fiscal year, **only** currently funded programs could apply through the RFP process (i.e. no non-funded providers could apply). Providers were able to request expanded funds for their program(s) and were also allowed to change or add goals, outcome objectives, or methods of evaluation. Contracts continued to be on an annual basis.
- b. The RFP process for year 3 was essentially similar to that of the prior year.

4. Year 4 (FY 91-92)

- a. Funding priorities for this fiscal year (explained in some detail in the RFP and **not** tied to the original 16 funding problems, see attached **Exhibit "B"** for the 91-92 "Funding Priorities") included:
 - Economic status Family Stability/Self Sufficiency
 - Education
 - Child care
 - Health
 - Substance abuse

- Mental Health
- Child Abuse & Neglect
- Juvenile Justice
- Special Needs
- Recreation and Cultural
 Activities
- b. For this fiscal year both currently funded agencies as well as new agencies were allowed to propose for funding under the RFP. Continuing programs used the continuing proposal form while new programs used the new proposal form (similar to what was done in Year 2). While the process for reviewing proposals and making decisions was similar to prior years, there were two major differences (for a detailed description and rationale behind the first item below, see attached **Exhibit "C"**, from the October 1990 Planning Session):
 - The CSC staff rating process utilized for the first time a program and funding process developed by the Rensselaerville Institute in New York, rating whether the **results** of the proposed programs were high, medium, or low (depending on CSC's funding priorities and what it wanted to invest in); whether the

probability of success (i.e. the program achieving those outcomes) was high, medium, or low; and whether the program was **cost reasonable** given the results being sought. High was given a value of 3, medium 2, low 1 in each of these three categories. This process required staff to verify the "track record" of the proposing agency, and included interviews with the proposing agency regarding the proposed program. The matrix results were included in the staff recommendations received by the Council (i.e. all three numbers rather than a single rank ordering based on a 100 point scale, as had been the case in prior years). The matrix was used to rank order the proposal in descending order from highest to lowest in the ratings.

- Unlike prior years, where the Council "split" into funding panels, in this year the Council as a whole had a two day hearing (June 20 and 21, 1990) to review all of the programs. In addition to its written recommendations, staff was available to present or clarify their recommendations as requested by the Council.
 Proposers, while able to respond to specific questions posed by the Council, were not permitted to make formal presentations.
- c. Again there was an objections process, with the final decisions subject to the Council's TRIM process.

5. Year 5 (FY 92-93)

- a. The funding priorities for this year were the same ten funding priorities as for the prior year. Applications were split between "base programs" (i.e. programs funded by CSC in FY 91-92) and new programs. Only one new program proposal could be submitted by an agency for FY 92-93. Unlike in some prior years, the "base programs" could not exceed the FY 92-93 base budget amount (projected by CSC using experience and trend factors).
- b. As in the prior year, the Council as a whole reviewed program recommendations by funding priority (both base and new programs). The Council was provided with staff's recommendations and proposers were only able to respond to Council questions. There was an objections process, with final decisions subject to the Council's TRIM process.

6. Year 6 (FY 93-94)

- a. In January of 1994, the Council reaffirmed its policy for agencies to diversify their funding base and to provide information on fundraising activities.
- b. For FY 93-94 there was **no new general RFP**, simply a base application program RFP for currently funded programs. Programs could not exceed the allocated amount (based on history and trend factors). Thus, the funding program areas remained the same as the prior year.
- c. The process was essentially the same as the prior year, with programs seeking to be funded needing to submit an RFP application. Staff made recommendations to the Council and the Council, as a whole, then considered these recommendations. Programs were reviewed by funding priority, with each application under that specific funding priority voted upon individually. Agencies were asked to respond only to Council questions and not give a general presentation. Subsequent to the tentative decisions, there was, as in prior years, an objections process, again with the entire Council involved.
- d. Recognizing that one year contracts created too short a time to develop and provide quality programs and to allow time for CSC staff to evaluate the programs, the Council

also determined to go forward using a multi-year contract process, with RFPs for priority areas being issued only once every three years (funded programs would need to submit renewal applications in the interim two years). This concept had been under discussion since the Planning Session in December 1991. Based on a random drawing at the August 1993 meeting, the funding areas were divided into Group A (Economic Status, Child Abuse/Neglect, and Health); Group B (Substance Abuse, Juvenile Justice, Education, and Mental Health); and Group C (Special Needs, Recreation, and Child Care). The random drawing indicated that Group A would be issued a one-year contract, Group C a twoyear contract and Group B a three-year contract. The results of this would be that the RFP for FY 94-95 would be only for Group A, with base application forms for programs in the other two groups.

B. Multi-Year Funding Begins

1. Year 7 (FY 94-95)

- a. For this year there was a Base Program application for re-funding the 93-94 CSC base programs (which were for the following program areas: Substance Abuse, Juvenile Justice, Education, Mental Health, Special Needs, Recreation, and Child Care). Again the program amount allocated (based on prior operating experience and applying trend factors) could not be exceeded.
- b. "New" RFPs were released for the Neighborhood-Based Initiatives and for Health, Child Abuse & Neglect, and Economic Status-Family Stability. The Neighborhood-Based RFP for FY 94-95 was restricted to not-for-profit organizations with at least two-thirds of the board of directors being residents of the neighborhood which the organization intended to serve.
- c. The RFP for Health, Child Abuse/Neglect, and Economic Status-Family Stability was part of the multi-year funding process adopted in the prior year. Note that eligible not-for-profit corporations were expanded from 501(c)(3) to also 501(c)(4), (6), (7) or (10); government agencies continued to be eligible.
- d. As in the prior year, the Council reviewed staff recommendations and made decisions, with an opportunity for proposers to object (In January 1994, the Council had voted to keep the objection process open to only those agencies that included new information in their objection). After this, the final decisions were made subject to the TRIM process.

2. Year 8 (FY 95-96)

- a. In the Planning Session (held in November 1995) the staff proposed a narrowing of the focus of CSC funding over a 3 year period to the following populations and issues:
 - Infant, toddlers & preschoolers (birth to five years old): promotion of school readiness through comprehensive and integrated services by age 6 delivered in a child's home, child care center, and/or neighborhood.
 - Young children (6 11 years old): promotion of school success and social adjustment through after-school programs provided at the child's school or in the child's neighborhood.
 - Early & late adolescence (12 18 years old): teen pregnancy and HIV prevention focusing on services located at the school site and in the youth's neighborhood.
 - Global issues (1) grassroots neighborhood capacity building (not as a separate category but funded in the other 4 areas) and services, (2) family – strengthening.

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- With the change in funding focus, staff noted that some current programs might no longer be eligible for future funding. Staff recommended a transition period of up to 18 months to allow those programs to reconfigure or find alternative funding resources. The staff proposal at the Planning Session meeting was unanimously adopted by the Council at the November 1995 Council meeting.
- c. In November 1995, the Council approved creation of a "Child Care Investment Fund" to reduce the number of children on the State Funded Subsidized child care wait list.
- d. The Council in December 1995, allocated \$243,000 for the Child Care Investment Fund and approved an agreement with the Department of Health and Rehabilitative Services (HRS – later to become DCF – Department of Children and Families) to pay for agencies to provide child care to children on the wait list. The original agreement was for \$243,000 (for a portion of FY 95-96); by FY 98-99 the amount (then paid to DCF) was \$3.4 million.
- e. At the January 25, 1996 Council meeting, the issue of CSC funding of governmental programs (which had been the subject of an earlier workshop) was raised. The proposal was that CSC's funding of governmental entities consider the funding capabilities of the entity and, absent special circumstances, require a 50/50 cash match (this primarily, if not exclusively, affected municipalities). Staff explained this policy would apply only to future funding through the competitive RFP process and would not affect currently funded programs. The Council unanimously adopted the proposal.
- f. Base programs, which required submission of an application, were for the following program areas: Substance Abuse, Juvenile Justice, Education, Mental Health, Child Abuse & Neglect, Health, Economic Status, Combined Priorities, and Neighborhood-Based.
- g. The general RFP for this year was for Child Care, Special Needs, and Out of School Activities. There was also a small RFP for neighborhood-based programs.
- h. The process for making decisions with respect to RFP proposals changed. The process, after the staff review of the RFP proposals and recommendation to Council, involved a special meeting to be held with the Council and staff to review all base and new programs. The public would be welcome to attend but participation would be between the Council and the staff. At this meeting the Council would be presented with a consent agenda and a non-consent agenda for consideration. The consent agenda would allow for re-funding of programs based upon their final evaluation (this would be the majority of programs). Additional base programs would be presented on a non-consent agenda basis and programs could be pulled from the consent agenda by the Council or by staff for issues that may have arisen.

The second part of the same meeting would consist of a Council review of all new program proposals, which staff would present its recommendations by funding category. Upon completion of the review process in determining tentative funding decisions of base programs and RFP programs, a list of tentative Council recommendations would be mailed to proposers prior to the June Council meeting. The Council would make its final funding decisions at this June Council meeting, after first hearing public comment (limited to 2 minutes per person). At this meeting there would also be a final Council review of all recommendations by RFP funding priority of neighborhood-based programs. Here proposers would have up to 4 minutes per proposals to comment. (This process was presented by staff and approved by the Council at the April 27, 1995 Council meeting.)

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i. The "major allocations hearing" (which in the prior year had grown to 4 days of the Council meeting to review proposals) and the objections process were eliminated for this year (and going forward).

C. Shift in Areas Funded

1. Year 9 (FY 96-97)

a. At the 96-97 Planning Session (held in November 1996), the Council determined that funding would be distributed as follows:

Developmental Stage	Allocation %
Birth to Five	45%
Family Strengthening	25%
Out-of-School Activities	20%
HIV/Teen Pregnancy Prevention	<u>10%</u>
Total	100%

Note: Neighborhood-based was no longer a separate category of CSC programs; instead, it would be funded within the context of CSC's developmental stages.

This allocation distribution was formally approved at the November 1996 Council meeting.

- b. The funding areas for this fiscal year were: (1) base programs (re-funding for these programs were not automatic, an application for re-funding had to be submitted, i.e. for programs in the second or third year of their funding cycle with CSC), (2) RFP programs integrated services for children birth-5 years and family strengthening, and (3) combined parent–education involvement and family strengthening.
- c. The process for Council decisions on allocations was essentially the same as for the prior year.

2. Year 10 (FY 97-98)

- a. For FY 97-98, CSC began to implement the shift in funding decided upon in the prior year. Programs then currently in the first and second year of their contract with CSC that received a satisfactory program evaluation continued to receive CSC funding through the base allocation funding application process.
- A new RFP in which programs could receive CSC funding for up to 4 years without having to go through a competitive RFP process, was issued for the following programs and services: (1) comprehensive services for children, birth to five years, (2) family strengthening.
- c. The Council allocation decision process was similar to prior years.

3. Year 11 (FY 98-99)

a. Based on a discussion at the Planning Session, the 50% cash match policy for governmental programs was eliminated. Moving forward, for existing programs, CSC would use 1998 as the baseline year for the government contribution to the program with future funding to be based upon a continuation of the FY 1998-99 cash contribution. CSC cost of living increases or other increases of funding would apply to direct service delivery cost and would not be applied to fixed operating cost. For funding of new governmental programs, CSC would consider funding all direct service cost including personnel providing direct services, but would not fund fixed operating cost, administrative, and/or indirect costs.

- b. Again there were base programs for which an application was required (these were programs that had previously received CSC funding and were subject to neither the 97-98 nor the 98-99 RFPs).
- c. There were 2 RFPs issued: (1) comprehensive services/birth to five, and (2) out of school after-school activities for elementary age children.
- d. The process for deciding on allocations was similar to prior years; the Council voted separately on the base programs and on each of the two separate RFP programs (with new program proposers given 4 minutes to address the Council; the public was limited to 2 minutes for any comments they had).

4. Year 12 (FY 99-00)

- a. Again the base application process was in effect for programs not subject to RFPs, and the base program funding decision process by the Council were similar to prior years.
- b. The RFP proposal review process was modified in April 2000 by adding the following features: review of audits and management letters for the two most recent years, review of agency bylaws, review of board meeting minutes for the past two years, review of the list of agency board members with officers designated for the past two years, review of agency nepotism certification, and review of agency disclosure of other funders. See attached **Exhibit "D"** for the funding categories and the modified process as noted above.
- c. As part of the revised process, several different funding categories were established to allow for board, administration and program development prior to the delivery of client services. This was to allow for the building of agencies so that they could better serve children and families. As a result there were the following categories of funding of funding: regular, start up (both with existing agencies delivering a new service or new agencies), conditional (for agencies who had contracted unsuccessfully with CSC in the past), and special requests.

5. Year 13 (FY 00-01)

- a. At the annual Planning Session (November 2000) there was discussion of moving to a long term, results-based contracting over a five year period, with an option to renew for another five years. The rationale for this was that CSC was making substantial investments in quality programs, only to see them sunset. The proposed cycle would allow the Council an annual review with the option not to renew if the program was not performing. Additionally, funding distribution was to be continued as follows:
 - 50% Early Childhood Services (birth to 5).
 - 25% Out-of-School Programming for elementary and middle school youth; and
 - 25% Child Abuse Prevention.

This was unanimously approved by the Council at its December 2000 regular meeting.

b. For the fiscal year beginning 9/1/2001, the base application process continued as in prior years. After this year, there was no longer a base application form that was required to be filled out.

- c. The process for decision making by the Council was essentially the same as in the prior year.
- d. The Board also approved an RFP for Beacon Schools and Family Resource Centers and two agencies were selected for funding, to operate at two different elementary schools for 4/1-9/30/2001. An RFP was also issued for Pleasant City Faith-Based Community Development Initiative/RFC Beacon Center with a proposer approved for funding for 6/1-9/30/2001.

D. Longer Term Contracts – Targeted Areas for Funding

1. Year 14 (FY 01-02)

- a. In January 2002, the Council unanimously adopted staff's RFP proposal review process. The steps included: initial review of proposals; telephone interviews and verifications (regarding the capability and track record of the applicant); personal interviews with applicant; internal staff review, ratings and recommendations; staff recommendations to Council; and Council decision (where the staff would present its recommendation to the Council, with applicants and the public having the opportunity to speak to the Council regarding any proposal, followed by a final vote on funding allocations). As before, there was no appeals process.
- b. An RFP was issued for out of school activities (including after school programming, summer camps, extending hours programming, and non-traditional/part-time programming). Programming was for ages 5 18. The RFP was released in April 2001 and funding for successful proposers was approved in August 2001, to commence October 1, 2001.

The RFP had three separate sections: full time traditional programs (providing three hours per day immediately after school, on school holidays, staff development days, and all day during summer months); extended full time traditional programming which would provide services either in the early morning before school or later in the evening when parents may be working non-traditional hours; and non-traditional part-time programming (emphasizing one or more creative arts or sport or cultural programming).

- c. An RFP for adolescent life skills (ALS) was issued (to deliver modular enhancements to middle and high school age out-of-school programs in the areas of youth leadership development or sexual health education). Funding was reserved for continued development of the ALS System after staff had recommended one program for funding, from the six that had applied.
- d. Again for 2001-02, the base application funding process continued, with the Council decision process the same as for the prior year. This included, for the first time, an allocation to the School Readiness Coalition, Inc. (SRC), which had been created by the Legislature to deal with subsidized children, and replaced CSC's contract with DCF.

2. Year 15 (FY 02-03)

a. In January 2002, the Council approved the release of RFPs for Family and Community Networks, one for each of four Targeted Geographical Areas (TGA). The TGAs were: Lake Worth/Lantana; West Palm Beach; Riviera Beach/Lake Park/Mangonia Park; and the Glades with services designed to begin 10/01/02. The services sought in the RFPs were for family mentoring, family empowerment, and/or family therapy. Decisions for funding, one proposal for each of the four TGAs, was approved by the Council at its June meeting.

- b. In February 2002, an RFP was authorized for Beacon Center expansion. The result of the RFP was a decision to fund two agencies to work with elementary schools (one in Lantana and one in Boynton Beach). Startup was from 6/1 9/30/03, with additional authorized funding for FY 03-04.
- c. Again, the base application process was in place. It was approved unanimously as part of the consent agenda.

3. Year 16 (FY 03-04)

- a. In June 2003, the base funding programs for FY 03-04 were approved as part of the Council's consent agenda.
- b. An RFP was authorized to be released in June 2003 for youth mentoring programs (with contracts expected to start in February 2004). Based on the RFP for mentoring programs for school-aged youth, seven proposals were presented in November 2003 and recommended for funding, effective 2/2 9/30/04.
- c. At the February 2004 Council meeting, the establishment of Prevention Partnerships for Children, Inc. (PPC) as a 501(c) (3) entity was authorized. The Council also authorized the CEO to execute agreements on behalf of the Council (until PPC was established and its 501(c) (3) application approved) for agencies previously funded by the Maternal Child Family Health Alliance. The previous month the Council authorized funding from the Health Care District and the Quantum Foundation to pass through the Council to agencies previously funded by the Maternal Child Family Health Alliance and for CSC staff to develop, implement, and staff a department to carry out the functions previously performed by the Alliance.
- d. Also in February, the Council authorized the release of an RFP to establish four new Beacon Centers, one in each of the four school district areas (achieving, to that point, a total of 12 in Palm Beach County). Four new centers were approved in May, with startup funding for 6/1 – 9/30/04 and full funding for FY 04-05.

4. Year 17(FY 04-05)

- a. In October 2004, in an effort to streamline CSC's contracting process with agencies that serve as fiscal agent on behalf of CSC, the Council authorized the transfer of FY 2004-05 funding for the Governor's Council for Community Health Partnerships, Inc. contracts to PPC.
- b. In December 2004, the Council authorized a nonprofit certification initiative (this ultimately led to the certification process under Nonprofits First, Inc.). The Council approved funding for this in April 2005, to fully implement the program by November 2005.
- c. In June 2004, the base program recommendations for FY 04-05 were approved by the Council through the consent agenda process.

5. Year 18 (FY 05-06)

a. In February 2006, at the Planning Session, some of the key issues explored were achieving outcomes with clients versus affecting county level indicators, and focused targeting versus broader outreach efforts; moving toward exemplary programs; and determining how close the relationship should be between CSC and funded agencies.

- b. In March 2005, the Legislature changed SRC to "Early Learning Coalition (ELC) and added administration of the new Voluntary Pre-Kindergarten (PVK) to ELC's responsibilities. For FY 05-06 ELC was funded at approximately \$3.7 million for child care slots and "Continue to Care" scholarships (for children who themselves and/or their families were in CSC programs).
- c. In June, staff's base program funding recommendations for FY 05-06 were approved by consent agenda.

E. Recent Years (FY 06-07 through 14-15)

1. Funding Process

By this time the funding process was essentially stabilized. For approval of existing contracts, the Council approved an "allocations resolution" listing the contracts to be renewed, by name and amount (as an exhibit to the Resolution); base program funding allocations ceased to be approved as a separate agenda item after 2011. This resolution is then adopted at the second Council meeting in September, just prior to the final TRIM process.

New programs, absent a waiver of the Council's Procurement Policy (or involving a sole source), were selected through the RFP process and approved by the Council. [For a portion of this period Invitations to Negotiate (ITNs) were utilized, with the thought that the ITN format might have advantages in negotiating contracts. Ultimately it was determined that they offered no advantages over RFPs and the RFP format was resumed.] The RFP process has become very standardized. See the "RFP Guidelines", <u>DM#136616</u> or Policy Tech Reference #122.

The flexibility of the RFP (or RFQ – Request for Qualifications – more emphasis on qualifications for a specific service) process for new programs was shown in FY 14-15. One of the RFQs issued that year was for "Light Touch Service", with the RFQ providing for a planning phase, with the potential for the successful proposer(s) to also implement its plan as part of a subsequent, separate contract. Also in FY 14-15 an RFQ was issued for Mental Health Counseling Quality Assurance Specialist, with proposers having the option to assist in the development and implementation of quality assurance and treatment fidelity protocols for mental health counseling and/or to implement such protocols, with proposers having the ability to propose for one or the other (or both).

Finally, also in FY 14-15, the Science of Implementation was used with new programs. This had the effect of providing more time for implementation of a new program (typically 3-6 months), for such matters as employing and training staff, beginning to get client referrals and bringing the program to capacity. As a result, funding was phased in during this implementation period, resulting in a lower first year budget than historically had been the case with new programs.

2. Funding Areas

During this time period, CSC had moved clearly to a system-based approach to providing care based on the "Pathway to Early Childhood Development" approach. Initially this involved the four outcomes of: healthy births; fewer instances of neglect to children ages birth to five; children entering school ready to learn; and (aspirational) children reading on grade level at the

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end of third grade. By the end of the period the goals were: children are born healthy; children are safe from abuse and neglect; children are ready for kindergarten; and children have quality access to afterschool and summer programs (it had become apparent that the goal concerning third grade reading was simply not within the control of CSC).

The Council's focus during this period was on research based strategies, particularly evidencebased programs.

- a. In the February 2007 Planning Session, a number of key elements were discussed (and then approved at the February Council Meeting). These include:
 - "Moving from a foundation model of short-term, one-time programs to the development of a prevention and early intervention infrastructure".
 - "Moving from funding disparate programs to systems of care". Following the commitments made to voters in 2000 (i.e. investments of 50% in early childhood, 25% in afterschool care, and 25% in child abuse prevention – having healthy families).
 - Adoption of CSC/Agency Relations/General Principles (attached Exhibit "E").
 - Continue development of work with evidence-based programs.
- b. At the September 27, 2007 Council meeting, the CEO presented the Children's Plan update, involving the Early Childhood System of Care. The CEO introduced the "Pathway to Early Childhood Development", with four sentinel outcomes: healthy births; fewer instances of neglect to children ages birth to five; children entering school ready to learn; and (aspirational) children reading on grade level at the end of third grade. These items were discussed further at the 2008 Planning session and adopted by the Council at its February 2008 meeting.
- c. The Council ratified in April 2012 the Planning Session direction, including approving changing the fourth outcome to "children have access to quality afterschool and summer programs" from an aspirational goal of "children being on grade level at the end of third grade", and adopted a procedure by which under expenditures exceeding 5% could be automatically repurposed to fund childcare slots.

CSC during this period also was working with other community funders (e.g., Palm Beach County and United Way) to better align funding and programs. Examples include:

- In April 2009, the CEO reported on working with other funders to better align programs. The CEO stated that the County and CSC had agreed on primary focus areas, i.e., the County would not fund Maternal Child Health and CSC would not fund homeless families with younger children. The CEO also noted that CSC was working with United Way regarding special needs, specifically for United Way to take over directly addressing special needs, with Council funding.
- In June 2012, the Council approved an agreement moving the mentoring programs to United Way (with continued CSC funding).
- In May 2014, an agreement was reached with Palm Beach County to phase in CSC taking over all Head Start matching funding (ultimately reaching approximately \$5.1 million in 5 years and freeing funds for the County to establish a Children's and Youth Services Division, now known as the "Youth Services Department".)
- In June 2014, an agreement with Lutheran Services of Florida was approved by CSC to provide combined CSC and County funding for Early Head Start and Head Start, with Lutheran Services taking over as provider from Palm Beach County.

The overall result was an "Early Childhood System of Care" (what is set forth below is only a brief summary and some highlights of this "System of Care"), composed of the following three areas:

- i. <u>Healthy Beginnings:</u>
 - a) In November 2008, an ITN for Healthy Beginnings Services was released (with an anticipated implementation of 4/1/09 – 9/30/10). The ITN spelled out in some detail the proposed Healthy Beginnings Program System of Care, to consist of two Entry Agencies (these would be agencies through which clients or potential clients would enter the System, with one Entry Agency for prenatal and the other for birth to age five). There would then be a number of prevention and early intervention programs to meet the needs of the eligible maternal and child population, with the intent to improve prenatal, birth and health outcomes; reduce child abuse and neglect for children birth to age five; allow for healthy growth and development for children birth to age five; and have healthy family functioning which promotes a child's social-emotional well-being. A number of service programs were identified, including several evidence-based programs. Uniquely, the ITN invited agencies to propose and be part of the Healthy Beginnings system, with a suggested service program(s) that the proposer wish to provide, but the ITN made it clear that CSC would ultimately determine which proposer was best suited to operate which program.
 - b) At the March 2009 Program Review Committee, the Council was informed that staff of the Healthy Beginnings system was working with system members to develop new contracts (to be effective 7/1/09). An update on review of responses to the Healthy Beginnings services ITN was also provided, with agencies named to move forward in the process as a pool of agencies to be considered for contracts upon identification of future system services. Finally, it was stated that negotiations had started with agencies for specific services, including Early Steps and Parent Child Home program. The Council also approved release of an ITN to secure a provider for Healthy Steps services in the Healthy Beginnings System.
 - c) In May 2009, the Council approved a resolution authorizing the CEO to enter into agreements for various Healthy Beginning services, including targeted outreach to various communities and contract with the Health Department for Healthy Start Healthy Families nursing services (all contracts to be effective 7/1/09 – 9/30/09).
 - In June 2009, the Council approved a number of Healthy Beginnings contracts, including Families First, Healthy Mothers Healthy Babies (as an entry agency) and Parent Child Home Program (to be effective 7/1/09-9/30/09).
 - e) Also in March 2009, there was the release of an ITN for a provider of Healthy Steps services, in the Healthy Beginnings system.
 - f) In January 2011, the Council approved an agreement with Wyman's for the Teen Outreach Program (TOP); this was subsequently released as an RFP and 3 organizations were chosen to implement the programs starting October 1, 2012.

- g) In October 2012, the Council was presented, as an informational item, with RFPs in process for new programs. It was first noted that there had been recent program expansion in target areas for services including Healthy Beginning Nurses, First Step to Success, and Centering. New funding initiatives being procured by RFPs for FY 12-13 were Wyman's Teen Outreach Program (TOP); Nutrition, education, and counseling services; Incredible Years facilitators; Healthy Steps; and Centering program expansion to private providers (all these were under RFPs that had been released or were to be released with all contracts for these programs to be in effect by March 2013).
- h) In June 2014 an update on the mental health redesign was presented followed in August by the announcement of the release of RFPs for Mental Health Therapy Programs and for the Child First Program.
- i) In October 2014, the Council had an update on the Light Touch Service (i.e. short term service of 6 months or less in duration) with an RFQ planned to be released in January of 2015.
- j) In December 2014, an update of RFPs for mental health services was presented for both Child First and (a subsequent RFQ was released – see next bullet below) mental health therapy services. Two rounds of RFPs had to be issued, but ultimately providers for both programs were obtained. The Council entered into authorized contracts in February of 2015 for the period April 1 – September 30, 2015 for implementation purposes (with an intent to include those as annual programs starting in FY 15-16).
- k) In April 2015, an update of the Light Touch service was reported noting that the initial RFQ process only resulted in submission of one proposal. All submissions were rejected and the RFQ would be released again (with a proposed contract for a planning grant to be executed in July 2015, with plans to be reviewed and up to three to be selected for implementation in January of 2016).

In April 2015, a diagram of the Healthy Beginnings System was presented at the Planning Session (see Attachment A).

ii. Quality Childcare:

- a) Funding
 - Early Childhood Education The funding process for child care slots through the Early Learning Coalition continued both with match funding from CSC and with Continue to Care (CTC) scholarships (of various types listed as "Child Care Slots and "Continue to Care"). In the last few years these were combined into a single contract, "CSC Scholarships Initiative". By FY 14-15, the Early Learning Coalition received the largest amount of CSC funding, at \$29.6 million.
 - Afterschool In the beginning of this time period, funding for afterschool care was through a number of individual programs that had been scheduled over the years through various RFPs (the latest of which was in 2007). However in FY 08-09, the Council approved a transition of afterschool programs to the Early Learning Coalition on a unit cost reimbursement basis, a process that resulted in CSC

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purchasing after-school slots through the Early Learning Coalition/Family Central. Those slots could, but need not be, at afterschool programs previously having direct funding contracts with CSC (parents could choose any program so long as it was a Quality Improvement System (QIS) site).

- b) Quality
 - Early Childhood Education CSC has been concerned with having quality in early education programs since it began funding in this area. As first reflected in the RFPs for childcare, this ultimately led to the QIS whereby centers and family homes providing early childhood care and education were rated on a five star scale, with funding provided by CSC to specifically increase the quality of such providers including quality of staff through training and monetary incentives.
 - In March 2010 the Council changed the Quality Improvement System (QIS) name to Quality Counts.
 - At the January 2013 meeting, a Strategy Review and Allocation Analysis (SRAA) update was provided for the Quality Counts System. The focus would be on measuring child outcomes, assessing adult – child interactions, and using the results to introduce curriculum and supports that focus on bonding and attachment, executive function and self-regulation of children.
 - In September 2014 an RFP was issued for an entity to manage the Palm Beach County Early Childhood Registry (which provided a framework for the training of early childhood education practioners). A contract was awarded to Children's Forum, Inc., in December 2014.
 - In January 2015, a report on the new Quality Child Care 0 System launch, titled Strong Minds Network, was presented. The focus was on increasing child outcomes so that more children were school ready, including focusing on adult - child relationships in instructional reports which research had indicated were the key strategies necessary for achieving positive child outcomes. In addition to continuing to provide developmental supports including technical assistance, scholarships, and salary supplements, the new program also provided quality enhancement payments on a tiered reimbursement basis for those child care programs that met benchmarks indicating high quality. This program has been even more successful than initially projected, with 203 sites having achieved "in network" status (as of 8/31/15) allowing them to receive tiered reimbursement. See Attachment B for Strong Minds Network Organizational Chart

- Afterschool In the afterschool area, CSC has provided significant funding to Prime Time to provide afterschool enhancements and to assist afterschool programs to improve and achieve higher quality.
- c) Summer Camp Additionally, CSC for many years has been a major funder of summer camp scholarships. As a funding partner with Palm Beach County, (through the Governor's Council For Community Health Partnerships, Inc., whose name changed in 2013 to Friends of Community Services, Inc.) CSC in FY 14-15, provided almost \$1.6 million that enabled 2,265 children to attend summer camp. It should be noted that CSC funds for summer camps could only be spent on programs that were licensed or license-exempt (e.g. School District municipal sites, and Boys & Girls Clubs), with employees undergoing a Level 2 background screening.

iii. Neighborhood-based approach-BRIDGES:

- a) In February 2010, the Council released an ITN for Community Hubs. The ITN was for two to three "lead" agencies to support a total of approximately nine community hubs to develop a coordinated and integrated, community-based system of care focused on increasing healthy births, decreasing child abuse and neglect and increasing school readiness in specific geographical areas. Key functions of lead agencies were spelled out (outreach, engagement, navigation, coordination of services, and strategic alliances/partnerships in their communities) as were the zip codes for the specific geographical areas: 33401 and 33407 (West Palm Beach); 33403 (Lake Park); 33404 (Riviera Beach); 33430 (Belle Glade); 33435 (Boynton Beach); 33460 and 33461 (Lake Worth); and 33476 (Pahokee).
- b) In June 2010, the Council approved contracts with Housing Partnerships and Children's Home Society as Lead Agencies for community hubs [now known as "BRIDGES"].
- c) The original 10 BRIDGES sites continue to be funded with the same Lead Agencies.

3. Relationship with Agency Providers

The policies of CSC towards its agency providers changed to reflect the reality that providers were, to a very large extent, implementing programs developed and/or vetted by CSC. See the adoption of the CSC Agency Relations/General Principles (attached **Exhibit "E"**) in February 2007, compared to the Operational Values and Operating Principles established in 1988 and forward (see pages 69-72 of **Exhibit "A"**). These General Principles were subsequently revised (in some aspects) in 2014, see attached **Exhibit "E-1"**.

One of the aspects that the annual RFP process in the early years had accomplished was to identify and de-fund agencies and/or programs that were not accomplishing their goals or otherwise not meeting CSC's expectations. Long term contracts became the standard under systems of care, involving substantial training investments by CSC as well as a steep learning curve for both the program and the system in which the program operated. Accordingly, new processes were developed that served to terminate programs that were not meeting CSC's requirements. These included:

- a. Agency Certification This requirement went into effect in 2008 and required that agencies be certified by Nonprofits First, Inc. The focus here was to ensure that agencies operated in a business-like manner that allowed them to continue in existence as agencies so that their programs could also continue. While there were a few programs that were eliminated for failure to obtain (or maintain) certification, in large part the agencies required to be certified met the requirements (new programs under an RFP had 18 months to be certified if they were not already certified). In January 2010, the Council adopted the criteria that for all CSC RFP's any currently funded CSC agency (or any agency funded by CSC within the last twelve months measured from the response date) had to be certified to be eligible to apply, with an effective date of 2/1/10. In June of that year, the Council adopted the milestones of Nonprofits First, Inc. for certifications for newly adopted agencies, which applied to the eighteen month period to become certified. Certification has eliminated, to a large extent, situations that had occurred in the past where agencies on short notice went out of business, requiring CSC to scramble to transition the program clients from such agencies.
- b. CAPA/CPPA (Comprehensive Agency Program Assessment/Comprehensive Program Performance Assessment) This process, which commenced in 2012, involved a review of an agency's program(s) against a clear criteria including core competencies and process/outcome measures. Using a green/yellow/red scoring system, green programs were renewed, yellow programs were placed on progressive intervention plans (which, if met, resulted in contract renewal), and programs in the red were terminated, with a time to transition clients. The initial CAPA program results were presented to the Council in August 2012 and in the first year resulted in 16 programs falling in the green range, 24 programs in the yellow range and 8 programs in the red range. The termination of the "red" programs resulted in refinement of continuing programs and expansion for certain targeted programs.

Subsequently, the name of the program was changed to CPPA to focus more heavily on program (as opposed to agency) criteria. In January of 2015, the annual CPPA update report was presented to the Council. Of 51 programs, 29 were green, 4 programs were in the yellow (3 of which were currently on a level 1 improvement plan, the other program having already remedied the problem that put it in the yellow), and no programs were in the red. There were also 18 programs that had been assessed using the short form CPPA, which reviewed programs for contract deliverables- all deliverables were being met.

c. SRAA (Strategy Review and Allocation Analysis) – This process involved a strategic review of CSC's "portfolio" of programs compared against the perceived needs and gaps facing Palm Beach County in the Goal areas that CSC had selected.

In February 2013, the SRAA was the first major deliverable of the strategy review process. The process for arriving at current strategies (reviewing articles for research and strategy programs, mapping and trending data and rating strategies) was presented to the Council. The review resulted in confirmation about core system infrastructure functions for the Early Childhood System of Care. The next step in the process would be to crosswalk current programming with the strategies, continue to assess gaps and/or duplication and review literature and other sources of data to determine best



approaches for targeted (based on risk, geographic area, etc.) versus universal access to program and services.

As noted at the April 2014 Planning Session, new or expanding programs resulting from the SRAA included: Prenatal Plus, Centering Pregnancy (expansion), Child First, Mental Health Services redesign, Incredible Years [Note: While Incredible Years was implemented, ultimately it was decided the program would be terminated at the end of FY 14-15], Healthy Steps, Early Literacy Book Distribution and the Quality Childcare System redesign (ultimately leading to the new "Strong Minds Network", as noted above).

History of CSC Funding Process

Summary Chart

Time Period	Process Elements	Areas Funded
Time Period <u>The Early Years</u> Years 1-6	 Process Elements Annual RFPs (some years limited only to currently funded agencies) Extensive provider and Council involvement, along with intensive staff review Allocation hearings (first with panels and then with entire Council) Objections process (to contest denial of application or award of less funding then requested) 	 Based on 16 funding priorities/program service areas, 10 funding categories were developed (pp. 67 – 68, Exhibit "A"): Child Care Juvenile Justice Health Education Dependency Family Stability Substance Abuse Mental Health Developmental Disabilities Recreation In year 4 (Exhibit "B") the funding priorities were no longer tied to the 16 funding problems, the funding priorities included: Economic Status- Family Stability Self Sufficiency Education Child Care Health Substance Abuse
		problems, the funding priorities included:
		o Juvenile Justice

C)

Time Period	Process Elements	Areas Funded
Multi-Year Funding Begins Years 7 & 8	 Implementation of the multi-year contract process began (each funding area would have an RFP once every three years, with renewal applications in the interim two years) Objection process open only to agencies that included new information in their objection Major allocations hearing and objections process eliminated in year 8 (and thereafter) 	 In year 7, a Neighborhood- Based RFP was issued, restricted to not for profit organizations with at least two- thirds of the board being residents of the neighborhood intended to be served Funding was narrowed over a three-year period to cover the following populations and issues: Birth to 5 years old After-school programs Teen pregnancy and HIV prevention Grassroots neighborhood capacity building Family-strengthening
Shift in Areas Funded Years 9-13	 In year 10, cycle was increased for funding up to four years without going through a competitive RFP process In year 12, this was increased to a five year cycle The process of RFPs in certain areas and a "base application process" for programs not subject to competitive RFPs continued In year 12, the RFP proposal review process was modified to add additional requirements, see Exhibit "D" 	 As part of the revised RFP proposal review process in year 12, additional funding categories were established to allow for board, administration and program development prior to delivery of client services As a result, the following categories of funding were: regular, start up, conditional, and special requests In year 13, funding for Beacon Centers and Family Resource Centers began
<u>Longer Term</u> <u>Contracts – Targeted</u> <u>Areas for Funding</u> Years 14-18	 In year 14, the RFP review process was revised to allow for initial review of proposals, telephone interviews, verifications regarding capability and track record of applicants, personal interviews, internal staff review, ratings and recommendations, and staff recommendation to Council. Based application funding became part of the Council's consent agenda 	 In year 15, an RFP was issued for out of school activities In year 15, RFPs for family and community networks were released for each of four targeted geographical areas (TGA) In year 16, RFP for mentoring was released, and Beacon Centers were expanded

Time Period	Process Elements	Areas Funded
Recent Years (FY 2006-07 through 2014-15)	 Funded process was essentially stabilized with existing contracts being approved annually using an "allocations resolution process," while new programs were selected through an RFP process (or for a period of time through an Invitation to Negotiate (ITN) The RFP process has become very standardized and has proven to be very flexible. With the demise of the annual RFP to serve as a way to remove programs that were not operating as desired, new processes were developed: Agency certification by Nonprofits First, Inc. CPPA (Comprehensive Program Performance Assessment) - review of an agency's program against clear criteria including core competencies and process/outcome measures SRAA (Strategies Review and Allocation Analysis) - focusing on perceived needs and gaps compared to CSC's "portfolio" programs 	 CSC moved to a system-based approach based on the "pathway to early childhood development" approach By FY 14-15, the four goals were: Children are born healthy Children are safe from abuse and neglect Children are ready for kindergarten Children have quality access to afterschool and summer programs There was increased emphasis on evidence-based programs and systems of care Overall result was a CSC "Early Childhood System of Care" composed of the following three areas: Healthy Beginnings (0-5) Quality childcare (early childhood education and afterschool, both through funding and quality enhancements) BRIDGES (neighborhood based approach for services)

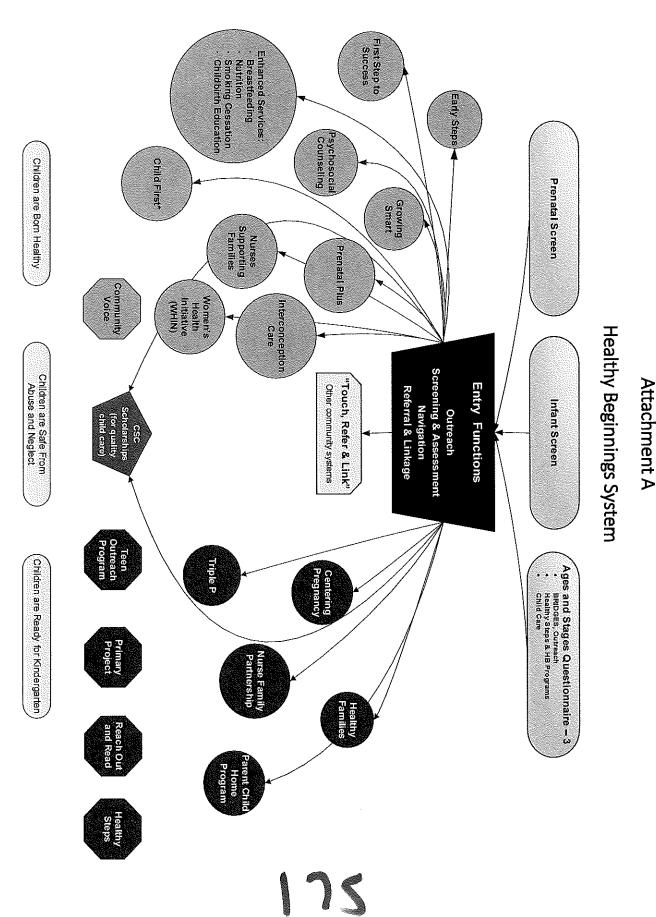
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LESSONS LEARNED

- 1. The initial process was extremely labor intensive for staff, providers and the Council, with extensive paperwork and lengthy meetings (in some years the allocations hearings were three to four days in length). This was changed to a process that was able to obtain the information needed to make a decision more efficiently. Also, over time, as a system of care was established and many of the RFPs were to find a provider(s) to run an evidence-based program, more responsibility was placed on the staff to investigate and make funding recommendations. The Council thus took on a more policy-making role, relying on the RFP process to identify the best agency for a specific program.
- 2. It soon became clear that annual RFPs did not provide enough time to develop and implement programs (on the agency side) nor sufficient time to evaluate the effectiveness of such programs (on CSC's side). Additionally, as systems of care were developed, more time was necessary for programs that were part of a system, as CSC needed to determine both whether the program was working and whether it was contributing to the advancement of the system. These factors, over time, led to a three to four year funding cycle, then to a five year funding cycle with a five year renewal, and finally to the current situation where programs have no fixed cut-off date but are subject to the CPPA and SRAA processes described above.
- 3. CSC's focus on accountability (only funding programs that achieve their objectives, an issue from the very first RFP through today's CPPA) has over the years also led to a focused approach on specific areas of funding, with evidence-based programs used when possible, all within an overall System of Care. This narrower focus than the original funding categories automatically excluded certain categories of providers who did not provide programs in these areas. This resulted in CSC going from having ten different funding areas initially (with sixteen problem areas) to eventually having programs focused on CSC's four main goals, through the three components of the Early Childhood System of Care (Healthy Beginnings, Strong Minds, and BRIDGES).
- 4. Similarly, CSC's emphasis from the beginning on accountability and evaluating programs led, out of necessity, to termination of programs that could not demonstrate they were achieving their desired outcomes. This was noted by Council members early on as a major change from how government funding of programs usually worked. The mechanism for terminating programs that were not working changed over time from non-selection when annual RFPs were used to today's CPPA process.
- 5. These changes to the funding process (see #s 3 and 4 above), have also contributed to the development of the CSC Accountability Model, in which funding has become more of an investment portfolio decision and not merely funding a program.
- 6. Over time there has been a significant change from CSC funding what were essentially agency programs brought forward through the RFP process for additional or new funding to the current situation where agencies are being funded to deliver programs decided on by CSC. One implication of this, for example, is that CSC now is prepared to pay all reasonable costs of implementing its programs, rather than (as in the early years) urging agencies to find additional funding sources.
- 7. Funded agencies, particularly but not limited to, smaller agencies, had issues regarding the management and financing of those agencies. This resulted in situations where an agency, primarily for financial reasons, went out of business on short notice, requiring CSC to quickly transition clients to other programs/agencies. This problem led to the certification process.

8. An RFP (or RFQ) continues as a good mechanism to select providers for new programs, as well as to get input from providers in structuring programs where no evidence-based programs exist. One example of this is the "Light Touch Service" RFQ for FY 14-15.

NOTE: *- denotes future programs



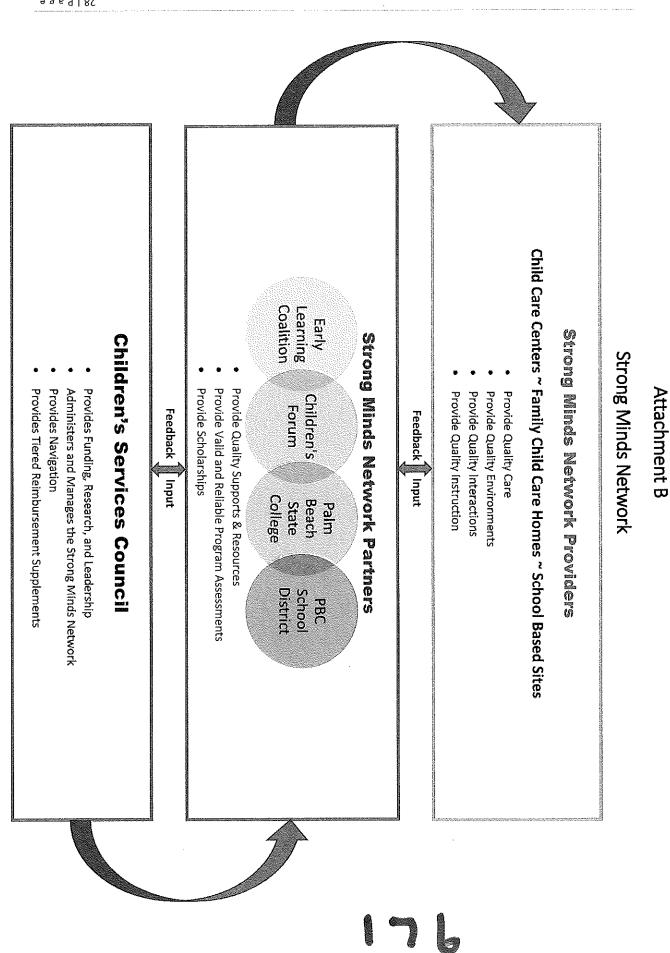


Exhibit A

PROPOSER'S REFERENCE MATERIAL

- o An Introduction To the Children's Services Council
- o Funding Priorities
- o Guiding Values & Principles
- o Needs Assessment Executive Summaries

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AN INTRODUCTION TO CHILDREN'S SERVICES COUNCIL OF PALM BEACH COUNTY

The Children's Services Council of Palm Beach County (CSC) is an independent, special district of local government authorized by Florida Statute in 1986 and created by local ordinance on November 4, 1986.

The purpose of the Council is to plan, coordinate, fund, and evaluate programs, and to address public policy issues relating to children in Palm Beach County.

To implement its mandate the Council is empowered by local referendum to assess an ad valorem tax up to one-half mill (\$.50 per \$1,000) of non-exempt property evaluation.

The Council is composed of nine members: the Superintendent of Schools, the District Administrator of Florida District IX Department of Health & Rehabilitative Services, a member of the Palm Beach County Board of County Commissioners, a member of the School Board of Palm Beach County and five at large members appointed by the Governor of Florida.

Mission Statement

The mission of the Children's Services Council of Palm Beach County is to enhance the lives of the children of Palm Beach County and to enable them to attain their full potential by providing a unified context within which children's needs can be identified and resolved by all members of the community.

<u>Goals</u>

- 1. To promote the social, psychological, and physical growth of all children and youth in Palm Beach County.
- 2. To prevent and eliminate the social, psychological, and physical conditions among Palm Beach County children preventing them from achieving growth to full potential.
- 3. To develop and allocate resources to create a comprehensive, coordinated, and accountable system of program services based upon and responsive to the needs of children and families in Palm Beach County.
- 4. To develop a continuum of programs to address the needs of children & their families.
- 5. To create and support a system of program services which are accessible to all children and families who are in need.
- 6. To advocate on behalf of children and families to address public policy issues which impact upon children.

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7. To provide for early identification of and assistance to at-risk children.

- 8. To establish a creative environment for responding to children's needs.
- 9. To serve as a conduit for funding and training resources and as a coordinating umbrella agency for the benefit of the service community attending to children in Palm Beach County.
- 10. To establish a community standard by which to assess the viability of proposed and existent children's programs in addressing the needs of Palm Beach County children.

Acquisition of Contractual Services

It is the intention of the Children's Services Council, whenever possible, to achieve its goals and objectives through the Request for Proposals (RFP) process and through contractual agreements with specific programs designed to meet the needs of children as prioritized by the Council.

A Request for Proposals is a document which seeks definitive specification for performing identified CSC projects and programs with the goal of entering into a contractual agreement for the provision of identified program services.

The unit of funding for the Children's Services Council RFP Process will be the <u>program</u>, defined as one or more services designed to prevent or solve a specific problem of children and their families.

Budget

For Fiscal Year October 1, 1987 - September 30, 1988, the Children's Services Council has approved a Budget totaling \$3,300,075 of which \$2,295,000 is to be allocated to children's programs.

Subject to the availability of funds, the Children's Services Council intends through this RFP to select programs to provide services for the following contract periods and amounts of funds:

- A. Contract Period: July 1, 1988 September 30, 1989; Amount of Funds: \$2.295 Million
- B. Contract Period: October 1, 1988 September 30, 1989;
 Amount of Funds: \$2.5 Million, pending finalization of the Millage Rate for 1988-89.

<u>Both</u> funding packages and periods are being considered through this Request for Proposals Process.

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These amounts are approximate; actual funding will be determined by actual receipts of revenue from the Palm Beach County Tax Collector and by the final actions of the Council.

CSC Needs Assessment

In preparation for its first funding activity, and in accordance with its mandate, in May, 1987, the Children's Services Council appointed an Advisory Committee, comprised of Volunteers, to design & implement a community-based assessment of children's needs in Palm Beach County.

The Volunteers of the CSC Needs Assessment Advisory Committee designed the needs assessment as a process which would provide information on community-wide perceptions of the needs of children in Palm Beach County.

The Final Report and the Executive Summary Report on the Needs Assessment will serve as a tool available to the Council to understand the community's perceptions of children's needs and to make the initial allocation decisions.

The Needs Assessment Executive Summary & the Executive Summary -Telephone Survey appear in this section of the RFP. The Final Report is available from CSC upon request.

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CHILDREN'S SERVICES COUNCIL OF PALM BEACH COUNTY FUNDING PRIORITIES

Based upon the Needs Assessment, the Children's Services Council has set the following funding priorities for this Request for Proposals Process.

Priorities

- 1. **Program Service Area:** Substance Abuse **Problem:** It is the perception of the people in Palm Beach County that children and youth are readily exposed to drugs. It is perceived that drugs can easily be purchased on the street and in the schools.
- 2. Program Service Area: Substance Abuse Problem: It is the perception of people in Palm Beach County that there is a high incidence of drug and alcohol abuse by children and youth in the County. It is perceived that the problem affects children from all socio-economic levels.
- 3. **Program Service Area:** Education **Problem:** It is the perception of people of Palm Beach County that too many youth are dropping out of school. According to Palm Beach County School Board information, 10.7% of students in grades 9 through 12 dropped out of school in 1986-87.

4. Program Service Area: Recreation

Problem: It is the perception of people in Palm Beach County that many children and youth do not have access to structured activities that are appropriately supervised. This is perceived to be a problem particularly for 14 and 15 year olds.

5. Program Service Area: Child Care

Problem: Some parents in Palm Beach County are unable to find affordable day care for their children. This is particularly a problem for young families with children between the ages of two and four and for families with children who have special needs.

6. Program Service Area: Child Care

Problem: Some parents in Palm Beach County are unable to find day care at an acceptable level of quality for their children. This is particularly a problem for lower income parents. Some parents do not know how to judge the quality of a day care center. Others cite problems related to too many children per care giver and to staff qualifications and training.

7. Program Service Area: Child Care

Problem: There is a shortage of day care available in Palm Beach County for pre-school children. The shortage is greatest for children two years of age and younger. According to the Health Department, during the Winter Quarter, 1987, there were approximately 14,647 licensed slots in day care centers with 1,262 (8,6%) designated for children 0 - 2 years of age.

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8. Program Service Area: Juvenile Justice

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Problem: It is the perception of people in Palm Beach County that children are too involved in crime, both as perpetrators and as victims. Some people see themselves as being helpless to protect themselves and/or their children from becoming victims of crime. In Palm Beach County, 8,000 youth are arrested yearly. On any given day, 24 - 27 juveniles are detained in Palm Beach County Jail.

- 9. Program Service Area: Health Problem: It is the perception of people in Palm Beach County that some children and youth do not have access to affordable, quality health care. Those most in need are perceived to be pregnant women and children who are ineligible for medicaid, but are not covered through private health insurance and children with critical medical problems.
- 10. **Program Service Area:** Developmental Disabilities **Problem:** It is the perception of people in Palm Beach County that the risk for children to contract AIDS is growing. According to the Health Department, 13 cases of minors who have contracted AIDS have been reported in Palm Beach County.
- 11. **Program Service Area:** Dependency **Problem:** It is the perception of people in Palm Beach County that an increasing number of children are being abused, both physically and sexually. They further perceive the need for a more pro-active approach to child abuse that includes prevention and parent education strategies.
- 12. **Program Service Area:** Dependency **Problem:** It is the perception of people in Palm Beach County that some children do not receive adequate care and supervision from their parents or guardians.

Other Problems

The following represent other problems of a general nature which will be considered by the Council:

- 1. Program Service Area: Family Stability & Self-Sufficiency Problem: Teen pregnancy.
- 2. Program Service Area: Family Stability & Self-Sufficiency Problem: Homeless children.
- 3. Program Service Area: Mental Health Problem: Children and youth in crisis.
- 4. **Program Service Area:** Developmental Disabilities **Problem:** The special & constant care requirements of developmentally disabled children threaten the ability of families to care for their children.

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CHILDREN'S SERVICES COUNCIL OF PALM BEACH COUNTY

GUIDING VALUES & PRINCIPLES

The Children's Services Council has established the following Values and Principles to influence its decisions and guide its activities during this initial funding process.

Operational Values

Values: those qualities regarded as worthwhile by which the Council is to be guided in making its decisions and in conducting its activities.

1. CSC is dedicated to the principles of prevention and early intervention services to children and families.

2. CSC is dedicated to the principle of strengthening families to enable them to promote and sustain the development of their children.

3. CSC is dedicated to seeking out and addressing the underlying causes in addition to dealing with the effects of problems among children.

4. CSC is dedicated firstly to the provision of quality services by competent, caring, and well-trained professional staff and volunteers and secondly to meeting the needs of as many children as possible. When a conflict arises between these values, CSC will emphasize quality and will apply a test of reasonableness to assess costs in relation to outcomes.

5. The Council will concentrate its resources upon those needs and problem areas identified through a community-based needs assessment process, clarified through on-going research, & prioritized by the Council.

Funding priorities will be adjusted by the Council to address the changing conditions within our community and to reconcile with emerging patterns of needs.

6. With respect to its funding activities, CSC adheres to the principle of judicious allocation of resources which provides for the distribution of its funds in a prudent & conscientious manner and for the systematic monitoring of program service delivery and outcomes to assure effectiveness and efficiency in the use of local tax dollars.

7. CSC is dedicated to the principle that programs must provide services in a manner sensitive to racial & ethnic considerations and to equal opportunity and accessibility for those in need.

8. CSC is dedicated to creating a network of programs which are



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complimentary in their services and comprehensive in their approach. To that end, CSC will encourage those applicants for funding which evidence in their proposals a coordination of efforts across programs and a comprehensive approach to addressing prioritized problems. Such evidence would include, but not be limited to, specific efforts to overcome: fragmentation, turfism, and duplication of services.

9. CSC is dedicated to fostering innovative approaches & strategies in the provision of services for children and their families with the full recognition that such ventures require the rigorous measure of outcomes in order to assure accountability.

10. CSC is dedicated to reaching those portions of the population in Palm Beach County most susceptible and vulnerable to conditions of need including those children and families in the greatest social and economic need.

11. CSC is committed to reaching as many children as possible. To that end, CSC will encourage applicant programs to apply a sliding fee scale for those children and families who can afford to subsidize program costs and in order to expand services to more children and families who are unable to do so.

12. While for the most part CSC intends to achieve its objectives by acquisition of contractual services, the Council reserves the right to provide programs and services directly in the absence of a viable contractor.

Operating Principles

Principles: those guidelines of operation which govern the processes of the Council.

1. With respect to its initial funding cycles, CSC will emphasize the general principle of meeting the needs of as many children as possible. To that end it will support direct service provision costs and will de-emphasize property acquisition and/or capital improvements.

Similarly, capital expense requests by applicants must be considered in terms of a test of reasonableness in relation to the return in services being rendered.

In the event of discontinuation of CSC funding of a program due to adverse findings, unless otherwise forfeited by the Council, all equipment funded by CSC will revert to CSC ownership for re-distribution among CSC funded programs.

2. CSC will delineate its role in relation to other funding sources and will make every effort not allocate its resources to supplant those of other funding bodies.

3. CSC funds may be used as matching funds to attract local, state,

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federal, or private funds. CSC will require a total agency budget to reflect the CSC proportion of shared costs. The recipient program must demonstrate a commitment of the funds for which CSC is being used as match. CSC funds must not be used to supplant other local matching sources.

4. CSC will not automatically replace funds lost under other funding sources.

5. While CSC will not initially limit its proportion of funds represented within an agency budget, it will encourage establishment of a diversified funding base for its participating agencies.

6. CSC is committed to the principle of supporting programs which meet prioritized needs and which produce positive outcomes; however, distribution of CSC funds to any program for any given funding cycle is not a guarantee of automatic continuation either of the initial level or of any funding.

The primary guiding principle in determining such funding will be firstly the welfare of the children and secondly the effectiveness and efficiency of the program under consideration.

7. Agencies being considered for funding by CSC will provide an audited financial statement and a disclosure statement regarding any material condition(s) which may adversely affect their financial position.

CSC will require of existing programs a statement of capability which ensures sufficient cash flow to fund the program for the initial 45 day period.

In the absence of this capability, the program under consideration will be requested to explain the financial circumstances which prevent support. Due consideration will be given to the specific nature of each program's circumstances; however, it will require special action of the Council to undertake the support of such a program.

The statement of capability may be waived by the Council in the case of initiation of a new program in the absence of a supporting or umbrella agency; however, the applicant may be required to present a plan to achieve such capability within a given timeframe.

8. During the initial funding cycles, the Council is committed to laying a prudent foundation of programs which are financially sound and programmatically stable. Such a principle may emphasize, during the initial cycles, the funding of programs within established agencies; however, the Council is committed to moving in the direction of new program initiatives beyond the existing program network. The Council believes that it must develop the capability to take such initiatives through a step by step process.

The Council believes that it must establish a sound foundation with

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the initial, limited funds so that it can distribute future funding packages on an efficient, effective, and innovative basis.

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9. CSC will allocate funds on a <u>reimbursement</u> basis. Application can be made for an advance for extraordinary expenses. Such application is subject to the discretionary approval of the Council and will not represent standard operating procedure.

10. While CSC does not require matching funds, it will encourage diversification of program funding bases. Therefore, when CSC funds a program at the 100% level, it will require of that program a plan leading toward a diversification of its funding base.

11. CSC funds unexpended by the programs by fiscal year end will revert to CSC.

12. The unit of funding for the CSC allocations process will be the program, defined as one or more services designed to prevent or solve a specific problem of a particular population.

13. CSC recognizes that it must continue to develop, refine, and implement its operating principles and procedures. To that end, these guidelines represent the initial efforts of the Council to formulate its policy. • •

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NEEDS ASSESSMENT EXECUTIVE SUMMARIES

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EXECUTIVE SUMMARY

This report analyzes responses from a variety of needs assessment instruments designed and implemented by the Needs Assessment Advisory Committee of the Palm Beach County Children's Services Council. The major findings of the analysis are as follows:

1. Palm Beach County residents overwhelmingly describe alcohol and drug abuse as the biggest problem facing their children. Public sentiment points to the fact that adequate and accessible prevention, intervention and treatment services for youth with substance abuse problems constitute one of Palm Beach County's most critical needs.

2. Palm Beach County residents believe more programs of a preventive and educational nature directed at parents, are needed to combat child abuse and neglect.

3. Palm Beach County parents and children live in fear of the crime and violence that surrounds them. Three overriding concerns were echoed in response to the needs assessment in the area of juvenile justice: 1) protecting the community; 2) study of juvenile offenders and the youth serving systems; 3) development of prevention and early intervention programs.

4. Palm Beach County parents are concerned about the effect of peer pressure on their children. Programs to promote prevention and change within the social context of school and community are needed, particularly programs that promote self esteem.

5. Palm Beach County parents want more health information,

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more affordable quality health care, prenatal care, medical exams for sexually abused children and more services for children with critical medical problems. Parents and other respondents indicate more medical care is needed for those who do not presently qualify for government subsidized health care and are not covered by private insurance.

6. The majority of respondents believe there are serious gaps in mental health care for children in Palm Beach County. The providers identified serious gaps in the areas of crisis stabilization, residential treatment, and after school programs. Additional counseling and family therapy resources are needed to meet existing demands for service.

7. The parents of developmentally disabled and medically complex children desperately need in-home respite care. Other critical unmet needs for these children include day care, after school and therapeutic recreational programs for handicapped school age children, and expanded existing resources to cover youngsters on waiting lists for existing services and therapy.

8. Palm Beach County parents want assistance in the following areas for their teenagers and themselves: Programs to deal with the issue of sex and the moral position of the family; expanded factual information on reproduction; family planning, and sexually transmitted diseases.

9. There is a growing need to educate adults and youngsters on how to prevent both the spread of AIDS and its accompanying hysteria. Issues of confidentiality, compassion and protection of those affected, adequate medical care, foster care, schooling and

housing demand the mobilization of all state and local agencies.

10. The majority of parents appeared preoccupied with issues about the quality of education; while children were concerned about pressures to achieve and unproductive competition. Service providers on the other hand, focused on the need for drop out prevention programs, vocational and skills training for teens, and affordable pre-kindergarten programs which provide quality educational experiences for young children. Special needs groups expressed the need for more responsive programs for their children.

11. Counterpoised to parental fear and anxiety about the crime and violence that surrounds them, was the overwhelming majority sentiment expressed for more safe, accessible, organized recreational activities for children, teenagers and families. These included activities of a cultural nature with emphasis on access to libraries, museums, zoos, etc.

12. Members of various minority groups in Palm Beach County charge that they receive services that are inadequate or inferior to other groups. They experience language barriers, prejudice and racism. Respondents expressed the need for more understanding, tolerance and communication among diverse community groups.

13. In Palm Beach County 45,000 children are in need of day care. Currently there are 15,337 licensed day care slots. A total of 1,653 children are on waiting lists for subsidized day care. These are the facts as presented by local agencies. Only a small percentage of parents saw it as one of the biggest problems facing them and their children.

14. While the need for quality foster care did not surface statistically as an expressed need through the needs assessment activities of the CSC, there may be a need related to the victims of abuse, neglect, substance abuse, AIDS and homelessness.

15. Approximately 1 in 5 of every Palm Beach County respondent cited income and employment related issues as the biggest problem facing them in raising their children. Job availability, low pay and the high cost of living in Palm Beach County were issues of major concern to these parents. The working poor significantly outnumber the welfare poor in Palm Beach County.

16. Low cost, decent housing for families with children is in short supply in Palm Beach County, and was expressed as a major problem by a small proportion of the respondents. There are 50-60 homeless children in Palm Beach County who are emotionally disturbed and in need of residential services.

17. Single parents, dual career parents and reconstituted families frequently are overburdened because of the competing demands on their time, and therefore are not able to provide quality parenting to their children. The net result may be a child in crisis who is in need of both direct and indirect services, and whose parents need service to enable them to cope. A small proportion of the parents surveyed expressed their frustration with their multiple roles and responsibilities.

18. A small proportion of respondents to the needs assessment activities see environmental issues such as growth, overcrowding, pollution and transportation as critical issues for their children growing up in Palm Beach County.

EXECUTIVE SUMMARY

This report analyzes responses from a survey of Palm Beach County residents on issues related to services and programs for County children. Between August 3 and August 18, 1987, telephone interviews were conducted with 424 residents, each of whom was 18 years old or older and had at least 1 child living with them. A random sample of this kind allows for a 95 percent level of confidence and a 5 percent margin of error. The nature of the sample is significant. It consists of residents with telephones. This type of sample gives us a valid indication of the problems of children from the vast majority of families in Palm Beach County. However, it may exclude extremely poor families who would be expected to have special needs.

1. The demographic characteristics of the sample reveal that most respondents: are between the ages of 35 and 44 years old; live in a single-family home; have at least a high school education; have a total family income of more than \$20,000 but less than \$90,000 a year; and are white females with 2 school-age children.

2. Responses to open-ended questions about the biggest problems facing the children of Palm Beach County reveal that drugs and school related problems are high on most parents' list of concerns. However, most parents do not believe that their own children have such problems.

3. A majority or plurality of respondents indicated that the following are big problems for children in their community:

dropouts; teenage pregnancy; child abuse; and children in trouble with the law. A plurality of those interviewed said that teen suicide and runaways are not big problems.

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4. Most respondents said that there are not enough of the following services or programs for children in their community: mental health services; recreational programs; programs for children with academic problems; family counseling services; programs for handicapped children; and programs for gifted children.

5. Respondents were asked a question about locating housing for people with children. Overall, a majority of those interviewed had no problems when trying to locate housing. However, a large percentage of those living in apartments (61%) indicated that landlords did not want to rent housing to tenants with children.

6. A large majority of respondents (87%) did not have any children with special needs. Of those who do have a child with special needs, more than half said that their child has some type of mental, psychological, or emotional problem.

7. A majority of those interviewed do not use child care facilities or services. Of those who do, finding and paying for child care is a problem among approximately 28 percent. The most frequently used establishments are schools and centers. Among those parents who said they had problems finding child care, the most often cited problem was the poor quality and overall lack of available facilities. When asked a series of questions about child care for children at different ages, children 2 years old or

younger were cited most frequently as being hard to place in daycare. Forty-seven percent of the respondents do not have adult family members living in the County who they can call upon for help in raising their children.

8. Over 87 percent of those interviewed said that they have health insurance and a regular source of health care for their children. More than 63 percent of the respondents indicated that they had no difficulty obtaining health care and paying for it. However, this still leaves about 36 percent of the sample who did have some problems with finding and paying for childrens' health care.

Exhibit B

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to the discretionary approval of the Council and will not represent standard operating procedure.

19. CSC funds unexpended by the programs by fiscal year end will revert to CSC.

1991-92 CSC FUNDING

The Council has set the following funding priorities for 1991-92. A total of \$11.3 million is projected to be available to fund programs which are selected for funding. Actual funding will be determined by the final 1991-92 millage rate and budget set by the Council, by actual receipts of revenue from the Palm Beach County Tax Collector, and by final actions of the Council.

Distribution of CSC funds to any program for any given funding cycle is not a guarantee of automatic continuation of funding for subsequent funding cycles.

The Council will invest <u>only</u> in programs which are consistent with CSC general policies and which address the problems identified in the 1991-92 CSC Funding Priorities. Programs which do not address any of the CSC Funding Priorities will not be considered for funding.

The Council is seeking programs which have the greatest likelihood of achieving outcomes which, consequently, will have the greatest positive impact on the problem.

1991-92 CSC FUNDING PRIORITIES

CSC recognizes that the issues and problems which we want addressed in this community go beyond the resources of any one agency to fund; however, the Funding Priorities presented here represent the context within which the Council will make its funding decisions for 1991-92.

1. Economic Status-Family Stability Self Sufficiency

In order to thrive, children need to grow up in families with incomes adequate to meet their needs. The effects of growing up poor can last a lifetime. Children living in poverty are more likely to have poor nutrition and health, to live in substandard or overcrowded housing, to be homeless, to experience developmental delays and educational failure, to be abused or neglected, to become teen parents or to become involved in the criminal justice system. The economic status of Palm Beach County children and their families, therefore, has implications for every portion of the children's service delivery system.

Children are the most rapidly increasing population living in poverty nationwide. Nearly half of the children receiving AFDC are under age 5. The proportion of minorities who are poor is greater than non-minorities. An estimated 15.2% or 26,959 of the children in Palm Beach An additional County were living in poverty in 1989. number were among the working poor. A total of 27% of the children in the Palm Beach County public school system received free or reduced cost lunches due to their family's low income. The increase in single-parent, female-headed households, an employment base reliant on lower paying jobs, a declining value minimum wage, unskilled workers, inadequate AFDC payments, restrictive eligibility criteria for assistance programs, an overall high cost of living and the lack of affordable housing contribute to the number of poor families living in Palm Beach County.

Many families in Palm Beach County live on the edge of economic crisis. One problem with employment, health or transportation can cause them to be unable to meet their basic needs. Emergency shelters have a full occupancy rate and emergency housing funds are exhausted early in the funding cycle. Child care for families in homeless shelters becomes critical for the parents to seek and obtain work. Much of the assistance for homeless and other needy persons address only one need while families often have multiple problems and needs.

A variety of federal programs provide economic assistance. However, of the 26,959 children estimated to be living below poverty, 10,186 or 38% received AFDC in 1989. Many families live in poverty even if they receive public assistance. Programs that are designed to help families become independent of public assistance do not always provide enough or sustained services for them to become and remain independent. Many Palm Beach County families who complete these programs do not earn adequate wages to afford child care, health insurance and other essentials necessary for continued self sufficiency.

Comprehensive, coordinated and accessible services are required for families to become and remain self sufficient. In addition to programs addressing the general conditions described above, the Council is particularly interested in investing in programs which produce the following results:

- . Increase the number of self-sufficient families, targeting those who are homeless or low income.
- . Decrease the number of families at risk of becoming homeless.
- . Increase the accessibility and availability of services to homeless and low income families with

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children.

Increase the accessibility and availability of child care, educational and other support services to children and families in shelters for the homeless.

2. Education

The social problems that are overwhelming the country such as poverty, dysfunctional families, teen pregnancy, homelessness and drug abuse all have a profound impact on the education of our children and youth. In response to social problems and changes in the family, increasing demands are being placed on the public schools to expand the role and responsibilities of the education system.

The Palm Beach County School District is the fifth largest school system in Florida and serves over 105,000 children. The district is undergoing rapid growth in both the number of children it serves and the number of new school facilities required to accommodate the increasing student population, which is projected to increase by 5,500 students annually. The school system must serve diverse communities and populations including urban and rural areas and the largest migrant student population in the state.

Parental involvement is an important component of quality education. Parents are a child's first teacher and efforts must be made to assist parents in this role. Community-based cooperative efforts involving parents, educators, health and social service providers, government and business are required to meet the educational needs of children and youth.

In addition to programs addressing the general conditions described above, the Council is particularly interested in investing in educational support programs which produce the following results:

- . Increase the pupil promotion rate.
- Increase the number of students who graduate.
- Increase the coordination of health, social
- services and education to provide integrated and adequate services to children and adolescents. Ensure that students who do graduate have acquired
- Ensure that students who do graduate have acquired the skills they need to meet the demands of the work place.

3. Child Care

Consistent with a national trend, an increasing number of Palm Beach County parents are unable to provide continuous care for their children. In Palm Beach County, as well as

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nationwide, the need for non-parental child care is accelerating due to an increase in the proportion of women in the labor force, increasing numbers of single-parent households, family mobility and the decline in the availability of the extended family.

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Children living in single-parent households are more likely to be poor. The majority of single-parent households in Palm Beach County are headed by females and are, therefore, more likely to be living in poverty.

In many cases, child care services are required for families to work and earn the income necessary to meet their financial obligations. The number of two-parent households with children in which both parents are working is increasing.

Child care services are critical to enabling families living near or below poverty level to seek, obtain and maintain employment so they can become self sufficient and avoid becoming welfare dependent. Increasing numbers of new families are moving into Palm Beach County from out of state leaving behind their extended families and social support systems which might otherwise have provided a resource for child care.

To meet the needs of these families and their children, the Council invests in programs which:

- . Improve the quality of child care services and arrangements;
- . Improve accessibility to quality child care services for families in different social, economic and cultural circumstances;
 - Enhance the affordability of child care services for low and moderate income families.

In addition to programs addressing the general conditions described above, the Council is particularly interested in investing in programs which produce the following results:

- . Increase the availability of quality child care for special populations such as: sick children; medically complex children; children with special needs; and drug or alcohol exposed infants.
 - Increase the variety of child care options including: after-school care, particularly for middle school children; part-day, part-year & school holiday child care.
 - Increase the availability of child care services for low-income families and teenage parents.

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4. Health

Not all children have access to health and dental care. Lack of financial resources is the single greatest barrier to health care for children. When children do not receive medical care, they suffer from illnesses which are preventable, medical conditions which become more severe and generally poorer health.

Many families cannot afford insurance, have no transportation, cannot meet complicated Medicaid criteria or find language or cultural barriers when seeking medical care. These deficits have an impact in Palm Beach County.

Palm Beach County has an infant mortality rate which exceeds the U.S. Surgeon General's goal. When compared to children in other states, Florida's children are more likely to be born of low birthweight, to mothers who receive late or no prenatal care and to teenage mothers.

Florida ranks third in the nation in the number of AIDS cases. Nearly 75% of the state's reported cases come from Dade, Broward and Palm Beach counties. The number of children and adolescents, ages birth to 19, diagnosed with AIDS increased from 2 to 20 from 1984 to 1989. The number of women reported to have AIDS in Palm Beach County increased 48% from 1987 to 1989 and may indicate a potential for an increase in the number of HIV positive infants born.

Accessible and affordable prenatal care is of concern for all pregnant women. Three populations of special concern include pregnant adolescents, drug exposed pregnant women and their children. Both pregnant teens and drug exposed pregnant women are at extreme risk for receiving no prenatal care and having low birthweight babies. Florida has the fourth highest teen pregnancy rate in the country and is one of only six states in which teenage births are increasing for teens 15-19 years of age. Palm Beach County ranks third in the state for drug exposed infants.

In addition to programs addressing the general conditions described above, the Council is particularly interested in investing in programs which produce the following results.

- . Decrease the number of teen pregnancies.
- . Increase the number of pregnant women and teenagers
- who receive early and regular prenatal care.
- . Decrease the number of infants born exposed to drugs and alcohol.
- . Improve the condition of drug and alcohol exposed infants and children.
- . Decrease the number of infants born HIV positive.

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transmitted diseases.

5. Substance Abuse

The use of alcohol, non-prescribed drugs or other chemicals by a child is substance abuse. Substance abuse, often begins in childhood and requires treatment. The abuse of alcohol and drugs has been identified as one of the most significant threats to our children's well-being. Substance abuse is considered a contributing factor for many of the children entering the juvenile justice, child protective service and foster care systems. One-third of all children admitted to publicly funded substance abuse residential treatment facilities in Palm Beach County are readmissions.

Alcohol abuse is considered a contributing factor for many children who later become involved in drug abuse and dependency. The primary drug of choice of children admitted for drug abuse treatment in Florida is marijuana with the secondary drug of choice being alcohol. Over 82% of middle and high school students participating in a Florida survey reported using alcohol (1987-88). Fifty-one percent of high school seniors participating in a national survey report trying an illegal drug and 60% identified themselves as current users of alcohol (1989).

A responsive community approach to substance abuse includes effective and coordinated prevention services for children and families. These services incorporate educational and peer support activities. Intervention services include: a single entry point with an array of services including early identification and intervention, assessment and case management, community-based outpatient treatment, aftercare and support and intensive residential care and transition programs.

In addition to programs addressing the general conditions described above, the Council is particularly interested in investing in programs which produce the following results:

- Decrease the number of at risk children who become substance abusers.
- Decrease the number of children requiring intensive substance abuse treatment services through the use of early identification and intervention programs.
- Decrease the recidivism rate of children in substance abuse residential care.
- Increase the accessibility and availability of effective substance abuse intervention programs for children involved in the juvenile justice, child

protective service and foster care systems.

6. Mental Health

Mental health problems may be biologically, genetically or environmentally based. The severity of a problem is determined by its duration, frequency and intensity. Mental health problems in childhood may be temporary or may persist through adulthood.

It is estimated that 12% or 24,263 children in Palm Beach County have mental health problems and that up to 5% or 10,110 children in the county have mental health problems which are serious, pervasive and persistent. The public mental health sector can anticipate a need to provide services for 1% to 2% or 2,022 to 4,044 of Palm Beach County children and adolescents.

A total of 2,160 children are enrolled in emotionally handicapped classes in the Palm Beach County school system. Four times as many males as females are identified as emotionally handicapped by the school system. A total of 1,050 teens contacted Crisis Line Information and Referral for assistance. Four times as many females as males called the hotline for assistance.

No data is available on the number of children receiving mental health services in Palm Beach County. Only estimates exist on the number of children who attempt suicide. Conduct disorder is the most prevalent diagnosis of children served by the county's only crisis stabilization unit for children. Many children who are abused experience emotional problems. The number of children in foster care needing intensive treatment services is expected to increase at a rate greater than the dependency population is expected to grow.

A responsive mental health system includes prevention services and a single entry point with an array of services that include: assessment, case management, community based services, acute care and residential services. Community-based services include outpatient counseling, after care services, day treatment and wrap around services such as respite care. Residential services include long-term inpatient treatment, transition programs and therapeutic foster and group homes. The services should be located within or close to the community in which the child and the family live.

In addition to programs addressing the general conditions described above, the Council is particularly interested in investing in programs which produce the following results:

Decrease the number of children at risk of mental illness or emotional disturbance through prevention, early identification and early intervention.

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Increase accessibility and availability of community based treatment, aftercare and support services to children and families; particularly children in the juvenile justice, child protective service and foster care systems.

7. Child Abuse & Neglect

Increase in stress caused by economic, social and cultural factors, coupled with the increase in substance abuse and teen pregnancy lead many human service practitioners to believe that in the 1990's the incidence of child maltreatment will increase to unprecedented levels.

A steady increase in the number of child maltreatment reports in Palm Beach County has led to large increases in the number of children and families requiring services. The number of child protective supervision cases increased by 239% between 1987 and 1989. The number of foster care cases has increased by 43% between 1989 and 1990.

In addition to the overall increase in numbers, other trends are apparent. The average age of children requiring services is decreasing. In 70% of the child abuse and neglect cases, the child lived in a single-parent household. Substance abuse by the parent or guardian is a contributing factor in 60% of the cases of children in foster care. The incidence of child sexual abuse is growing at a faster rate than other forms of child physical maltreatment. Child neglect comprises over 50% of all child maltreatment cases. Environmental neglect in Palm Beach County is higher than the state average by 7%.

A continuum of coordinated services is required to intervene in child abuse and neglect. The components of the continuum include: prevention, early intervention and family preservation services, community-based treatment and support services, and foster care and adoption services.

An array of services and types of placements are required for an effective foster care program including therapeutic foster homes and group homes specialized to address the specific needs of children entering care, foster and adoptive homes for medically complex and other hard-to-place children, support services for foster parents and adoptive parents, foster and adoptive parent training and community-based treatment and support services for children in care and their parents.

In addition to programs addressing the general conditions described above, the Council is particularly interested in investing in programs which produce the following results:

- . Decrease child abuse and neglect through prevention and early intervention.
- Decrease the number of children entering shelter and foster care.
 - Decrease the length of time and the number of
- placements a child experiences while in shelter or foster care.
- Decrease the length of time a child waits for placement into an adoptive home.
- . Increase the skills, knowledge and ability of human service practitioners necessary to work with child abuse and neglect.
- . Increase the skills, knowledge and ability of foster parents and potential adoptive parents.

8. Juvenile Justice

Juvenile justice programs provide prevention, intervention and rehabilitation services for troubled youth who are at risk of becoming involved in the juvenile justice system or who have been adjudicated delinguent.

HRS defines children at risk of becoming involved in the juvenile justice system as all children ages 10 to 17. In 1989, there were 70,485 children between the ages of 10 and 17 in Palm Beach County.

In Palm Beach County there were 7,708 referrals of children age 10 to 17 made to HRS Intake for delinquent acts. Of these referrals, 82.4% were male and 17.6% were female, 55.2% were white and 44.8% were black, and the most frequent age group referred was 15-17 year olds. The number of serious offenses referred to the State Attorney's office increased by 65% between 1986 and 1989.

In addition to these cases of delinquency, a number of children are brought before the juvenile court because of behavior which is held to be illegal only because the child is a minor -- e.g. truancy, running away, beyond parental control. Such children are deemed to be in need of supervision and, together with their families are termed children in need of services and families in need of services (CINS and FINS).

During 1989-90, of the 398 CINS and FINS cases in Florida, 87 (22%) were in Palm Beach County.

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Recent legislation in the area of juvenile justice reflects the need for attention to prevention, diversion and treatment of delinquent behavior.

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Delinquent youth are inappropriately placed in communitybased programs for juveniles due to the lack of residential programs tailored to meet the requirements of this population. Although efforts have been increased to separate youths from adult offender populations, youths continue to be placed inappropriately in programs for adults in an effort to offer the level of restrictiveness required for the offense committed.

The lack of after care supervision and attention to reentry and reintegration for juvenile offenders continues to be a serious gap in the juvenile justice service delivery system. Additionally, there are insufficient community based, intermediate level treatment programs.

The lack of a full array of services within the community diminishes the potential for family involvement. Intense community-based alternatives for youths who have committed less serious crimes are required to prevent continued involvement in the juvenile justice system. A responsive delinquency system offers an array of support services, mental health and substance abuse treatment programs. These should address both individual and family related problems.

In addition to programs addressing the general conditions described above, the Council is particularly interested in investing in programs which produce the following results:

- . Decrease the number of youth entering the juvenile justice system.
- Decrease the number of delinquent youth referred for serious offenses.
- . Decrease the recidivism rate of youth who have committed delinquent acts.
- Decrease the progression of youth into increasingly restrictive settings.

9. Special Needs

Children with special needs have some type of condition which impacts one or more area of their development. An estimated 50% of handicapping conditions can be prevented or minimized through early intervention. While the importance of early identification is acknowledged, these services have not been fully developed for children birth to three years of age.

A gap exists between the number of children with special needs requiring services and those receiving services.

Limited identification services, conflicting eligibility requirements, differing definitions of special needs, inaccessibility to services, and limited services contribute to this gap in services. The separation of social, educational, economic and health services in addressing the many problems of children with special needs creates a fragmented approach.

Parents of children with special needs may lack access to child care, recreation, transportation, and other services. Children with special needs and their families require specialized services to meet their needs. A responsive community approach to meeting the requirements of children with special needs includes coordinated prevention, early identification, and early intervention services. Such a system offers a menu of services which can be tailored to the unique requirements of each child and which includes a range of therapeutic and support services, equipment and technology.

In addition to programs addressing the general conditions described above, the Council is particularly interested in investing in programs which produce the following results:

- Earlier identification of children developmentally at risk or children with special needs.
- Earlier intervention and delivery of appropriate services to children developmentally at risk or children with special needs.
- . Improve the condition of the child developmentally at risk or with special needs.
- . Improve the ability of the child developmentally at risk and the family to cope with the condition.

10. Recreation and Cultural Activities

Leisure time is an opportunity for children to play, to learn new skills, to take risks, and to realize achievements. It is an opportunity for them to make new friends, learn about new ideas, realize their potential and express themselves creatively.

Academicians and recreation professionals have observed that some children do not always learn how to use their leisure time in healthy, satisfying, constructive ways.

Children's leisure time should include opportunities for organized play, artistic development, and cultural awareness. Children benefit from these activities in many ways: by improving their health and fitness; developing new interests to improve the quality of their lives; exhibiting self-discipline and positive behavior and attitudes toward themselves and others; acquiring social skills; increasing their ability to think creatively; and

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allowing children to receive recognition for self-expression.

Participation in arts and cultural activities also provides benefits for children. Art is a universal language expressing feelings, perceptions, and sensory experiences. Art is an educational process for developing creative talents and skills that may not be realized through traditional methods of teaching.

Out-of-school activities are offered by the Palm Beach County and many city parks and recreation departments, the school district, and community organizations. The greatest demand for recreation, arts, and cultural programs for children in Palm Beach County is for summer camps and after-school programs. Existing summer camp and after-school programs are unable to serve the number of children seeking these services.

A lack of transportation sometimes prevents children from having access to many parks, recreation facilities, and cultural activities within their communities. There is a shortage of recreation programming available to children in western Palm Beach County. There is also a shortage of playing fields and equipment within housing projects countywide.

In addition to programs addressing the general conditions described above, the Council is particularly interested in investing in programs which produce the following results:

Increase accessibility and availability of recreation and cultural activities to children of special populations such as children from lower income families, children living in housing projects, children living in western Palm Beach County, and children with special needs. Increase accessibility to and availability of recreation and cultural programs during children's out-of-school times including after school, summers and school holidays.

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Exhibit C

PROPOSED NEW CSC RFP PROCESS

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BACKGROUND

Since its first funding cycle in 1988-89, CSC has used a needs-based RFP process requiring submission of a detailed proposal by all applicant agencies.

CONTRACTOR A

The stated objective of the CSC funding process is to "implement a funding process which incorporates contractual performance measures to ensure accountability of CSC funded programs."

Emphasis has been placed upon establishing a fair and accountable process in allocating funds and upon selection of the most well-established and stable group of providers during this initial operating period. The **activities** and **services** of the funded programs have formed the basis for the performance measures and contractual agreement.

By installing its new evaluation system as of October, 1990, CSC is now focusing upon **outcomes** and **impacts** and in doing so is placing additional emphasis upon what happens after the funds go out the door -- i.e., the **results**.

A RESULTS FOCUS

We are proposing a **results-focused RFP** which applies a **business plan approach** to program selection and development. Key features of the approach include:

- Asking providers to **define the consumers**; the provider is asked to identify the specific type of individuals they will serve as well as provide evidence that these people want or will use the program.
- Instead of a section on goals and objectives, the business plan approach asks for specific and verifiable **results** that the provider is committed to achieving. Results are defined as changes (often in the behavior of those served) that directly relate to the solution of a problem. This is consistent with the focus of the program evaluation project currently being implemented by CSC.
- Instead of focusing on the sponsoring organization, this approach will focus on the **lead person(s)** selected to make the program work; CSC will want to ensure that these individuals have the capacity and energy to achieve the desired program results.

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- Rather than requiring information concerning the provider's approach to service delivery and a description of services, CSC will ask the provider to identify **specific services**, the **comparative advantage** of those services to other approaches that might be funded, and the **connection** of those services **to** the desired program **results**.

ROLE AS INVESTOR

CSC will be making its ultimate decisions based upon three criteria:

- (1) What results are we buying?
- (2) What is the probability of achieving the stated results?
- (3) Is this investment cost-effective compared to others we might make?

By employing this decision-making approach, CSC will transition from the role of funding children's programs to **investing** in them.

THE PROPOSAL REVIEW

The review process will begin with a review of proposer responses to five key questions. To assess the information submitted, CSC staff will interact with all proposers through telephone interviews and personal interviews with This will preclude our making assumptions from finalists. what is written, while giving the applicants a sense of personal responsiveness in wanting to fully understand their proposed program. Accordingly, this process provides all applicants with an equal opportunity to convey (both written and verbally) their program proposal. A numerical sorting system is used to make the process fair, defensible, and readily explainable to those who do not get funded. Based upon the sorting of applications along the three decision criteria indicated above, recommendations are made to the Council for investment decisions.

The process is summarized below. Each step uses a framework of questions and formats for recording and analyzing information.

1. Paper Review

The purpose of the paper review is to assess the extent to which the proposal is responsive to the five RFP questions and to identify areas for amplification in the telephone interview that follows. The review is

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conducted by one CSC staff person and should take no more than 10 minutes.

2. <u>Telephone Interview</u>

Immediately following the paper review, the same CSC staff person conducts the telephone interview. This step in the review process gives the proposal's lead person (e.g., project director) a chance to add information where lacking in the proposal. The same form is used for both the paper review and telephone interview. The telephone interview should take approximately 20 minutes.

3. <u>Verification</u>

This step is also conducted by the same person and involves contacting references (including some not given by the applicant). Its purpose is to verify that key representations made by applicants are accurate. Verifications may take place before or after personal interviews.

Note: At this point in the process, the only proposals that should be removed for consideration for funding are those which: (1) do not fit within basic CSC definitions in terms of clients served or results forecast, or (2) are unable to be generally clear and complete in responding to the questions asked in the RFP.

4. <u>Personal Interviews</u>

Purposely removed from the applicant's setting, the interviews concentrate on generating insight on the proposing individual(s) and their program. The focus is on results (in terms of level and cost) and the probability of achieving them. The questions probe deeply and each interview is followed by the use of an assessment matrix. The interview should include CSC program, fiscal and contract management staff and should take approximately 45 minutes. Upon completion of interviews, investment recommendations are prepared for presentation to the Council.

5. Council Investment Decisions

Based upon CSC staff review and recommendations, the Council makes investment decisions for which CSC will enter into contracts.

6. Contracting

Via the contract, the applicant and lead person make a

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> personal commitment to achieve the intended results of the program in return for CSC support of the program. During the contract negotiations, the program and measurement models and the budget are finalized and included as components of the contract. An action plan is developed soon after contract and identifies milestones as markers for the program's progress.

ADVANTAGES OF RESULTS-FOCUSED RFP

1. CSC will make better program selections by focusing on the project's results and the person who will lead that project rather than the paper before us.

Especially when written by a grants writer, the relationship between a great proposal and a great project is weak. Accordingly, this approach will also have the effect of establishing a more "level playing field" for applicants who are not sophisticated in grant writing or do not have the resources to employ a grants writer.

2. We enable providers we fund to perform at higher levels.

Those who state and pursue specific results tend to outperform those who pledge best efforts to make things better; those who carefully select and support the right people tend to out-perform those who rely on activity lists prepared prior to direct experience in the project itself.

3. We reduce the time needed to select and recommend to the Council.

Some of that time -- which how totals approximately 40 hours per proposal -- is time much better spent in working with the providers.

4. We become more cost-effective.

CSC makes investment decisions based upon more highly focused, bottom-line (results) commitments.

These strengths are well-documented. Reductions of 25%-50% in the time needed to select projects to fund have been achieved by organizations currently using this approach.

In terms of outcomes, one independent assessment comparing teen pregnancy prevention programs funded under a traditional funding approach and one results-based found

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that projects averaging \$10,000 selected by the latter effectively served as many persons as conventional projects averaging over \$50,000.

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Finally, experience and research with this approach has also found that a vast majority of non-profit agencies seeking funds prefer this approach to the traditional RFP. Their reasons: (1) They are no longer overburdened with paperwork to submit a project; (2) there is more flexibility in terms of inputs and activities; and (3) they are enabled to more effectively achieve results. Satisfaction with this process also includes those not selected for funding under the system.

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APPROACH DIFFERENCES

EXISTING APPROACH

NEW APPROACH

PROPOSAL LENGTH & SCOPE 15 - 60 Pages

Emphasis placed upon narrative quality and satisfactory completion of forms primarily concerned with program's activities & services in relation to the problem area.

Interaction is limited

to clarification of

proposal narrative.

Generic Proposal

RELATIONSHIP BETWEEN APPLICANT & FUNDER

DECISION PROCESS

Proposal Review: Focuses upon inherent value of proposal. Proposal is reviewed using a grading formula based upon whether the proposer has accurately supplied what the RFP has indicated the Funder wants to see.

Allows no new information once submission is made.

Focuses on grading the proposal. Insulates reviewer from the applicant for most of the process & ends with showing the unsuccessful applicant a proposal rating sheet. 5 Pages

Emphasis upon concise representations of results & proposer's conviction about their capability & energy to achieve those results.

Requires tightly tailored information specific to the results being sought.

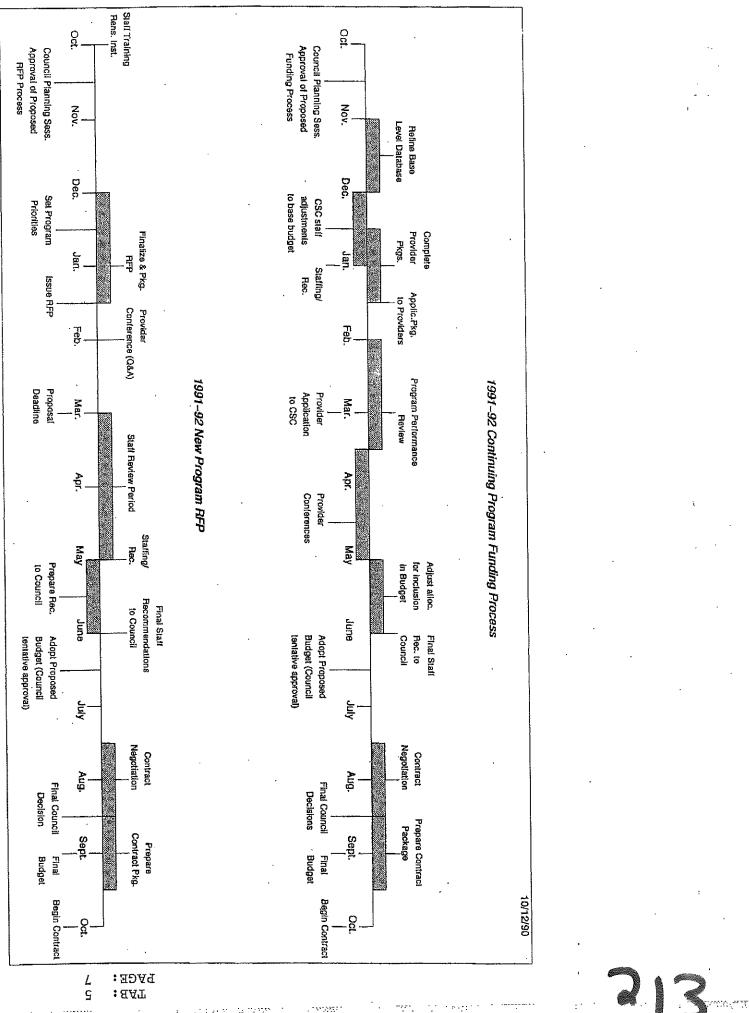
More staff/provider interaction in order to give applicant opportunity to convey real sense of program and lead person(s).

Due Diligence: Focuses upon the extent to which the proposal accurately represents the realities of the market for the service, the lead person, the clients & the budget to which it speaks.

Views the proposal as a "living document" to be revised & up-dated along the way to the investment decision.

While some quantitative formats -- sorting -are used to help codify the presence of key factors, the final decisions are generally based upon the staff team's belief that the

- results are important
- . the applicant will make the project work
- results are well worth the cost



AGENDA ITEM SUMMARY

#:

April 27, 2000 Council Meeting

AGENDA ITEM:

4C(2a)

TITLE:

CSC Funding Allocations – Future Request for Proposal Review Process

CSC STAFF:

Exhibit D

Don Loutsch, Program Services Associate

SUMMARY:

The CSC Request for Proposal Review Process was discussed and several recommendations for modification were made at the March 23, 2000 Council meeting. Those recommendations have been incorporated into the document.

The proposed RFP Proposal Review Process modifies the currently approved process by adding the following features: Review of audits and management letters for the two most recent years, review of agency by-laws, review of board meeting minutes for the past year, review of a list of agency board members with officers designated for the past two years, review of Agency Nepotism Certification, and review of Agency Disclosure of Other Funders.

In addition, several different funding categories are established to allow for board, administration and program development prior to the delivery of client services. This will allow for the building of agencies to that they can better serve our children and their families.

This review process allows for the continuation of CSC efforts to support new and grassroots agencies.

RECOMMENDATION:

I recommend the Council approve the CSC RFP Review Process as presented.

RFP Process Process Document #: PS0200 Version #: Document Owner: Program Services Date of Last Update: 02/03/2000 Written by: Don Loutsch Status: In Development

General Description

Task / Scope:	The review of program proposals submitted to CSC in response to the Request for Proposals. The review period is very intensive for six to eight weeks and involves Program Services, Finance, other team members and management.
Purpose:	To select the strongest agencies, and best program ideas for funding allocations.
Who Performs:	Management Program Services Staff Research Staff Fiscal Staff Administration
Department or Area:	Agency
When to Perform:	As directed by management
	Specific Circumstances: An RPP will be prepared to solicit proposals for programs that CSC may be interested in funding. Occasionally an RFP will be written to replace a specific program, or to pilot a new model for specific services. These may occur outside the regular funding cycle and process. The steps of the regular RFP review process are followed, however the timing will not be designed for the usual October 1st start date.
Requirements	
Approvals:	The release of the RFP must be approved by management and be authorized by the CSC Council
Pre-Knowledge:	Before performing this task you must know The philosophy of the review process Specific Knowledge: Have read and understand the RFP to which the proposals will be responding. Participation in the bidders conference. Training of all staff involved in the review process will take place prior to the
	proposals arriving at CSC.
Definitions:	RFP Funding Team ei: Birth to 5, Youth Development, Family Strengthening, or special initiatives
	RFP Review Team Normally consists of Program Specialist and Fiscal Analyst and others as assigned by management.

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	Review Team Leader The Review Team Leader, commonly filled by the Program Specialist, is responsible for
	tracking the proposal to conclusion and recording all relevant data for each step in the review process.
	Successfully contracted
	During previous contracts the agency has: provided at least 75% of the units of service contracted, consistantly submitted required research, fiscal, program data and certification materials in a timely fashion, maintained case records to a professional standard, and have appeared before the PRC committee no more than once per year, other
	than for follow-up to a previous appearance.
Materials:	CSC Proposal Checklist
	Proposal Review Form A Paper & Telephone Interview
	Proposal Review Form B - Verifications
	Proposal Review Form C - Personal Interview
	Proposal Review Form D - Review Team Conclusions
	RFP Board Meeting Minutes Review and Check List
•	RFP Bylaws Review and Check List
	RFP Incomplete Worksheet
	Stage 1 Internal Staffing
	RFP Audils and Management Letters Checklist
	General Guidelines for Sorting Substantially Incomplete &

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Detailed Steps

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Proposals are received

How to Do:

Proposals are received in a sealed envelope by staff designated by the records coordinator. A receipt is issued for each proposal, the receipt number is written on the sealed envelope, the original (white) is stapled to the envelope and the copy (yellow) is given to the proposer. Date and time are stamped on receipts for proposals that are submitted on the deadline date. The Records Coordinator secures all proposals until the opening date.

CSC management opens and processes all proposals at the designated time.

How to Do:

2,1 Records Coordinator calls Proposal opening meeting.

How to Do:

Records Coordinator, CSC management an others gather at the time and place designated in the RFP to open all proposals.

The Records Coordinator establishes the opening group, provides each member with a copy of the procedure and creates the "Opening Log" containing specific information.

2.2 Proposals are opened

How to Do: Proposals are opened.

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Records Coordinator logs in all proposals as they are opened.

The Records Coordinator writes the receipt number on the upper right hand comer of proposal (all copies). "Original" is written on the original proposal (If three copies are not provided, make copies prior to writing, "Original" so as not to have "Original" on all copies.)

Form D of the "Original" copy is checked to make sure that the original signature of both the Board Chair and Executive Director have been scribed. The Budget of the "Original" copy is checked to make sure that the original signature of the Board Chair and Executive-Director have been scribed.

Proposals without a complete and signed Certification Form D and a signed budget are rejected.

2.3 Proposals are processed and delivered to members of the review team.

How to Do:

The Records Coordinator will separate proposals: 1. Original Proposal, 2. Program Services copy, 3. Fiscal copy, 4. Extra Reviewer copy.

The Records Coordinator will deliver all originals to the Database Manager so that information may be entered into the database. Upon completion of the entry four sets of labels will be printed and delivered to the Records Coordinator who sets up a proposal file for each of the four groups.

Records Coordinator places all originals in the central files and gives the Program Services and Extra Reviewer files to Program Services Associate or Assistant Director for distribution. Fiscal files are delivered to the Comptroller:

All reviewer files are then distributed to members of the review team.

The two audits and management letters are presented to the FA who will be reviewing the proposal. Remaining documents: A current copy of the agency bylaws; the past year, but no more than 12, Board meeting minutes; and the Board list with officers designated for the past two years, will be presented to the PS who will be reviewing the proposal.

Letter is sent.

How to Do:

Administration sends a letter of rejection to all agencies with a proposal that was rejected at this stage.

PS and FA retain the proposal and other documents which will be returned to the Records Coordinator following the Council's funding decision.



First Review: All forms are included and proposal responds to the intentions of the RFP. Nepotism certification is reviewed.

4.1 All documents are checked for completeness of package

How to Do:

PS reviews proposal [utilizing the "General Guidelines for Sorting Substantially Incomplete and Incomplete Proposals and Base Program Applications" (F:Excel/1999 RFP's/1999-2000RFP's/Forms/Worksheet-Incomplete)] to insure that the following documents are enclosed: Program Form A - cover page, Response to RFP Questions, Program Form B -Program Summary, Program Form C - Program data, Program Form D - Agency Certification, Budget Application, Budget Form A - Individual Program Budget Narrative, Budget Form A-1 -

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RFP Process	

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Personnel Budget Narrative, Budget Form B - Total Program Budget Summary, Copy of IRS 501 C(3), (4), (6), (7), or (10) (or a copy of application to IRS pending approval), Nepotism Certification, Other Funders Disclosure, two audits and management letters, agency bylaws, the past years', but no more than 12, board meeting minutes, and board list with officers designated for the past two years. An Application Submission Checklist may be enclosed but is not required.

4.2 All proposal requirements are addressed and respond to the intentions of the RFP. Nepotism Certification is checked.

How to Do:

PS and FA read the proposal to insure that:

1. The proposal is responsive to the RFP funding focus and desired outcomes (the goals, outcomes, services and parameters as described in the RFP.).

2. The proposed services must clearly relate to the proposed outcomes.

The Nepotism Certification is checked to determine the number and function of family members currently employed by the agency and how that may impact on the proposal.

4.3 Review Team meets to discuss their findings

4.4 Review team recommends move forward or eliminate from review process.

How to Do:

If the proposal does not meet both requirements the Review Team will recommend that the proposal not move forward in the process. All such proposals will be reviewed at an internal staffing. Review Team will be asked to justify their recommendation that the proposal not proceed.

Management will review recommendation

How to Do:

For all programs that are not recommended to move forward in the process and all programs where the Review Team cannot reach consensus on a recommendation, the PS will forward the completed CSC Proposal Checklist form along with Stage 1 Internal Staffing forms and all submitted materials are forwarded to the Assistant Director for review. The Assistant Director will read the agency proposal and submitted documents. The Assistant Director will then meet with the review team to discuss their recommendation(s).

Result:

Decision: move forward/reject proposals that are staffed. Proposals that are not brought to staffing will move forward.

List of agencies responding to RFP are cross checked with the United Way list of currently approved agencies.

How to Do:

Management will obtain a list of all agencies with current United Way certification. Management will cross reference the United Way list with the list of all proposals that will move past the first reading.

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Result:

When the United Way agency certification is current and is utilized as a substitute for Bylaw and board meeting minute review we will be able to maintain our standards while reducing the amount of work performed during the busy RFP review process.

Y Move forward in the review process or a rejection letter is sent to the proposer.

How to Do:

Administration sends a letter to all proposers who are moving forward in the review process.

Administration sends a letter of rejection to all agencies with a proposal that was rejected at this stage.

PS and FA retain the proposals which have been rejected along with all CSC documents which have been generated, as part of the review process. They will be returned to the Records Coordinator following the Council's funding decision.

Letters sent to listed references, other agency funders, and those who have worked with agency in past.

8.1 PS assembles names and addresses of individuals and agencies that will receive reference check letters.

How to Do:

PS will assemble the names and addresses of the following individuals and/or agencies: Those identified, in the proposal, (Disclosure of Other Funders form), by the agency, as references, all funders, as identified by the agency, in the proposal, as contributing to the operation of the agency: (These funders are not limited to those funding the proposed program.)

Other individuals and/or agencies who have worked with the agencies either as referral sources or the agency receiving referrals, as clients or other professionals who have an awareness of the quality of services delivered by the proposing agency.

These names and addresses will be forwarded to administration.

Administration will provide the PS with a form letter to sign.

The PS signs the letter and returns it to Administration.

Administration makes a copy of the signed letter and returns the copy to the PS. Administration will send out the signed form letters with the reference requests.

8.2 Administration sends reference letters

How to Do:

Administration sends reference requests.

Review of Bd. min., bylaws, audits, mgt. letters, and BD lists, proposed budget.

How to Do;

These reviews may result in one or more questions to be asked at the personal interview. Subitem List # 9.1 and #9.2 may be substituted with a current United Way agency certification.

9.1 Review of Bylaws

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S0200 FP Process	Updated: 02/03/2000
	How to Do: PS will review agency bylaws utilizing RFP Bylaw Checklist and Summary form (F:Word\Procedure-Policy Links\RFP Bylaw Checklist).
9.2	Review of Board Minutes
	How to Do: PS will review submitted Board meeting minutes utilizing the RFP Board Meeting Minutes and Checklist form. (F: Word Procedure-Policy Links RFP Board Minutes Checklist)
9.3	Review of past audits and management letters
	How to Do: FA will review the past two audits and management letters utilizing the RFP Audits and Management Review Checklist (F:Word\Policy-Procedure Links\RFP Audits and Management Letters Checklist)
9.4	Review of proposed budget.
10) Telephone intel	rview: Written questions asked, additional questions asked.
	How to Do: PS will ask standard questions (developed in a meeting involving all review teams and management) and additional questions, developed by the individual review team, with the intention of allowing the agency to further clarify and enhance their proposal in relation to the RFP.
	FA may participate in the telephone interview. If the FA has a program question they can either request that the PS ask the question during the telephone interview or participate in the telephone interview themselves. If the FA has fiscal questions that they would like to ask during the telephone interview they will participate.
	Upon completion of the interview, the review team will determine if the responses provided by the agency enhance or expand the proposal in relation to the RFP.

1) Team consults with FA, PS and RA assigned to previous contracts about agency past performance.

How to Do:

The review team will set up a meeting with 'all PS, FA, and RA who have worked with the agency in the past. The purpose of the meeting is to gain an in-depth understanding of the agency's past performance on CSC contracts including: program quality and capacity, data submission, process and outcome evaluations, fiscal/administrative experience with the agency and "Did the agency adequately fulfill all provisions of its contract with CSC.

If, due to CSC staff turnover, an adequate picture of agency past performance cannot be obtained, during the meeting, a review of the pertinent CSC program, fiscal and research records, including all process and outcome evaluations, will take place.



Agency references (in proposal, other funders and those who have had contact with agency in past are checked.

How to Do:

PS will review responses to the reference request. Follow-up calls, for additional information and clarification are placed if needed. Telephone calls are placed to

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Status: In Development



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individuals/agencies who did not respond to the reference requests. Several second tier references are identified, (references suggested by the first tier, agencies or individuals who have worked with the proposing agency in the past) are checked.

During the telephone reference checks ask the following:

1. The need for the program's services as proposed.

2. Try to elicit specific information concerning the capabilities of the lead person(if identified) and the agency. Ask for examples that illustrate these capabilities.

All references will be documented on Proposal Review Form B - Verifications.

) Team determines if agency was responsive to questions and responses supported their proposal

How to Do:

The Review Team will discuss and evaluate the responses to questions posed during the telephone interview and the information gathered in consultation with CSC staff who have previously worked with the agency.

If the responses to the telephone interview do not serve to answer questions or clarify concepts but rather serve to confuse or contradict the proposal and the input from CSC staff who have worked with the agency in the past is poor the review team will recommend removal from the review process.

If the responses to the telephone interview do not serve to answer questions or clarify concepts but rather serve to confuse or contradict the proposal and the input from CSC staff who have worked with the agency in the past is good the review team will recommend either removal from the review process or the application of funding restrictions. (Proposals that fall within this category will be staffed by management.).

If the responses to the telephone interview answer questions posed or clarify concepts and the input from other CSC staff indicate that the agency has a history of program, fiscal or research problems the review team will develop a recommendation to move the proposal forward, which may have funding implications later in this process, or to reject the agency's proposal.

If the Review Team is unable to arrive at a joint recommendation management staff will be consulted.

If the decision of the review team is to reject the proposal it is referred to management with a recommendation.

Management will review recommendation

How to Do:

Management will evaluate the Review Teams recommendation that a proposal not move forward in the review process.

Result:

Decision: move forward/reject for agencies staffed. Agencies that are not staffed will move forward in the review process.



How to Do:

Administration sends a letter of rejection to all agencies with a proposal that was rejected at this stage.

PS and FA will retain the proposal along with all notes and forms generated to the point

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of rejection. These records will be returned to records management following the Council's funding decision.

In-person interview pre-meeting 17

How to Do:

PS briefs the other team member(s) on significant information obtained through the telephone interview and verifications. Each team member should then identify specific questions/issues to follow-up on during the in-person interview. PS will record all questions on the Proposal Review Form C - Personal Interview.

In-person interview Board Chair, Executive Director, and fiscal officer will attend. written and 18` additional questions asked

How to Do:

For agencies who have successfully (programmatic, fiscal and research) contracted with CSC (reference meeting with CSC staff supervising agency in past); an in-person interview will be held at CSC. The ED, Board Chair and Fiscal Officer will attend.

For agencies who have not previously contracted with CSC or who have not successfully contracted with CSC (problems with program, fiscal and/or research), the in-person interview will take place at the agency site. The ED, Board Chair and Fiscal Officer will attend.

The interview is not a meeting. It is a highly focused event. Focus should remain on aspects of the proposal which still require clarification. The interview will take no more than one hour, unless there are collaborative partners present to explain a comprehensive program.

Questions identified during the pre-interview meeting and the standard questions identified during a meeting of all review teams will be asked.

Each interviewer should pursue separate areas of inquiry concerning the proposal. Each person should be allowed to ask their sequence of questions before others enter with additional questions. Do not interupt one another.

If the information has already been clearly described in the written proposal or provided through the telephone interview, there is no point in pursuing the same area(s) any further. In all cases, do not preface questions with your opinion. In the best interviews, the respondent does not know what the interviewer's own beliefs are.

The FA will be responsible for asking any remaining questions pertaining to the budget.

At the conclusion of the interview, briefly explain the next steps of the proposal review process to the proposer.

a. CSC staff will meet with the Council to determine the CSC tentative funding recommendations; proposers will be notified of these recommendations following the special meeting.

b. The Council will make final funding decisions at the June Council meeting, or as designated in the RFP.

o. Negotiations with the agencies concerning budget details will occur only after the Council makes its final funding decisions.

d. CSC staff will develop the final contract with the provider (contract will include an evaluation model and budget).

e. Contract with CSC begins October 1 or as designated in the RFP.

Immediately following the interview, the review team will evaluate the responses to the

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written and additional questions to determine if they expand and/or enhance the proposal in relation to the RFP or serve to confuse and or change the written proposal,

Team will determine if agency was responsive to questions and that responses supported their proposal.

Review team will rate proposal and agency.

How to Do:

Review Team will review the following documents and notes: proposal, telephone interview notes, supporting documentation, CSC staff input; in-person interview, site visit (if one took place), level one reference checks and level two reference checks.

21.1 Members of review team will rate proposal independently

How to Do:

Each Review Team member will independently rate the proposal using Proposal Review Form D - Review Team Conclusions. They will rate the proposal on a three point scale in each of the following areas: Outcomes, Probability, and Cost Reasonableness. They will make notes as to their rational for their rating. They will also list value added dimensions.

Each proposal will be rated on it's own merits and will not be compared with other proposals at this stage.

21.2. Review team members will agree on a common rating of the proposal.

How to Do:

Review Team members will then work to reach consensus on a common rating for the proposal. Rating of the proposal will be on a three point scale, a number and a plus or a number and a minus may be used at this stage, in each of the following areas: Outcomes, Probability, and Cost Reasonableness. They will complete a rational for each of their ratings. They will complete Proposal Review Form D - Review Team Conclusions. They will also list value added dimensions.

Review team members will develop a preliminary funding recommendation for proposals being recommended for funding. A rational for the recommended funding level is also developed.

A back-up funding recommendation will be developed for programs not recommended for 21.3 funding.

How to Do:

If the proposal is not recommended for funding the Review Team will identify a back-up funding level to be used in the event that the Council chooses to fund the agency over staff recommendations.



Funding team will review recommendations from all review teams and will rate agencies and develop recommendations.

How to Do:

Funding team (Birth to 5, Youth Development, Family Strengthening) will review the ratings and recommendations made for all proposals responding to the Funding Team's RFP.

They will also take into account: geographic location of the proposed program, intensity

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of community need, other programs delivering the same or similar programs in the same general area of the proposed program, etc..



Agency will be evaluated to determine funding category:Regular,Start-up Existing, Start-up new, Conditional, special req...

How to Do:

Additional requirements such as the utilization of a Management Services Organization may be imposed as a condition of funding or upon completion of the start-up or conditional funding period.

23.1 Regular Funding.

How to Do:

Agencies have contracted successfully with CSC in the past. No start-up or conditions, other than COAs, will be placed on their funding.

23.2 Funding with start-up phase (existing agencies delivering a new service or contracting with CSC for the first time

How to Do:

Funding with Start-up phase (existing agencies delivering a new service, existing agencies contracting with CSC for the first time): All funding with start-up will require the development of a written plan. This plan will be measurable and time certain in it's steps. Progress will be monitored on a monthly basis. If an agency does not fully comply with the development plan the agency will be brought to the Program Review Committee with a recommendation to defund the agency. Activities during this start-up period may include, but are not limited to: Board Training, Consultation on a variety of items: administrative procedures, fiscal management, accounting systems, program delivery, and CSC technical assistance. No clients will be served during the start-up period. At the conclusion of the start-up period a meeting will be held between CSC staff (PS,FA,RA, management) and the Agency Executive Director and Board Chair to confirm that the agency is ready and able to begin service provision. If this group approves, a recommendation for commencement of services will be forwarded to the Program Review Committee for their review.

23.3 Funding with start-up phase (new agencies).

How to Do:

Funding with Start-Up phase (New Agencies): All funding with start-up will require the development of a written plan. This plan will be measurable and time certain in it's steps. Progress will be monitored on a monthly basis. If an agency does not fully comply with the development plan the agency will be brought to the Program Review Committee with a recommendation to defund the agency. New agencies will be required to complete board training, fiscal training and accountant/administrative training along with technical assistance and/or consultation on program development. No clients will be served during the start-up period. At the conclusion of the start-up period a meeting will be held between CSC staff (PS,FA,RA, management) and the Agency Executive Director and Board Chair to confirm that the agency is ready and able to begin service provision. If this group approves, a recommendation for commencement of services will be forwarded to the Program Review Committee for their review.

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23.4 Conditional Funding (agencies who have contracted, unsuccessfully, with CSC in the past).

How to Do:

Conditional Funding (Agencies who have contracted, unsuccessfully, with CSC): All conditional funding will require the development of a written plan. This plan will clearly address identified problem ateas, be measurable and time certain in it's steps. Progress will be monitored on a monthly basis. If an agency does not fully comply with the development plan the agency will be brought to the Program Review Committee with a recommendation to defined the agency. If clients are not currently being served by the program no clients will be served during the conditional funding period. If clients are being served new clients will not be added until the completion of the conditional funding period. At the conclusion of the conditional funding period a meeting will be held between CSC staff (PS,FA,RA, management) and the Agency Executive Director and Board Chair to confirm that the agency is ready and able to begin service provision. If this group approves, a recommendation for commencement of services will be forwarded to the Program Review Committee for their review.

Management will review funding team recommendations.

How to Do:

All members of the funding team along with the ISST and the Executive Director will attend.

Members of the Review Team will present their recommendations and justifications for funding.

Result:

A CSC staff funding recommendation is developed. These recommendations will be presented to the Council meeting as identified in the RFP.

Tentative funding recommendations will be presented to the Council during a special meeting.

Special Warnings:

This step will be eliminated for special, out of funding cycle, RFPs.



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Agencies will be notified of these recommendations following the special Council meeting.

How to Do:

Administration will print mailing labels by funding priority, alpha by agency for all agencies that made it to the Allocations Council meeting and deliver them to the appropriate secretary.

The secretary will place labels on envelopes, keeping them in alpha order.

Secretary will make copies of the new program letter signed by the Assistant Director.

The secretary will place a copy of the signed letter and a copy of the recommendation, individualized, in the envelope. Secretary will check each envelope with recommendation to ensure a match.

Secretary will mail the envelopes.

Special Warnings:

This step will be eliminated for RFPs that are outside of the regular funding cycles.

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Council makes final funding decision during the June Council meeting or another Council meeting as designated in the RFP.

Proposal files are returned to Records Coordinator.

How to Do:

Following the Council's funding decision Review Team members will return all proposals, documents, and forms completed during the review process to Records Coordinator.

For agencies that have been funded the following documents, if they are copies and not originals, that were submitted with the RFP may be destroyed or returned to the newly funded agency: 1 year of board minutes.

For agencies that have not been funded the following documents, if they are copies and not originals, that were submitted with the RFP may be destroyed or returned to the agency: 1 year of board minutes, the two most recent audits with management letters, board lists for the past two years with officers designated, and agency bylaws.

IF ANY OF THE ABOVE DOCUMENTS ARE ORIGINALS THEY MUST BE RETAINED AS PART OF THE PROPOSAL

FILE.

Special Warnings:

Do not return or destroy any original documents, that are listed in this step. They must be retained as a part of the proposal file.

Disagreement between members of the review team or decisions to move forward or reject

Troubleshooting

Common Problems:

How to get help:

Ask Assistant Director Ask Program Services Associate Regular Process Review meetings

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	Process	
Document#: PS0200	Ve	erşlon,#.
Document Owner: Program Services	. Di	ate of Last Update: 02/03/2000
Written by: Don Loutsch	SI	latus; In Development

Sign-Off Approvals

The person responsible for this document must verify accuracy and that the steps for this procedure or work instruction have been tested and validated.

Print Name & Title		 •			
			. ·		
Signature	 ·	 ***** /, .	 	.,	

After you have approved this document, please sign and date below.

Fana Ebbole, Executive Di	rector	Date:	<u>i</u>	·
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Exhibit E

CSC/Agency Relations – General Principles

- 1. CSC has chosen, historically and for the foreseeable future, NOT to be a direct service provider; therefore, it must accomplish its goals/objectives/etc. through third party agencies.
- 2. CSC and agencies are separate entities. While CSC can set standards it will require for an agency to contract with it, CSC should not manage agencies.
- 3. Relationships between CSC and its agencies need to be flexible (without "losing" key CSC requirements) to deal with changes (especially true in next three to five years as EBPs process implemented).
- 4. Agencies funded by CSC will:
 - a) Deliver outcomes CSC is seeking.
 - b) Exhibit fidelity in running program contracted for.
 - c) Be data-driven i.e. timely, accurate data to CSC and use of data by agencies. ("Atmosphere must be such that agencies are willing to share/discuss data honestly.")
 - d) Participate in system activities, where applicable.
 - e) Have their own "theory of change" and logic model.
 - f) Meet terms of contract. (e.g., deliverables produced, time frame met, etc.)
- 5. Agencies should participate in a continuous improvement program, like Higher Performing Organization (HPO).
- 6. CSC will pay for all reasonable costs incurred in carrying out its contracted programs including costs of maintaining qualified staff, furnishing user-friendly data systems, and providing training for CSC required items (e.g. SAMIS training) and for new programs it "imports".
- 7. CSC has significant time, energy and dollars invested in its relationship with an agency. Therefore:
 - a) If agency has programs whose outcome(s) CSC no longer desires, CSC should work with an otherwise cooperative and well-managed agency to consider that agency running another program (whose outcome CSC does want).
 - b) Appropriate training/technical assistance should be given (by CSC directly or through the Center for Non-Profit Excellence) to a "struggling" agency (i.e. one not meeting contract/outcome requirements) that is otherwise cooperative.
 - c) At some point, however, if agency is unwilling or unable (even after reasonable training/technical assistance) to meet contract requirements, the relationship with the agency should be terminated.
- 8. Communications between CSC and its agencies is critical to an effective relationship.

Exhibit E-1

CSC/Agency Relations – General Principles

- 1. Open, honest and transparent communication between CSC and its agencies is critical to an effective relationship.
- 2. In order to accomplish its Sentinel Outcomes CSC chooses not to be a direct program/service provider. CSC will generally contract for programs and services through third party agencies.
- 3. CSC and agencies are separate entities. CSC will set clear expectations for the implementation of programs and services with and clear outcomes/deliverables to be achieved. CSC will not manage agencies.
- 4. Agencies funded by CSC will:
 - a) Achieve Program Outcomes and/or address Measureable Conditions that lead to Sentinel Outcomes identified in CSC's Pathway to Early Childhood Development.
 - b) Implement programs with fidelity to an Evidence Based model or the model proposed to CSC and described in their contract.
 - c) Be data-driven, including the submission of timely, accurate and complete data to CSC, as well as proactively engage in analysis of program and system-wide data and use it for problem solving and decision making to promote continuous improvement.
 - d) Participate in the creation, growth and continuous improvement of a system of care.
 - e) Maintain certification of sound agency administrative standards through Nonprofits First, Inc., if the agency is a nonprofit organization.
- 5. CSC will assist funded agencies maintain the capacity necessary to provide effective programs and services:
 - a) CSC will fully pay for all reasonable costs incurred in carrying out its contracted programs including costs of maintaining qualified staff, furnishing user-friendly data systems, and providing required training.
 - b) CSC supports strengthening the administrative and operational capacity of nonprofit organizations through education, leadership development and management services.
 - 6. CSC and agencies have significant time, energy and dollars invested in their relationship. However, the following are reasons that CSC may choose to no longer fund a program or service:
 - a) CSC reassesses its strategic direction and the program/service no longer is a strategic priority for CSC.
 - b) The contracted program/service is not achieving the desired outcomes.
 - c) The agency is not implementing the program with fidelity to the model.
 - d) The agency is not meeting the terms of its contract.

CSC's termination of a contract will be done with a transition period and in a manner that minimizes the impact on children and families being served and on the staff of the organization.

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Key/reference dates: Grant Release Date: Grant release

Description Point People Involved	Description Point Person People Involved	People Involved		Expec			Expected Step Deliverable	Resources
Image: Control of the control of th	Review resources available in the All Staff Tools/grants library in Lead Senior SharePoint. Customize the solicitation's checklist - identify Program Trust Central, applicable steps, update Point Person column and enter actual and R&E Executives dates. Save it under the appropriate initiative in SharePoint Analyst	Trust Central, Executives		ო ~	38 weeks before grant release	36 weeks before grant release	Customized checklist and folder created in SharePoint	This check-list
ContentDetermine auditMeet with Finance team to determine if an audit is required for the solicitation. Refer to the procurement policy for guidance and requirementsTrust Central, Executives3ContentDetermine auditTrust Central, ProgramEad SeniorTrust Central, Executives3	Meet with Finance team to determine if an audit is required for Lead Senior Trust Central, the solicitation. Refer to the procurement policy for guidance and Program Executives follow the process stated in the policy.	Trust Central, Executives		en	38 weeks before grant release	36 weeks before grant release	Audit requirements are finalized	Procurement Policy
Logistics Complete the overall timeline Using this step by step guide, complete the overall timeline and control Lead Senior R&E, Trust Complete the coverall timeline disseminate to key staff complete the overall timeline and Program Central	Using this step by step guide, complete the overall timeline and Lead Senior R&E, Trust disseminate to key staff	R&E, Trust Central		~	36 weeks before grant release	35 weeks before grant release	Overall timeline	Overall Timeline Template
OutreachCommunityRaise awareness of upcoming solicitations, including eligibility, initiatives being released, and application process. TargetedLead Senior ProgramOutreachOutreachoutreachand application process. TargetedProgram	Community Engagemen †		Lead Senior Program		38 weeks before grant release	Week of grant release	Community is aware of upcoming grant releases	Community <u>Outreach</u> Resources (Tri-fold, PPTs)
Content Initiative questions Develop the big questions about the initiative. What are we trying to achieve with the initiative's What framework are we going to to achieve with the initiative, what's working, what's not? Lead Senior Content Initiative questions R&E Analyst for a construction of the context of the co	Develop the big questions about the initiative. What are we trying to achieve with the initiative? What framework are we going to follow? If previously funded initiative, what's working, what's not? What lessons have we learned?		Lead Senior Program, Executives		36 weeks before grant release	32 weeks before grant release	Outline of research questions to focus literature reviews, areas for external/internal input and/or data analysis plan	A N
ContentSearch of the most relevant articles (meta-analysis preferably) within the last three years, with special emphasis on research specific to the "big questions" within the initiative. Research about specific to the "big questions" within the initiative. Research about frameworks/models, activities that are expected to be implemented across all programs. Complete performance data review to set targets and expectations. Compare the performance data feedback frameworksLead Senior Lead Senior Program Program	Search of the most relevant articles (meta-analysis preferably) within the last three years, with special emphasis on research specific to the "big questions" within the initiative. Research about EBPs and best practices used for the initiative. Research about frameworks/models, activities that are expected to be implemented across all programs. Complete performance data involuent to set targets and expectations. Contact EBP vendors to discuss target expectations. Develop external and internal feedback frameworks		Lead Senior Program		32 weeks before grant release	24 weeks before grant release	Finalized research or analysis to incorporate into drafted solicitation	₹ Z
ContentCollect external feedbackSolicit and gather external feedback by hosting meetings, focusR&E. Lead SeniorContentFeedbackgroups, and/or via surveys.ContentProgram, CMs, CMs, CMS, CMS, CMS, CMS, CMS, CMS, CMS, CMS	Solicit and gather external feedback by hosting meetings, focus R&E Analyst groups, and/or via surveys.		&&E, Lead Sen Program, CM Operations	s, O	24 weeks before grant release	20 weeks before grant release	Documented feedback with key highlights to incorporate into drafted solicitation	External Input Summit. Resources (agenda, PPT, handouts)
Content Writing Timeline Develop writing timeline to include turn-around from executives R&E Analyst Lead Senior Program Writing Timeline review and legal (if applicable). Program	Develop writing timeline to include turn-around from executives review and legal (if applicable).		Lead Ser Progra	rior L	24 weeks before grant release	16 weeks before grant release	Wrtting timeline	Content Development Resources

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Resources	Content Development. <u>Resources</u>	Staff Feedback Questions	System Access Groups Email	Content Development Resources	N/A	System Development Resources	System Development Resources	N/A	
Expected Step Deliverable	Finalized Trust Central/IT work plan	Documented feedback with key highlights to incorporate into drafted solicitation	Individuals have the correct access to the system.	Timely gathering of solicitation draft feedback by key staff and executives.	Comprehensive list of resources saved in box and links embedded in appropriate place.	Grant system specs are finalized.	Template is ready to be populated.	Solicitations boiler plate is up to date on The Trust Website.	Rooms and administrative assignments are secured and posted on calendars
Expected Due Date	14 weeks before grant release	16 weeks before grant release	15 weeks before grant release	12 weeks before grant release	10 weeks before grant release	11 weeks before grant release	7 weeks before grant release	6 weeks before grant release	4 weeks before grant release
Expected Start Time	16 weeks before grant release	24 weeks before grant release	16 weeks before grant release	14 weeks before grant release	12 weeks before grant release	14 weeks before grant release	11 weeks before grant release	10 weeks before grant release	6 weeks before grant release
People Involved	Trust Central/IT, R&E, Lead Senior Program	Executives, Sr. Staff, key programs and research staff	Trust Central/IT, Lead Senior Program	Executives, Lead Senior Program	Lead Senior Program	Trust Central/IT	R&E Analyst	Operations, Executives	Office Manager / Operations
Point Person	R&E Director	Lead Senior Program	R&E Analyst	R&E Analyst	R&E Analyst	R&E Analyst	Trust Central/IT	Lead Senior Program	Lead Senior Program
Description	Meet with IT staff to go over and plan work needed for setting-up grant in the system. Confirm viability of the overall and content R development timelines.	Host discussions with key internal staff - usually includes all executives, all Sr staff, key program and research staff.	Determine the type of access staff members need in dev (for setup and testing) and in production (publicly facing, live system) to support the grant set-up, testing and release. Based on information provided by the data team, identify the appropriate user group(s). Send an email to the helpdesk with the names and access group assignments.	he solicitation to circulate among key dback. Including due dates to provide e meetings should be arranged if	Create documents and attachments that are available as part of the grant. This includes maps, EBP lists, measurement tools, budget guidelines, etc. Upload documents to box to get links for adding to core content and resources list.	Develop the template specs to be used for the system development. This includes: sections, questions, field type (open text, drop down), field options (possible responses if not a text box), formulas, and any other specs needed for development.	Set up the solicitation template in Trust Central.	Ensure that all grant information on the website is accurate and up to date - Eligible Applicants, General Requirements, Legal Requirements, Appeals Process, FAQs, Application Review Process and Budget Guidelines. Note that some documents may need timely legal review. The operations team may assist in this task and budget review the sections periodically.	Request support from operations to secure rooms, schedule events in community calendar as well as in the calendars of all individuals involved. Secure administrative support for key events including trainings, debriefings and interviews. Ensure key staff/presenter are available for applicant events (e.g., training, interviews) before booking/scheduling.
Step	System Process Review	Content Internal Feedback	Assign individuals to access groups	Solicitation draft	Resource Development	Write system requirements	Template Set up	Review/Edit Grants Page on Website	Secure administrative support
Area	System	Content	System	Content	Content	System	System	Content	Logistics
Staae	Release	Release Pre-	Pre-Release	Kelease Pre-	Pre-Release	Pre-Release	Kelease Pre-	Pre-Release	Pre-Release

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					People Involved		_	Expected Step Deliverable	Resources
Area		Step	Description	roim reison		Start Time	Due Date		
Logistics	<u>C</u>	Community reviewers recruitment and management	Review existing pool of volunteer community reviewers and determine whether more volunteers are needed. If additional volunteers are needed, revise the reviewer job description and application form. Work with Communications and community Engagement teams to draft, post, and disseminate an announcement to recruit community reviewers. Internal staff for a good source of suggestions of potential community reviewers. Process for recruitment must include online registration for interested individuals. It is recommended to include key dates and information (e.g. reviewers' trainings, review period, debriefing dates, maximum load-recommended no more than 5 applications to review) during the recruitment process to allow potential reviewers to make an informed decision.	Program	Community Engagement and Communication s teams	8 weeks before grant release	6 weeks the before the grant of the before the grant of the before the second of the before	Community reviewers are recruited and needed number of reviewers is available (typically recruit 30% more than needed reviewers)	Community reviewer Lecruitment plan Job description Trust Central application form Sample volunteer recruitment email
Content	ţ	Finalize Rating Scale and Guidelines	Review and update grant rating scale (including weights for each item) and reviewer guidelines.	h R&E Analyst	Lead Senior Program	8 weeks before grant release	7 weeks before grant release	Rating scale and Reviewer Guidelines are complete	Sample Rating Scale Reviewer Guidelines
Content	ent	Finalize Solicitation Content	Finalize Solicitation Gather all input and necessary information to finalize content Content prior to populating the grant template.	R&E Analyst	Lead Senior Program	8 weeks before grant release	7 weeks before grant release	Content is complete and ready to be entered into template	N/A
System	Ę	Populate template	After grant template has been set-up, add core content, finalize any missing details including instructions, section flow, links, equations, and main functionalities.	R&E Analyst	Trust Central	7 weeks before grant release	6 weeks before grant release	Solicitation ready for testing in dev	System Development. Resources
System	E E	Set up testing environment	Create scenarios in Dev to allow for testing, including various types of grant applications (e.g., new vs. renewals) and all the variations included in the grant, to allow for testing of all functionalities.	Trust Central/IT	R&E Analyst	8 weeks before grant release	7 weeks before grant release	Solicitation published in dev and a testing checklist <u>Testing Framework</u> is created	Testing Framework
System	E	Subject Matter Experts Testing	Subject Matter Experts (SME) (i.e. the individual(s) who put together the specs) should complete initial testing along with the developer to ensure the specs requested were included and address any initial issues	R&E Analyst	Trust Central/IT	6 weeks before grant release	5 weeks before grant release	Solicitation ready to be tested by expanded internal team	Testing Framework
Logistics	stics	Advertise solicitation & Bidders support	Work with Communication staff to plan advertisement strategy. This may include: Herald ads, email blasts, website updates, and e- bulletin notices. If recording a bidders' video, develop a mutually agreed upon timeline for recording and posting the video.	e Frogram	Communication s staff	5 weeks before grant release	4 weeks before grant release	Communications plan ready to be executed	N/A
Logi	Logistics	Support Process	Meet with all staff involved in the solicitation release to go over roles and expectations during the process (this includes staff to handle helpdesk, trainings, Q&A, logistics for events, etc.).	Lead Senior Staff	R&E Analyst, Operations, Trust Central/IT, key Finance staff	5 weeks before grant release	4 weeks before grant release	All staff involved in the solicitation release is clear on roles and expectations	N/A

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Resources	Testing Framework		Communications and Bidders Support	Communications and Bidders Support	Communications and Bidders Support	Lesting Framework		·	Communications and Bidders Support	Communications and Bidders Support	Communications and Bidders Support
	Testing (N/A		<u>Commu</u> Bidders	<u>Commu</u> Bidders	Testing	N/A	A/A	s Commu Bidders		
Expected Step Deliverable	Solicitation is ready to be moved into production	Solicitation release number N/A	See sample Bidders templa	Email blast is sent out	Video posted on YouTube	Solicitation is ready to be released	All resources are linked in core content and/or posted in the resources section of the grant	All relevant solicitation information is posted on The Trust Website	Cone of silence message is sent out	Email blast with links is sent out	Receptionist is aware and prepared to answer and transfer solicitations related questions to the right person
Expected Due Date	2 weeks before grant release	3 weeks before grant release	2 weeks before grant release	1 week before grant release	Grant release week	Grant release week	Grant release week	Grant release week	Release week	Grant release week	Grant release week
Expected Start Time	5 weeks before grant release	3 weeks before grant release	4 weeks before grant release	2 weeks before grant release	2 weeks before grant release	2 weeks before grant release	2 weeks before grant release	1 week before grant release	Release week	Grant release week	1 week before grant release
People Involved	Testers	Fiscal Data Integrity Analyst	Director of Communication s	Communication s staff	Lead senior Program	SME testers	Lead Senior Program	Web Content Manager	Lead Senior Staff	Communication s staff	Receptionist
Point Person	R&E Analyst	Lead Senior Program	Lead Senior Staff	Lead Senior Program	Director of Communica tions	Trust Central/IT	R&E Analyst	Lead Senior Staff	COO or CPO	Lead Senior Staff	Lead Senior Staff
Description	Ensure that all key staff (including presenters of application trainings, and at least one finance staff) are included as testers. Other testers should be users less familiar with the content and expected system behavior.	Request a grant release number from the Fiscal Data Integrity Analyst, include the full title of the grant, the grant type, and expected release date. This request should be made closer to the release date as there may be other staff requesting numbers as well.	Using the appropriate Power Point template, develop the slides and the presentation script. If releasing a bidders video, send the PPT and script to the communications team.	Send email blast with short blurb about the grant and key training dates (include links to boiler plate sections, general Trust funding video, and any dates for Application Trainings)	If applicable, communications department will record and post bidders video. Unk to video must be send to lead solicitation team.	Move solicitation to the production environment and do a final test to ensure all functionalities are working	Upload resources into Trust Central, this include: maps, EBP lists, measurement tools, short solicitation description for the website, videos, etc.	Coordinate with the Web Content manager to ensure relevant information related to the solicitation is posted in the Website under Grants Opportunities. This includes a brief summary of the initiative and a link to the grant opportunity in Trust Central.	COO or CPO to send a Cone of Silence message to board of directors and all Trust staff	Send email blast with links to solicitation, bidders' video and link to registration for the Application Training(s)	Ensure the Receptionist is aware of the release and who is the main contact person, as most likely this person will receive and channel all phone calls.
Step	Test with Expanded Internal Team	Request Solicitation Release Number	Develop Script for Bidders Conference	Advertise key dates	Record Bidders Video	Move Solicitation to production and test	Upload Resources	Solicitation Website Posting	Send Cone of Silence Message	Advertise - Release	Inform Receptionist
Area	System	Logistics	Logistics	Logistics	Logistics	System	System	Logistics	Logistics	Logistics	Logistics
Stage	Pre-Release	Lie-Kelease	Release Pre-	Pre- Pre-	Release Pre-	Release Pre-	kelease Pre-	Pre-Release	Kelease Pre-	-	Pre-Release

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Stage	Area	Step	Description	Point Person	People involved	Expected Start Time	Expected Due Date	Expected Step Deliverable	Resources
Posi-Release	*	Application Training - Prepare Slides and Materials	Work with presenters to prepare slides and handouts (if needed) to be used for the application training (and bidders' conference if combined). The solicitation lead is responsible for the content presentation. The application training must be completed 3-5 days after release.	Lead Senior Program	Presenters, support staff		1 week after grant release	1 week All application training after grant materials are finalized. release	Application training PPT template and script
Post-Release	Content	Application Training -Record Webinar	the an online recording of the application jit. Request the program from IT and send Web Content Manager for posting for this occurs after first live training	Lead Senior Program	R&E Analyst, communication staff	1 week after grant release	2 weeks after grant release	Application training 2 weeks webinar(s) are posted on after grant YouTube and linked to the release resources section of the grant.	Application training PPT template and script
Post-Release	Content	Questions & Answers	The lead person, or designee, will be receiving questions via Trust Central throughout the process, and until the due date listed in the solicitation timeline. Depending on the volume, answers should be posted within 48 hours. If the solicitation is not competitive and not under the Cone of Silence, direct communication with applicants is allowed (e.g., Innovation Fund). If questions are not content related, have applicant email the helpdesk for support.	Lead Senior Program	Finance.	Grant release week	1 week before app. Due	Answers are posted timely in Trust Central	N/A
Release	System	Reviewer Module	Check Reviewer Module to determine if any changes/updates need to be made. Work with Trust Central team to make any necessary changes.	R&E Analyst	Trust Central and Lead Senior Program	3 weeks before app. Due	2 weeks before app due	Reviewer module is ready for testing	Review Rubric Reviewer Guldelines
Kelease Post-	System	Set up Reviewer Testing Environment	Create scenarios in Dev to allow for testing, including various types of applications. Test all review stages.	R&E Analyst	Trust Central and Lead Senior Program	2 weeks before app. due	1 week before app. due	Reviewer module published in dev and a testing checklist is created	Testing Framework
Release Post-	System	Move Reviewer Module to production and test	Move to the production environment and do a final test to ensure all functionalities are working	Trust Central/IT	R&E Analyst	1 week before app. due	App. due week	Reviewer module is ready	Testing Framework
Post-Release	Logistics	Community Reviewer Selection	Review list of volunteers and determine which individuals would be appropriate to review for the solicitation. Add selected reviewers to the reviewer pool for the grant in Trust Central and send an email notifying them of their selection with an invitation to the reviewers' training (if needed send a survey to gauge best timing for the trainings). Identify more reviewers than needed since some will not show or drop off.	Lead Senior Program	Director of Programs	Grant release week	2 weeks before app. due	Volunteer reviewers confirmed	Sample initial email Sample survey
Post-Release	Logistics	Internal Reviewer Selection	Work with the Director of Programs and Sr. Program Managers to identify internal reviewers. For some solicitations, reviewers must be knowledgeable with the area, for others it could be based on past reviewer performance. Identify the internal reviewers that will serve as Tearn Leaders.	Lead Senior Program	CPO and Director of Programs	Grant release week	2 weeks before app. due	Internal reviewers confirmed and key dates placed on calendars	e i z

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Christe	CarA	Sten	Description	Point Person	People Involved	Expected start Time	Expected	Expected Step Deliverable	Resources
aspeledse	Logistics	view	reviewers per team. It have started in order to be received and how many iewers should not have d internal reviewers should	Lead Senior Program				Review teams set up in Trust Central	Reviewer Administrator Guide
Post-Release	Content	Team Leader Training	ontent and systems logistics ounds 1 through 3. Specific sponsibilities and any other be documented and 3. all documentation used ately after the training. If his should be emphasized	Lead Senior Program	Team leaders	1 week before app. due	1 week before app. due	Team leaders are trained and prepared to lead their reviewers	Team Leader training, materials - role. description, user guides. team leaders message.
Post-Release	Content	Reviewer Training - Prepare Slides and Materials	Work with presenters to prepare slides and handouts (if needed). Reviewer Training - The solicitation lead is responsible for the content presentation. Prepare Slides and Training should include content, reviewer expectations, best Materials practices in reviewing and system overview. Include slides for Community Reviewer weblingr.	Lead Senior Program	Presenters, support staff	2 weeks before app. due	1 week before app. due	All application training materials are finalized.	Presentation templates Reviewer guidelines Debriefing schedule template
Release Post-	Content	Community Reviewer Webinar	Community Record webinar for Community Reviewers covering the general Reviewer Webinar Information about the grant opportunity.	Lead Senior Program	Web Content Manager	2 weeks before app. due	1 week before app. due	Webinar recorded and email sent to reviewers with link	Sample PowerPoint with script Sample webinar
92DəiəЯ-t209	Content	Reviewer Training	Reviewers' training - Review solicitations content, reviewer guidelines and system tutorial including conflict of interest completion. Ensure none of the reviewers leave the session with questions. If using external reviewers, ensure to offer at least one session after regular business hours (e.g., beginning at 5). Typically 2 days after applications are due. as a reviewer and have complete the first Conflict of Interest. Include a schedule of debriefing meetings in the materials for volunteer reviewers to identify their date/time preferences for scheduling purposes.	p eq	Office manager, support staff, reviewers	App. due week	App. due week	Reviewers trained on content, guidelines and system. Date preferences for debriefing meetings collected from volunteer reviewers	Reviewer training materials and user guides
Release Post-	Logistics	Reviewer Engagement	Team leaders actively engage volunteers by sending them key details and calling to ensure they are aware of important information.	Team Leader		App. due week	1 week after deb. end	Reviewers are engaged and informed at all times	N/A
Post-Release	Logistics	Schedule Debrief Meetings		Team Leader	Project Manager, Office Manager	App. due week	A week veek	Debriefing meetings are scheduled and posted Calendar invitations sent to all reviewers for their scheduled debriefing meetings Debriefing schedule posted in all conference rooms	<u>Sample Debriefing.</u> Schedul <u>e</u>

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Resources	Audit Rejection Message	Sample Debriefing. Schedule	Team Leader Guidelines	Debriefing Meeting Agenda and Guidelines	Team Leader Guidelines	¥/Z	Solicitation Lead Guide	Solicitations Review Process	Solicitations Review Process
Expected Step Deliverable	Audits validated and applications without a valid audit are rejected	Debrief schedule is finalized and posted	Round 1 is complete	Round 2 is complete	Round 3 is complete	Fiscal scores and fiscal , health ratings are complete	Applications moved to Scenarios and ready for portfolio review	Funding decision meetings are scheduled	List of viable applicants with relevant data ready to share with executives
Expected Due Date	App. due week	Deb. end week	Deb. Start week	Deb. end week	1 week after deb.	1 week after app. due	1 week after deb.	Deb. End week	2 weeks before exec. Paviaw
Expected Start Time	App. Due week	App. due week	App. due week	Deb. start week	Deb. end week	App. due week	1 week after deb.	Deb. End week	Deb. end week
People Involved	Lead	Team Leaders and Support staff	Director of Programs	Team leaders and reviewers	read	Lead, Support staff	Trust Central	Executive Assistant	Executive Assistant
Point Person	CFO or designee	Lead Senior Program and R&E Analyst	Team Leaders and Reviewers	Team Leaders	Team Leaders	CFO or designee	l.ead	c c F e	Lead
Description	Finance reviews audit submissions for new providers to confirm that a valid audit was submitted. If a valid audit was not submitted the Solicitations Lead rejects the application in Trust Central.	Ensure all Debrief Meetings are scheduled. Finalize the schedule for posting and update as needed. All changes to the schedule must be communicated to the affected applicants and reviewers. After being notified, the research analyst uploads the debrief schedule into box and updates links in the Website and the Grant resource pages. As a courtesy, give a printed copy to the Receptionist as this person may have to guide external reviewers and applicants on debriefing days.	Reviewers individually score each section of the applications assigned by the deadiline. Team Leaders monifor progress in Trust Central and maintain communication with reviewers to ensure timely completion. If a reviewer is unable to complete their review by the deadline, Team Leader will work with the Director of Programs to reassign the application(s). Once all applications are scored, the Team Leader reviews scores to prepare for debrief meetings and moves to Round 2 in Trust Central.			Using the Fiscal Score module, the finance team reviews and scores the audits for new provides. For existing providers, the finance team confirms the most recent audit is included in the fiscal health rating in Metrics.	Move all applications to Scenarios in order to prepare for partfolio review	Work with Executive Assistant to schedule all funding decision review meetings. This includes initial portfolio review, executive review of viable pool, initiative review, cross-portfolio review and final funding recommendations. These meetings can be part of regularly scheduled ESM meetings.	Key staff review and discuss application scores, fiscal scores, and other relevant data to identify the viable pool and determine condicants to be interviewed.
Step	Validate Audit Submissions	Finalize & Post Debrief Schedule	Complete Individual Application Scoring - Round 1	Hold Debrief Meetings and Complete Round 2	Complete Round 3	Fiscal Scoring	Scenarios	Schedule funding decision meetings	Initial Portfolio Review
Area	Content	Logistics	Content	Content	Content	Content	Content	Logistics	Content
Stage	Release Post-	Post-Release	Post-Release	Post-Release	Post-Release	Release Post-	Post- Release	decisions	snoisice bribnu

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Ā	Area	Step	Description	Point Person	People Involved	Expected Start Time	Expected Due Date	Expected Step Deliverable	Resources
Content		Executive review of viable pool	Review vlable pool and interview recommendations with executive staff. Once finalized, enter vlability and all interview information in Trust Central.	Lead	Director of Programs and Executive Staff	Week of exec. Review		Final list of viable applicants and interviews/site visits	Solicitation Lead Guide
Logistics	5	Schedule Interviews/Site Visits	If applicants are identified for interviews/site visits, create interview/site visit schedule. Enter interview dates/fitmes in Trust Central and send out the notification to applicants.	Lead	Operations	Week of exec. Review	Week of exec. review	Interviews are scheduled in Trust Central and notifications are sent to applicants	Solicitation Lead Guide
Logistics	S	Post Interview/Site Visit schedule and share talking points	Post the Interview/Site visit schedule on the website, provide the receptionist with a list along with talking points to prepare them for phone calls. Send talking points to Programs and Community Engagement staff.	Lead	Support staff	Week of exec. Review	Week of exec. review	Interview schedule is posted and talking points shared	Sample schedule Sample message
Content		Prepare for and conduct interviews/site visits	In preparation for interviews/site visits, identify key questions to ask based on the reason for the interview. Enter these questions in Trust Central and review the pre-populated questions from the Team Leader. Remove any questions that will not impact funding decisions. Consult with Team Leader if needed. During the interview/site visit, enter the participants and document summary of responses in Trust Central. After the interview, assign a consensus rating and add comments to justify rating.	Lead and Interviewers	Team Leader	Week after exec. Review	2 weeks after exec. Review	Interviews/site visits are completed and results are documented in Trust Central	Sample questions Solicitation Lead Guide
Content	te	Initiative Review	Key staff review and discuss application results and analyze various funding scenarios based on available funding, review factors and need to make initiative-level recommendations. Document notes and important decisions on a master spreadsheet.	Lead and key staff	Executives	2 weeks after exec. Review	3 weeks after exec. Review	Initiative funding recommendations are ready to be shared with executives	Sample spreadsheet
Content	ent	Executive review of initiative recommendations	Review initiative recommendations with executive staff. Once finalized, enter funding recommendations in Trust Central.	Lead and key staff	Executives	3 weeks after exec. Review	4 weeks after exec. Review	Initiative review finalized and results entered in Trust Central	Solicitation Lead Guide
Content	ent	Cross-portfolio Review	Key staff review initiative recommendations and analyze funding across all initiatives to make final recommendations. Document notes and important decisions on a master spreadsheet.	Lead and key staff	Executives	4 weeks after exec. Review	5 weeks after exec. Review	Cross-portfolio funding recommendations are ready to be shared with executives	Sample spreadsheet
Content	tent	Executive review of cross-portfolio recommendations	Review cross-portfolio recommendations with executive staff. Once finalized, enter funding recommendations in Trust Central.	Lead and key staff	Executives	5 weeks after exec. Review	6 weeks after exec. Review	Cross-portfolio review finalized and results entered in Trust Central	Solicitation Lead Guide
System	E	Generate Awards in Trust Central	Once final recommendations are made and entered in Trust Central, generate the awards to move information from "scenarios" to "awards".	read	Trust Central	1 week before rec. release	Week of rec. release	Awards are generated in Trust Central	Solicitation Lead Guide

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Stone	Area	Step	Description	Point Person	People involved	Expected Start Time	Expected	Expected Step Deliverable	Resources
snoisiosb Punding		dation appeal ystem	Prepare or revise drafts of the recommendation and rejection letters. Make sure the following information is accurate: solicitation name, date/fitme to respond, appeals/review process, committee and board meeting date and time. Make sure all links are working and test that all information is populating accurately.	Lead	Trust Central			Letters are ready to be sent in Trust Central	Sample letters Solicitation Lead Guide
snoizioab Pniding	Content	Send funding recommendations to staff with talking points	Send an email to all staff with the final funding recommendations and FAQs with funding strategy to ensure consistent messaging. If needed, meet with key staff to carefully review the process.	Lead		Rec. release date	release date	Staff receives funding recommendations and are prepared to answer questions.	Sample message
snoisions Funding	System	ters	Prepare notices in Trust Central. Make sure applicants are receiving the correct notification.	Lead	Trust Central	Rec. release date	Rec. release date	Funding notifications are sent	Solicitation Lead Guide
suoisioab Puiding	Content	Prepare Recommendation Document to Post on the Web	Prepare a Recommendation document to post on the Web. Send to the Research Analyst to post on the web once recommendations are released.	Lead	Research Analyst	Rec. release date	Rec. release date	Funding recommendations Sample posting posted on the website	Sample posting
gnibnu 1 znoizio9b	Logistics	Send Cone of Silence Message	Ask COO or CPO to send message indicating that the Cone of Silence must be lifted.	COO ar CPO	COO ar CPO	Rec. release date	Rec. release date	Cone of silence lifted	Sample message
suoisiceb Buibnuf	Content	Complete and Submit Resolution Ensure to with recomm Recommendation meeting. s	Ensure to complete and submit the resolution with recommendations for the corresponding Board Committee meeting.	Lead	Administrative Services Manager, COO	Rec. release week	Rec. release week	Resolution complete	Sample resolution
snoisiosb Pnibnu ¹	Logistics	Track appeals in system	Appeal letters must be received within 72 hours following receipt of the letter or by the due date specified in the letter.	Lead	Administrative Services Manager, COO	3 days after rec. release	4 days after rec. release	Requests for appeals received in the system	
decisions Funding	Logistics	Determine appeals validity and Schedule Meetings	Key staff review requests for appeals and determine if there are grounds for appeals. If there are grounds for an appeal, schedule the appeal meeting in the system. If there are no grounds, send a notification through Trust Central stating there are no grounds and offering a review meeting.	read	Executives	4 days after rec. release	4 days after rec. release	Appeal results entered in Trust Central and notifications sent out	Solicitation Lead Guide
Funding Funding	Content	Conduct Appeal Meetings	Meet with agencies to review their request for appeal. Document notes in Trust Central. After the meeting, review results with executive staff to determine if the appeal will be granted.	Lead	Executives	Week after rec. release	Week after rec. release	Appeal meetings held and notes entered in Trust Central	Solicitation Lead Guide
Punding funding	Logistics	Schedule Review Meefings	Review requests for review meetings and schedule them in Trust Central. Meetings must include Lead and Team Leader and may also include an executive staff member.	Lead	Team Leader	Week after rec. release	Week after rec. release	Review meetings scheduled	Solicitation Lead Guide
Funding	Content	Conduct Review Meetings with applicants	Meet with agencies to review their application scores and provide feedback for future grant applications. Notes are entered in Trust Central.	Lead	Team Leader	Week after rec. release	2 weeks after rec. release	Review meetings conducted and notes entered in Trust Central	

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Resources	
Expected Expected Expected Step Deliverable Start Time Due Date	
Expected Expected Start Time Due Date	3 days after appeals meeting
Point Person People Involved	President/CEO or designee, Solicitation Lead and Team Leader
Point Person	Lead
Description	Communicate Any decision after the appeal meeting must be communicated Decisions after to the applicant within three (3) business days in writing (sent by Appeal email first and regular mail).
Step	Communicate Decisions after Appeal
Area	Logistics
Stage	gnibnu 1 Bnibnu 1

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<u>ltem # 7</u>

List of Data Sources for CTAC Review

Background

As requested by the Trust, staff working together with Trust stakeholders have received a significant amount of existing assessments and other data related to the needs and resources for children from birth through age 18. Staff have compiled the attached table listing each resource including a general title, the source(s), target population and type of information. The resources utilized in preparing the CSAB Gap Analysis are notated.

Attachments

1. List of Data Sources Provided for CTAC Review

Staff Recommendation

Received the attached information.

3171	SOURCE	TARGET POPULATION	TYPE	UTILIZED IN CSAB GAPS ANALYSIS
ALICE Report	United Way	Asset Limited, Income Constrained, Employed population analysis http://www.uwof.org/alice	Data	
Baker Act Data	Baker Act Reporting Center	Past Ten-year data- Alachua County Baker Acts under age 18 Separate document	Data	×
Alachua County Technical Appendix	WellFlorida Council	Data sources and details utilized in the 2016 Needs Assessment commissioned by the County for the 0 to 5 population https://wellflorida.org/wp-content/uploads/2016/12/2016- Final-Alachua-County-Technical-Appendix.pdf	Data	
Alachua County Community Health Assessment	WellFlorida Council	 Core MAPP assessments -key community health needs: Community Health Status Assessment (CHSA) Community Themes and Strengths Assessment (CTSA) Forces of Change Assessment (FCA) Local Public Health Systems Assessment (LPHSA) – (Link below) 	Data	
Health data	Alachua County Department of Health State of Florida	http://alachua.floridahealth.gov/programs-and- services/community-health-planning-and-statistics/data-and- reporting/ documents/alachua-cha-2018.pdf		

List of Data Sources Provided for CTAC Review

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UTILIZED IN CSAB GAPS ANALYSIS	×	×	×				
ТҮРЕ	Data	Data	Data	Data	Data	Data	Data
TARGET POPULATION	Data on established indicators ranging from socio- demographics to health stats and access to care, environment and risk <u>http://www.fihealthcharts.com/charts/QASpecial.aspx</u>	Data on socio-demographics, socio-emotional development, risks and mortality <u>http://www.flhealthcharts.com/charts/QASpecial.aspx</u>	https://datacenter.kidscount.org/data#FL/5/0/char/0	A community-wide needs assessment to gather information to better understand the needs of the people served by the program. Separate document	http://www.myfifamilies.com/programs/childwelfare/dashb oard/	http://ahca.myflorida.com/medicaid/Policy and Quality/Qu ality/performance evaluation/MER/contracts/med146/docs/ MED 146 HSI Report 2012-2016.pdf	http://www.flhealthcharts.com/charts/YouthTobacco/YTDat aViewer.aspx?bid=10
SOURCE	Department of Health State of Florida	Department of Health State of Florida	Comprehensive sources of data on child health and well-being	Episcopal Children's Services 2018 Community Assessment	DCF Data summarized by PFSF	Family Data Center	Florida Health Charts
TITLE	Child Health Status Profile, Alachua County	School-aged Child and Adolescent Profile, Alachua County	Florida Kids Count	Key points for Children under 5 in Alachua County	Out-of-home placement	Report on maternal and child health	Student Obesity

ТІТІЕ	SOURCE	TARGET POPULATION	TYPE	UTILIZED IN CSAB GAPS ANALYSIS
School and Faith Community Locations	Gainesville Thrives	www.gainesvillethrives.org/map	Map	
Afterschool Programs for Youth	City of Gainesville	Report on Youth Summit and Recommendations https://gainesville.legistar.com/LegislationDetail.aspx?ID=33 64252&GUID=4750C154-AEB6-4FCF-8B0E- 1A697D586F2F&Options=&Search=	Report	
Understanding Racial Inequity in Alachua County	University of Florida BEBR	Baseline report grounded in quantitative findings to document and provide insights about the extent, nature and source of racial inequality. https://www.bebr.ufl.edu/economics/racial-inequity	Data	
Community Needs Assessment	Community Action Agency, PA	<u>http://www.cactricounty.org/wp-</u> content/uploads/2017/01/Community-Action-Needs- Assessment final 122015.pdf	Sample assess- ment out of area	
Community Resources (for kids and adults)	University of Florida Med School	https://care.med.ufl.edu/files/2018/09/AC-Resource- Guide.pdf	I & R list of Resources	

<u>ltem # 8</u>

Initial Budget Discussion and Budget Workshop

Background

In accordance with Ordinance 18-08, the Trust is required to deliver its certified budget to the Alachua County Board of County Commissioners by July 1, 2019. There are several key issues the Trust needs to determine in order to establish its Fiscal Year 2020 budget. Some of these items include the amount of millage to levy, membership in the Florida Children's Council, existing CSAB contracts, procurement of administrative services, etc. The Trust also needs to determine the amount of funding for future programs and services.

Attachments

None

Staff Recommendation

The Trust should consider designating a block of time for extensive budget discussions. Possible options include expanding the time of its May 20th meeting, consider meeting on May 13th, or other mutually agreed upon time(s). Additionally, staff recommend that the Trust invite the participation of the 15 gubernatorial nominees in the budget development process.

<u>ltem # 9</u>

Trust Member Administrative and Public Communications

Background

As the Trust is subject to Sunshine laws, it needs to consider how it will conduct its communications with the pubic. This includes providing public access to various documents like meeting notices, past meeting minutes, founding documents, etc. Additionally, Trust members need to determine how they want to receive and respond to communications with the public, i.e., designated public email addresses.

Attachments

None

Staff Recommendation

Provide staff with direction regarding the use of existing public email addresses, development of a web-site including preferred domain name.