CHILDREN'S TRUST
OF ALACHUA COUNTY

**Monday May 18, 2020**

**4:00 PM**

Join Zoom Meeting
https://us02web.zoom.us/j/89239275184

Meeting ID: 892 3927 5184
One tap mobile
+13126266799,,89239275184# US (Chicago)
+16465588656,,89239275184# US (New York)

Dial by your location
+1 312 626 6799 US (Chicago)
+1 646 558 8656 US (New York)
+1 253 215 8782 US
+1 301 715 8592 US
+1 346 248 7799 US (Houston)
+1 669 900 9128 US (San Jose)
Meeting ID: 892 3927 5184
Find your local number: https://us02web.zoom.us/u/kdUsFswkvx


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| 1. | **Call to Order** | |
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| 3. | **Agenda Review, Revision, and Approval** | |
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10. **General Public Comments**
11. **Board Member Comments**
12. **Adjournment**

CHILDREN'S TRUST
OF ALACHUA COUNTY

**Item:**

Consent Agenda

**Requested Action:**

The Trust is asked to approve the consent agenda

**Background:**

Any member of the Trust or public may ask that an item be moved from the Consent Agenda to the Regular Agenda. Consent Agenda items will not be discussed unless moved to the Regular Agenda.

**Attachments:**

- Approval of April 27, 2020 Regular Trust Meeting Minutes
- Technical Advisory Committee April 10, 2020 Minutes
- Technical Advisory Committee April 24, 2020 Minutes
- Special Meeting -Technical Advisory Committee April 29, 2020 Minutes

**Programmatic Impact:**

None

**Fiscal Impact:**

None

**Recommendation:**

Staff recommends approval

# Children's Trust of Alachua County

Mon., April 27, 2020 | 4:00 pm

(Via Zoom Meeting)

Members Present: Lee Pinkoson, Ken Cornell, Honorable Susanne Wilson-Bullard; Tina Certain, Karen Clarke, Cheryl Twombly, Dr Patricia Snyder, Karen Cole-Smith, Dr. Nancy Hardt

Staff Present: Colin Murphy, Executive Director of the Children's Trust of Alachua County; Robert Swain, Senior Assistant County Attorney; Claudia Tuck, Community Support Services Director, Cindy Bishop, CAPP and CHOICES Manager

1. Call To Order
   Chair Pinkoson called the meeting to order at 4:01 pm.

2. Agenda Review, Revision and Approval
   **Member Clarke moved to approve the agenda. Second by Member Cornell. No public comment. Members polled by roll call; motion passed unanimously.**

3. Consent Agenda
   **Member Cornell moved to approve the consent agenda. Second by Member Labarta. No public comment. Members polled by roll call; motion passed unanimously.**

4. Executive Director Report
   Director Murphy said that most of the items he wanted to bring to the Trust's attention were contained in his written report, however, he did wish to discuss a few items.

   Director Murphy announced that he hired Jennifer Rivers as the Finance and Administration Manager. She starts May 11th.

   Director Murphy discussed the organizational chart. He said that he incorporated the suggestion of Member Cole-Smith to add a position for Communications and Community Engagement by saving money through contracting out for IT services.

   Director Murphy discussed the current status of contracted agencies and COVID-19. He said that he was waiting to hear from 6-8 agencies, however, the consensus was that extensions beyond September 30th would be helpful. Member Snyder thanked Director Murphy for the update.

   Member Cornell asked about the Trust's authority to contract out for administrative services. Director Murphy said that he had a legal memo from the county attorney stating that contracting out was allowable.

5. Pursue Lease Agreement – 802 NW 5th Ave

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**Member Wilson-Bullard moved to approve pursuing a lease agreement for the property at 802 NW 5th Ave. Seconded by Member Cornell. No public comment. Members polled by roll call; motion passed unanimously.**

6. Notice to Explore or Decision to Claim Title IV-E Reimbursement
   Director Murphy explained the opportunity to claim federal matching funds through DCF.
   **Member Certain motioned to approve CTAC pursuing the Notice to Explore or Decision to Claim Title IV-E Reimbursement. Seconded by Member Cornell. Members polled by roll call; motion passed unanimously.**

7. For Information Only
   Director Murphy said that there were several items for informational purposes only.

8. Call for Public Input
   Chair Pinkoson called for comments from the public. Members of the public commented about the effects of COVID-19.
   Director Cornell asked what other CSCs have been funding. Director Murphy gave an overview of three strategies other Trusts have followed.
   A member of the public asked about advances for providers. Director Murphy asked BoCC attorney Bob Swain to discuss the Trust's authority to issue advances. Mr. Swain said that advances were frowned upon.
   Dr. Hardt asked if people know about Florida KidCare. Member Cornell said that information can be placed on the county's website.
   A member of the public asked about future funding cycles. Director Murphy responded that future funding was contingent on the Trust developing funding priorities.

9. Board Member General Comments
   Member Cornell discussed the importance of flexibility.
   Member Certain asked Director Murphy about contract extensions and the three original programs. Member Certain did not think that merely extending programs would be as helpful as additional funding.

10. Cancellation of the May 4th Meeting
    **Member Certain motioned to cancel the May 4th meeting. Seconded by Member Cornell. Members polled by roll call; motion passed unanimously.**

11. Adjournment
    Chair Pinkoson adjourned the meeting at 4:51 pm.

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# Children's Trust of Alachua County
## Technical Advisory Committee Meeting

Friday, April 10, 2020 | 1:00 pm| Alachua County Community Support Services
(via Zoom Meeting)

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Members Present: Dr Herman Knopf, Patty Carroll; Dr. Maggie Labarta, Dr Pat Snyder, Dr Maureen Conroy, Jeff Feller, Dr. Diedre Houchen, Dr Kate Fogarty
Staff Present Colin Murphy, Executive Director, Children's Trust of Alachua County, Cindy Bishop, CAPP/CHOICES Program Manager

1. Call to Order
   Dr Knopf called the meeting to order at 1:00 pm.

2. Approval of Draft Minutes March 27, 2020
   Dr. Labarta moved to approve meeting minutes for March 27, 2020: Motion seconded by Dr. Snyder. Motion carried unanimously.

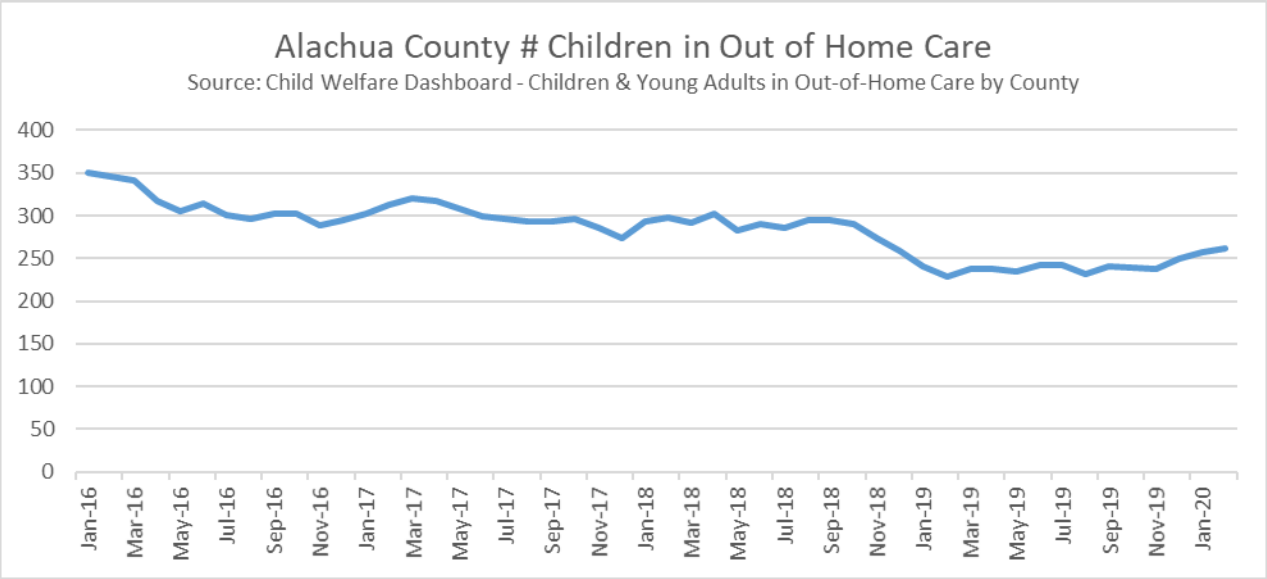
3. Discussion and Review of Indicators
   Discussion of child welfare data compiled by Patty Carroll. Request from Kids Count to retain unverified child abuse data. Member consensus that group should be looking at Baker Act data, juvenile arrests, child injury and CSU bed data. Patty will pull DCF data on child fatalities and provide a spreadsheet detailing causes of preventable deaths for the group. Interest expressed in looking at comparison data among county, state, and other CSC areas. Suggestion to look for number of community support groups available, and surveys that capture youth relationships other than parental.
   Group reviewed data provided by Dr Houchen. Suggestion to look at comparison data from other counties that is also available in Alachua County; look at what mechanisms other counties use to capture the data.
   Group reviewed Social Vulnerability Index data from CDC presented by Dr. Knopf. Data measures community resiliency in response to disasters. Group consensus that data would be useful and that Dr. Knopf's team will pull down data for presentation at next meeting.
   Dr. Houchen request for subcommittee meeting for youth and adolescent data preparation. Colin will set up meeting for Dr. Houchen, Christine Wegner, and Dr Fogarty. Will be noticed as a public meeting.

   Topics for Next Meeting Agenda
   Dr Knopf's team will continue to organize and compile data, including lists submitted by members.
   Patty Carroll will provide additional data and Dr. Houchen will provide additional community data. .
4. Public Comment
   Public comment heard.

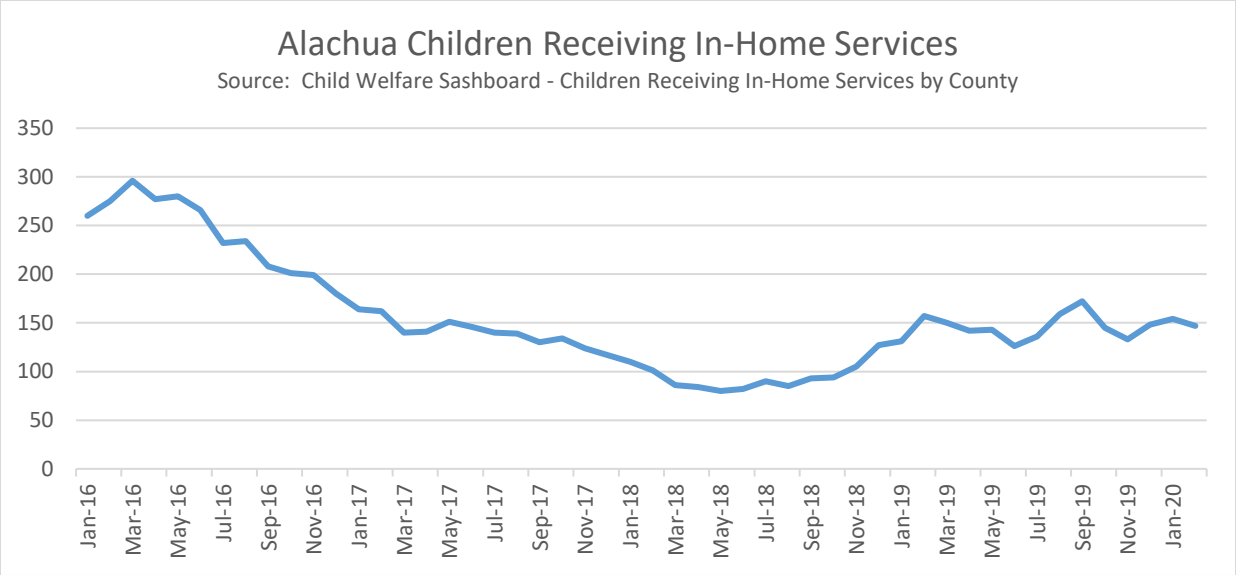
5. Committee Member General Comments
   No committee member comments

6. Adjournment
   Meeting adjourned at 2:15pm.

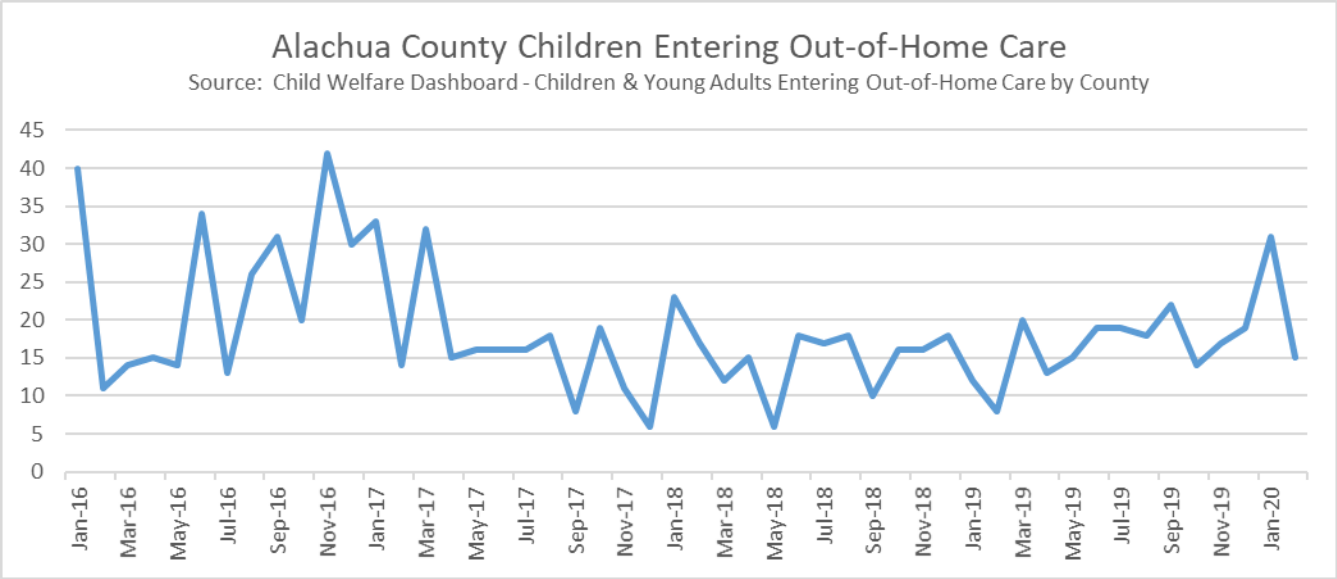
00:38:19 Addison Staples: I would like to make a public comment



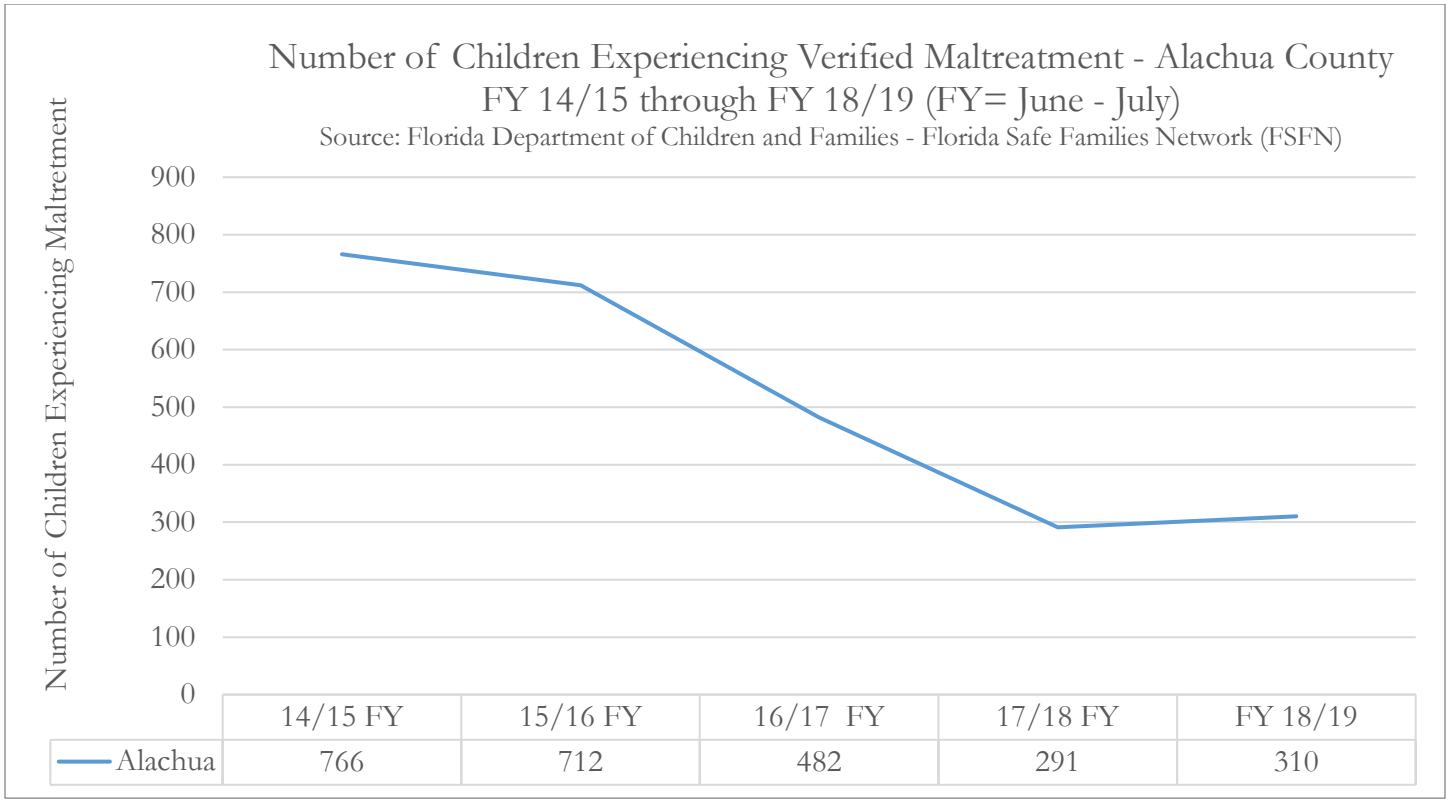

| Jan-16 | Feb-16 | Mar-16 | Apr-16 | May-16 | Jun-16 | Jul-16 | Aug-16 | Sep-16 | Oct-16 | Nov-16 | Dec-16 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 351 | 346 | 342 | 317 | 305 | 314 | 301 | 296 | 302 | 302 | 288 | 295 |
| | | | | | | | | | | | |
| Jan-17 | Feb-17 | Mar-17 | Apr-17 | May-17 | Jun-17 | Jul-17 | Aug-17 | Sep-17 | Oct-17 | Nov-17 | Dec-17 |
| 302 | 313 | 320 | 317 | 308 | 299 | 297 | 293 | 294 | 296 | 285 | 274 |
| | | | | | | | | | | | |
| Jan-18 | Feb-18 | Mar-18 | Apr-18 | May-18 | Jun-18 | Jul-18 | Aug-18 | Sep-18 | Oct-18 | Nov-18 | Dec-18 |
| 294 | 298 | 292 | 303 | 283 | 290 | 286 | 295 | 295 | 290 | 273 | 259 |
| | | | | | | | | | | | |
| Jan-19 | Feb-19 | Mar-19 | Apr-19 | May-19 | Jun-19 | Jul-19 | Aug-19 | Sep-19 | Oct-19 | Nov-19 | Dec-19 |
| 241 | 229 | 237 | 238 | 234 | 242 | 242 | 231 | 240 | 239 | 237 | 249 |
| | | | | | | | | | | | |
| Jan-20 | Feb-20 | | | | | | | | | | |
| 257 | 262 | | | | | | | | | | |




| Jan-16 | Feb-16 | Mar-16 | Apr-16 | May-16 | Jun-16 | Jul-16 | Aug-16 | Sep-16 | Oct-16 | Nov-16 | Dec-16 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 260 | 275 | 296 | 277 | 280 | 266 | 232 | 234 | 208 | 201 | 199 | 180 |
| | | | | | | | | | | | |
| Jan-17 | Feb-17 | Mar-17 | Apr-17 | May-17 | Jun-17 | Jul-17 | Aug-17 | Sep-17 | Oct-17 | Nov-17 | Dec-17 |
| 164 | 162 | 140 | 141 | 151 | 146 | 140 | 139 | 130 | 134 | 124 | 117 |
| | | | | | | | | | | | |
| Jan-18 | Feb-18 | Mar-18 | Apr-18 | May-18 | Jun-18 | Jul-18 | Aug-18 | Sep-18 | Oct-18 | Nov-18 | Dec-18 |
| 110 | 101 | 86 | 84 | 80 | 82 | 90 | 85 | 93 | 94 | 105 | 127 |
| | | | | | | | | | | | |
| Jan-19 | Feb-19 | Mar-19 | Apr-19 | May-19 | Jun-19 | Jul-19 | Aug-19 | Sep-19 | Oct-19 | Nov-19 | Dec-19 |
| 131 | 157 | 150 | 142 | 143 | 126 | 136 | 159 | 172 | 145 | 133 | 148 |
| | | | | | | | | | | | |
| Jan-20 | Feb-20 | | | | | | | | | | |
| 154 | 147 | | | | | | | | | | |




| Jan-16 | Feb-16 | Mar-16 | Apr-16 | May-16 | Jun-16 | Jul-16 | Aug-16 | Sep-16 | Oct-16 | Nov-16 | Dec-16 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 40 | 11 | 14 | 15 | 14 | 34 | 13 | 26 | 31 | 20 | 42 | 30 |
| | | | | | | | | | | | |
| Jan-17 | Feb-17 | Mar-17 | Apr-17 | May-17 | Jun-17 | Jul-17 | Aug-17 | Sep-17 | Oct-17 | Nov-17 | Dec-17 |
| 33 | 14 | 32 | 15 | 16 | 16 | 16 | 18 | 8 | 19 | 11 | 6 |
| | | | | | | | | | | | |
| Jan-18 | Feb-18 | Mar-18 | Apr-18 | May-18 | Jun-18 | Jul-18 | Aug-18 | Sep-18 | Oct-18 | Nov-18 | Dec-18 |
| 23 | 17 | 12 | 15 | 6 | 18 | 17 | 18 | 10 | 16 | 16 | 18 |
| | | | | | | | | | | | |
| Jan-19 | Feb-19 | Mar-19 | Apr-19 | May-19 | Jun-19 | Jul-19 | Aug-19 | Sep-19 | Oct-19 | Nov-19 | Dec-19 |
| 12 | 8 | 20 | 13 | 15 | 19 | 19 | 18 | 22 | 14 | 17 | 19 |
| | | | | | | | | | | | |
| Jan-20 | Feb-20 | | | | | | | | | | |
| 31 | 15 | | | | | | | | | | |




DCF's Child Fatality Website: https://www.myflfamilies.com/childfatality/local.shtml

Provides rates of child fatality (statewide and county data) by age, causal factor and history of verified priors.

Intakes (Chart from DCF Dashboard below with definitions):

**Intake** The process for information collection and assessment the Florida Abuse Hotline for allegations of abuse, neglect, or abandonment of children. Intakes are subcategorized as one of the following:

**Initial**- This is the original or first contact with the hotline which resulted in an investigation due to an allegation of abuse, neglect, or abandonment.

**Additional**- This is a subsequent contact with the hotline which contains new information about one or more participants of an existing report. This is usually a new allegation of abuse, neglect, or abandonment to an existing report or a new participant pertaining to an existing report.

**Supplemental**- This is a subsequent contact with the hotline that provides enhanced information to an existing report. This is usually improvements on what is already known such as a more precise address, different name spelling, or additional sources.

# Child Intakes Received by County

Last Updated: 3/10/2020

Select the Report Period to Display

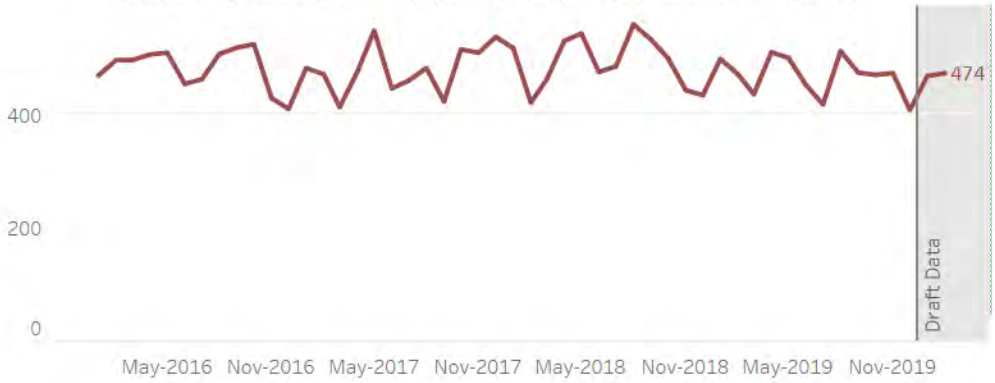
Jan-2016 to Feb-2020
and Null values

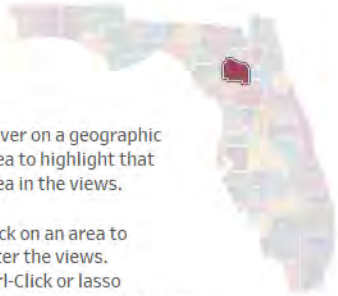
Select Entity Level

County

## Count of Child Intakes Received

(Decision: All| Intake Sequence: All | Type: All | Subtype: All | Special Conditions Type: All )



Hover on a geographic area to highlight that area in the views.

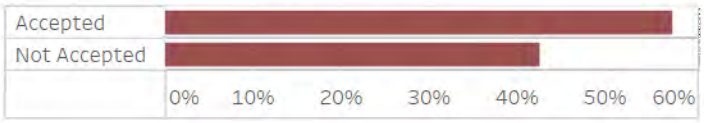
Click on an area to filter the views. Ctrl-Click or lasso to filter by multiple areas.

## Intake Characteristics for Child Intakes Received Between 2/1/2020 and 2/29/2020

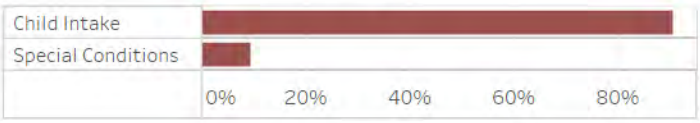
Please click on any of the characteristics below to filter the view.

(Decision: All| Intake Sequence: All| Type: All | Subtype: All | Special Conditions: All )

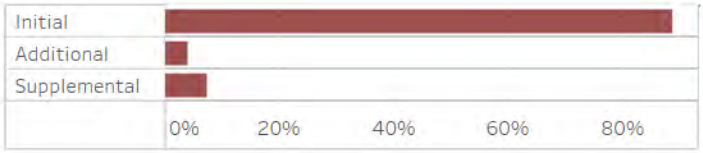
### Intake Decision



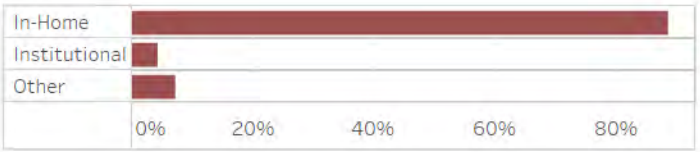

### Intake Type

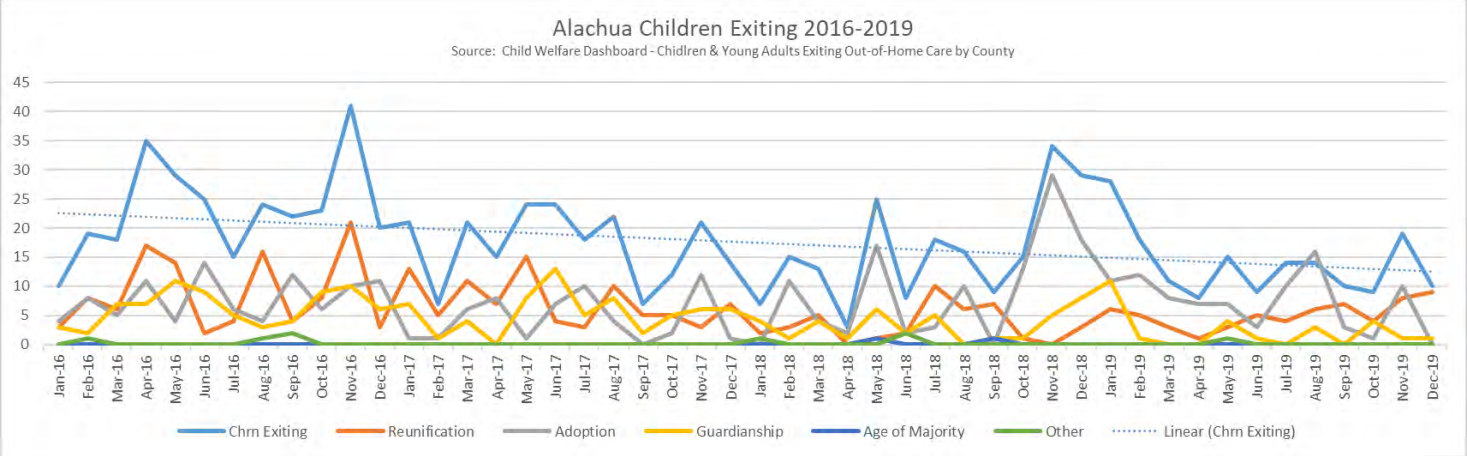



### Intake Sequence




### Intake Subtype






| Alachua | Jan-16 | Feb-16 | Mar-16 | Apr-16 | May-16 | Jun-16 | Jul-16 | Aug-16 | Sep-16 | Oct-16 | Nov-16 | Dec-16 | Totals |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Chrn Exiting** | **10** | **19** | **18** | **35** | **29** | **25** | **15** | **24** | **22** | **23** | **41** | **20** | **281** |
| Reunification | 3 | 8 | 6 | 17 | 14 | 2 | 4 | 16 | 4 | 8 | 21 | 3 | 106 |
| Adoption | 4 | 8 | 5 | 11 | 4 | 14 | 6 | 4 | 12 | 6 | 10 | 11 | 95 |
| Guardianship | 3 | 2 | 7 | 7 | 11 | 9 | 5 | 3 | 4 | 9 | 10 | 6 | 76 |
| Age of Majority | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 4 |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| Alachua | Jan-17 | Feb-17 | Mar-17 | Apr-17 | May-17 | Jun-17 | Jul-17 | Aug-17 | Sep-17 | Oct-17 | Nov-17 | Dec-17 | 514830 |
| **Chrn Exiting** | **21** | **7** | **21** | **15** | **24** | **24** | **18** | **22** | **7** | **12** | **21** | **14** | **206** |
| Reunification | 13 | 5 | 11 | 7 | 15 | 4 | 3 | 10 | 5 | 5 | 3 | 7 | 88 |
| Adoption | 1 | 1 | 6 | 8 | 1 | 7 | 10 | 4 | 0 | 2 | 12 | 1 | 53 |
| Guardianship | 7 | 1 | 4 | 0 | 8 | 13 | 5 | 8 | 2 | 5 | 6 | 6 | 65 |
| Age of Majority | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| Alachua | Jan-18 | Feb-18 | Mar-18 | Apr-18 | May-18 | Jun-18 | Jul-18 | Aug-18 | Sep-18 | Oct-18 | Nov-18 | Dec-18 | 519210 |
| **Chrn Exiting** | **7** | **15** | **13** | **3** | **25** | **8** | **18** | **16** | **9** | **15** | **34** | **29** | **192** |
| Reunification | 2 | 3 | 5 | 0 | 1 | 2 | 10 | 6 | 7 | 1 | 0 | 3 | 40 |
| Adoption | 0 | 11 | 4 | 2 | 17 | 2 | 3 | 10 | 0 | 13 | 29 | 18 | 109 |
| Guardianship | 4 | 1 | 4 | 1 | 6 | 2 | 5 | 0 | 1 | 1 | 5 | 8 | 38 |
| Age of Majority | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 2 |
| Other | 1 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| | | | | | | | | | | | | | 0 |
| | | | | | | | | | | | | | 0 |
| Alachua | Jan-19 | Feb-19 | Mar-19 | Apr-19 | May-19 | Jun-19 | Jul-19 | Aug-19 | Sep-19 | Oct-19 | Nov-19 | Dec-19 | 523590 |
| **Chrn Exiting** | **28** | **18** | **11** | **8** | **15** | **9** | **14** | **14** | **10** | **9** | **19** | **10** | **165** |
| Reunification | 6 | 5 | 3 | 1 | 3 | 5 | 4 | 6 | 7 | 4 | 8 | 9 | 61 |
| Adoption | 11 | 12 | 8 | 7 | 7 | 3 | 10 | 16 | 3 | 1 | 10 | 0 | 88 |
| Guardianship | 11 | 1 | 0 | 0 | 4 | 1 | 0 | 3 | 0 | 4 | 1 | 1 | 26 |
| Age of Majority | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

## All Children are Born Healthy and Remain Healthy

*Child health begins with maternal health and perinatal status and continues throughout childhood, to include physical activity, healthy*

| Indicator | Source | Years | By Race | By Zip Code | Notes | Resillience |
|---|---|---|---|---|---|---|
| Childhood Span | | | | | | Risk |
| Insured Children (Children with access to healthcare) | WellFlorida U.S. Census Bureau | 2016 | | x - WellFlorida Appendix Tables 72, 73 | | |
| % of Children on Medicade | WellFlorida Department of Children and Families | 2011-2016 | | x - WellFlorida Appendix Tables 165 | | |
| Child Food Insecurity | FL Health CHARTS | 2014-2017 | | | | |
| Access to nutrition | Food Access Research Atlas (https://www.ers.usda.gov/data-products/food-access-research-atlas/go-to-the-atlas/) | current | | | | |
| Hospitalization for Mental Disorder Ages <18 | FL Health CHARTS | 1999-2018 | | | | |
| Mental health referral under 18 | ?? | | | | | |
| % of children able to regulate emotion and behavior at age appropriate level | ?? | | | | (we need proxy measures, to include Baker Act data, referrals for emotional or behavioral outbursts, number of children referred to behavioral health provider. Schools will now have to report number of referrals for BH care.) | |
| Pre- and Peri-natal | | | | | | |
| *During this period access to pre-natal care and supports, including a healthy diet and a safe environment, as well as parenting education* | | | | | | |
| Mom receiving pre-natal care | | | | | | |
| Total number of fetal deaths, neonatal infant deaths, post-neonatal infant deaths | WellFlorida FL Health CHARTS | 2010-2014 | x | | | |
| SUIDS Deaths per 1,000 Live Births by Race | FL Health CHARTS | 2002-2017 | x | x - WellFlorida Appendix Table 119 | | |
| Live Births Under 2500 Grams (Low Birth Weight) | FL Health CHARTS | 1999-2018 | x | x - WellFlorida Appendix Table 120 | | |
| Births with Inter-Pregnancy Interval < 18 Months | FL Health CHARTS | 1999-2018 | x | x - WellFlorida Appendix Table 123 | | |
| Preterm Births (<37 weeks gestation) | FL Health CHARTS | 1999-2018 | x | | | |
| % Healthy Births | Constructed | | | | | |
| Early Childhood Age | | | | | | |
| *This period is critical to identifying developmental delays, problems with eyesight, hearing, bonding and other conditions that can be* | | | | | | |
| Children Ages 1-5 Receiving Mental Health Services | FL Health CHARTS | 2006-2018 | x | x - WellFlorida Appendix Tables 133, 134, 135 | | |
| 2 year old children fully immunized: Basic Immunization Series | FL Health CHARTS | 2017-2018 | | | | |
| % of children who are normal weight | Available, Source unknown | | | | | |
| Families receiving post birth screening and support | Visitation Program Data | | | | Request to Include | |
| EPSDT Screening Rates | Available, Source unknown | | | | Request to Include | |

| | | | |
|---|---|---|---|
| % of Pre-K children who are able to self-soothe and use words appropriately to communicate | ?? | | |
| **Elementary School Age** | | | |
| *As children develop and expand their interactions, they need to have access to services and activities that promote their growth and health.* | | | |
| Immunization at Kindergarten | FL Health CHARTS | 2010-2018 | |
| Overweight and Obese 1st, 3rd, & 6th Grade Students | FL Kids Count | 2015-2016 | Change to healthy weight -- Available, but where? |
| Children have strong mental health and support for wellbeing | Mental health screenings at school, spriritual connectedness of children to spiritual communities | | |
| Access to physical activity time in school and homelife | PE time per school (SBAC), PE time used as academic remediation time, access to parks/rec by community (city and county GIS) | | |
| Estimated Seriously Emotionally Disturbed Youth 9-17 | FL Health CHARTS | 2011-2018 | |
| **Middle School Age** | | | |
| *As children enter their preteen and teen years, children need healthy diet, exercise, and access to health care as well as education about the health risks they will increasingly encounter, including drugs, abusive relationships, diet, and sexuality).* | | | |
| *Children engaged in physically active out of school time engagement* | | | |
| % of children who are avoiding tobacco, alcohol, other drugs | Available, Source unknown | | request to include |
| % of children receiving health and mental health education | ?? | | request to include |
| % of children with access to school nurse or clinic | ?? | | request to include |
| Vaccination rate | ?? | | request to include |
| **High School Age** | | | |
| *high school-aged youth encounter growing risks and independence. They need to be able to access health care and information to help them make good choices.* | | | |
| *Children engaged in physically active out of school time engagement* | | | |
| Vaccination rate | ?? | | request to include |
| % of teens at a normal weight | Available, Source unknown | | request to include |
| % of schools offering PE or a period of physical activity to all students | ?? | | request to include |
| % of teens in extracurricular activities | ?? | | request to include |
| Rate of teen births | Available, Source unknown | | request to include |

## All Children have nurturing, supportive caregivers and realtionships

*All children need to have a secure relationship with a caregiver(s) who provide support, guidance, and stability as a foundation for how they go out into the world to develop other healthy relationships.*

| Indicator | Source | Years | By Race | By Zip Code | Notes | Resillience |
|---|---|---|---|---|---|---|
| Childhood Span | | | | | | Risk |
| Monthly Housing Cost >30% income_owned | FL Health CHARTS | 2010-2018 | | | Change to income >30% | |
| Monthly Housing Cost >30% income_renting | FL Health CHARTS | 2012-2018 | | | Change to income >30% | |
| Child Welfare Invesigations | Understanding Racial Inequity…(Florida Department of Children | 2009-2015 | x | | | |
| Verifid Maltreatment (by age) | Available, source unknown | | | | Request to include | |
| Removals from Homes | Inequity…(Florida Department of Children | 2009-2015 | x | | | |
| Discharges | Inequity…(Florida Department of Children | 2009-2015 | x | | | |
| Children under 18 in Foster Care | FL Health CHARTS | 2003-2018 | x | | | |
| Un-verified maltreatment | ?? | | | | | |
| % of children living with at least one parent | ?? | | | | | |
| % of parents with access to parenting appropriate parenting education | ?? | | | | | |
| Early Childhood Age | | | | | | |

*Birth to Pre-School: This period is critical creating safe secure bonds that allow the child to develop the first components of healthy self-esteem and trust in the world. This period also sees the roots of autonomy without bullying, necessary for self-confidence, and it includes the preliminary internalization of rules. All of these contribute to being ready for school and the ability to regulate emotional states (to sooth yourself when needed) and to regulate behavior (self-control and delay of gratification).*

| | | | | | | |
|---|---|---|---|---|---|---|
| Children Experiencing Child Abuse Ages 5-11 | FL Health CHARTS | 2003-2018 | | | | |
| Births to Teen Mothers Ages 15-19 | Understanding Racial Inequity… | 2010, 2015 | x | | | |
| Births to Mothers Without a HS Degree | FL Health CHARTS | 1999-2018 | x | x - WellFlorida Appendix Table 125 | | |
| Elementary School Age | | | | | | |

*Kindergarten to 10 years: As children develop and expand their interactions, they need to have a secure place from which to explore the world, and a place to come back and process failure – to hone skills and experiment.*

| | | |
|---|---|---|
| % of children refered for problem interacting with their peers | THIS INDICATOR DOESN'T SEEM TO MATCH THE CATEGORY OF RELATIONSHIPS AND CAREGIVERS, IT SEEMS TO GO IN CONNECT AND CONTRIBUTE | request to include |
| # of Parent and Parent child support groups/communities available, used, and requested<br><br>Caregivers able to access information and navigate systems on behalf of children, Adult wellbeing # of, percent available, Parent advocate, gaurdian at litem and other parent advocacy groups available | Adult literacy rates, Adult ESOL rates/bilingual information, Adult mental health and wellbeing indicators, # of children with incarcerated parents | |
| % of children referred for behavioral problems or significant emotional distress | THIS INDICATOR DOESN'T SEEM TO MATCH THE CATEGORY OF RELATIONSHIPS AND CAREGIVERS, IT SEEMS TO GO IN CONNECT AND CONTRIBUTE | request to include |
| Middle School Age | | |
| *Middle School: As children enter their preteen and teen years, they begin to test boundaries and develop a sense of self that is increasingly independent of their families. That requires parents with the ability to set boundaries and pick battles.* | | |
| Children in late childhood/early adolescents able to access supportive relationships outside of primary childhood/ealrly adolescents have access to high quality educators and public school<br><br>Children have access to support/models in peer to peer relationships | #/% of school counselors and mental health counselors available per population and per sub<br><br>Teacher VAM scores and other measures of high quality schooling<br>#/% of community restorative justice workshops used/available | |
| % of children refered for problem interacting with their peers | ?? | request to include |
| High School Age | | |

*High School: high school-aged youth encounter growing risks and independence. They increasingly make their own decisions, and need a stable anchor from which to move into adulthood.*

| | | |
|---|---|---|
| % of children refered for problem interacting with their peers | ?? | request to include |
| % of teens refered for relationship with violence | ?? | request to include |

## All children can learn what they need to learn to be successful

*All students should have access to quality education that provides them basic skills, enriching, culturally broad experiences that maximize their potential.*

| Indicator | Source | Years | By Race | By Zip Code | Notes | Resillience |
|---|---|---|---|---|---|---|
| Childhood Span | | | | | | Risk |
| School Proficiency Index | UF Program for resource efficient Communities (PREC) | | x | | Which neighborhoods have high performing schools based on 4th grade child performance in reading and math | |
| Disciplinary Actions (by school and type) | FL Department of Education | 2017-2018 | x | | | |
| Suspension_Out of School | Understanding Racial Inequity… | 2013-2015 | x | | | |
| Discipline referal | ?? | | | | | |
| Suspensions_In School | ?? | | | | | |
| % of children attending school consistently | ?? | | | request to include | | |
| Early Childhood Age | | | | | | |
| *Birth to Pre-School: Many parents need childcare while they work, and as children reach ages 3 and 4, they need a Pre-K environment to prepare them for school.* | | | | | | |
| Child Care Selection, Infrastructure, Programs, etc. | Florida Index for Child Care Access | 2017-2018 | | x | | |
| Children in Preschool Programs | FL Health CHARTS | 2003-2014 | | | | |
| Children enrolled in VPK | Office of Early Learning | through 2019 | | | | |
| Children enrolled in SR | Office of Early Learning | through 2019 | | | | |
| Children enrolled in Head Start | Head Start Office - contact for data PIR Data | | | | | |
| SR waiting list | Office of Early Learning - contact for data | | | | | |
| Head Start Waiting list | Head Start - contact for data PIR data | | | | | |
| % of children enrolled in Pre-K | Available, source unknown | | | | request to include | |
| Elementary School Age | | | | | | |
| *Kindergarten to 10 years: Elementary school success – particularly by 3rd grade – is very predictive of graduation and successful transitions later in life.* | | | | | | |
| School Readiness at Kindergarten Entry | FL Health CHARTS;OEL | 2005-2014;2016-Present | | | | |
| Kindergarten Readiness Screenings Results by School | WellFlorida | 2011-2014 | | x - By School, Well Florida Appendix table 191 | | |
| Grade 3 Proficient in Reading, Grade 8 Proficient in Math | Understanding Racial Inequity… | 2015 | x | | | |
| Grade 3 Students with Passing Grade on FSA Mathematics | FL Health CHARTS | 2016-2019 | | | | |
| Grade 3 Students with Passing Grade on FSA English Language Arts | FL Health CHARTS | 2016-2019 | | | | |
| Middle School Age | | | | | | |
| *Middle School: Middle school is the next significant testing period and often determines the opportunities available in high school .It is critical that students reach 8th grade with skills needed to pursue whatever they choose academically. Children in this group who are active learners and engaged in afterschool activities are less likely to be in trouble, use drugs, or engage in other dangerous activities.* | | | | | | |
| % of children reading at or above grade lelve in 8th grade | FL Department of Ed | 2014-2019 | | | Data from 1998-2011 available | |
| % of children at grade level for math in 8th grade | FL Department of Ed | 2014-2019 | | | Data from 1998-2011 available | |
| % of childen at grade level in science in 8th grade | ?? | | | | request to include | |
| High School Age | | | | | | |
| *10th grade scores predict graduation and later academic success.* | | | | | | |
| Graduation Rate | FL Kids Count | 2014-2016 | x | | | |
| Advanced Placement (AP) Participation & Success | Understanding Racial Inequity… | 2010, 2012 | x | | | |
| Teens not in school and not working | FL Kids Count | | | | | |
| Post graduation outcomes (College, vocational prog, employment, unemployed and not in school) | ?? | | | | | |
| % of students at grade level in grade 10 | Available, source unknown | | | | request to include | |

## All children are connecting with and contributing to the community

*Students with meaningful activities are safer and more likely to succeed in school if the activities provide an enriching, active, and team-building environment.*

| Indicator | Source | Years | By Race | By Zip Code | Notes | Resillience |
|---|---|---|---|---|---|---|
| Childhood Life Span | | | | | | Risk |
| Available OST Programs | See "Research Statement Investing in System Wide..." | | | | | |
| Access to public transportation | ?? | | | | | |
| Early Childhood Age | | | | | | |
| % of children with adequet, appropriate child care | ?? | | | | request to include | |
| Elementary School Age | | | | | | |
| % of older children engaging in enriching activites (ex: sports, band, clubs) | ?? | | | | request to include | |
| Middle School Age | | | | | | |
| % of older children engaging in enriching activites (ex: sports, band, clubs) | ?? | | | | request to include | |
| Delinquency Cases Committed | FL Kids Count | 2012-2017 | x | | Begins age 12 | |
| Youths Committed | FL Kids Count | 2012-2017 | x | | Begins age 12 | |
| Juvenile Detention Rates | Understanding Racial Inequity... | 2015 | x | | Begins age 12 | |
| Juvenile Arrest Rates | Understanding Racial Inequity... | 2015 | x | | Begins age 12 | |
| High School Age | | | | | | |
| % of older children engaging in enriching activites (ex: sports, band, clubs) | ?? | | | | request to include | |

## All children live in a safe community

*Trauma has been shown to have a myriad of emotional, cognitive, behavioral and physical consequences. While some children experience trauma through abuse or neglect, lack of a safe community can have the same impact.*

| Indicator | Source | Years | By Race | By Zip Code | Notes | Resillience |
|---|---|---|---|---|---|---|
| Childhood Life Span | | | | | | Risk |
| Homeless Students | WellFlorida FL Department of Children and Families | 2009-2015 | | | Appendix table 94 | |
| Crime Index | FL Health CHARTS | 1999-2018 | | | By zipcode available? | |
| Violent Crime rates | FL Health CHARTS | 1999-2018 | | | By zipcode available? | |
| School Environment Safety Incidents (sexual battery, batter, weapons, fighting) | FL Health CHARTS | 2006-2018 | | | | |
| Individuals Under 18 Below Poverty Level | FL Health CHARTS | 2009-2018 | | | | |
| Children in Poverty | Understanding Racial Inequity… | 2015 | x | | | |
| Children Living in High Poverty Areas | FL Kids Count | | | | | |
| Alachua County Fire rescue | ?? | | | | | |
| % of arrested youth refered to diversion program | GPD, ASO, SAO should have | | | | reqest to include | |
| % of children in adequet housing | ?? | | | | reqest to include | |
| Early Childhood Age | | | | | | |
| Child Passengers <1 Injured or Killed in Motor Vehicle Crashes | FL Health CHARTS | 2002-2017 | | | | |
| Child Passengers aged 1-5 injured or killed in motor vehicle crashes | FL Health CHARTS | 1999-2018 | x | x - WellFlorida Appendix Table 118 | | |
| Elementary School Age | | | | | | |
| Middle School Age | | | | | | |
| High School Age | | | | | | |

**From:** Knopf, Herman T.
**To:** Colin Murphy
**Subject:** SVI
**Date:** Friday, April 10, 2020 1:52:40 PM
**Attachments:** Screen Shot 2020-04-10 at 12.43.02 PM.png

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**CAUTION:** This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.

**Advanced notice:**
The College of Education and the Anita Zucker Center for Excellence in Early Childhood Studies are physically closed, but fully operational as we adapt to the evolving conditions of the COVID-19 outbreak. Please be patient as we do our best to continue providing prompt and exceptional service to our faculty, staff, and community. I will be available during the hours of 8:00AM-4:00PM Monday through Friday. If immediate assistance is needed, please call my cell phone (803) 724-7977.

Herman T. Knopf, Ph.D.
Research Scientist
Anita Zucker Center of Excellence in Early Childhood Studies
University of Florida

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(803) 724-7977

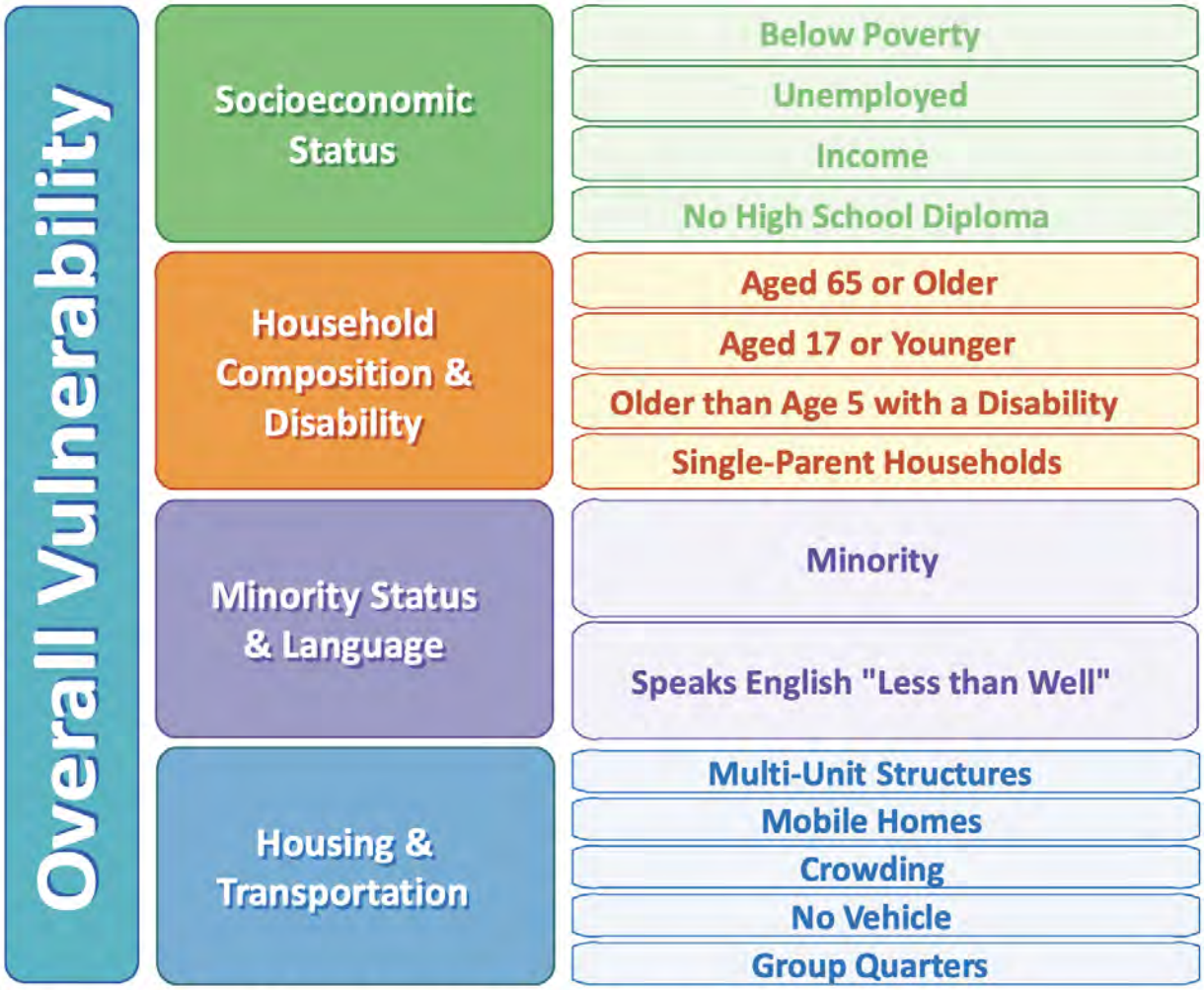



***Table 1. Social Vulnerability Index: Themes and variables.***

# Children's Trust of Alachua County
## Technical Advisory Committee Meeting

Friday, April 24, 2020 | 1:00 pm| Alachua County Community Support Services
(via Zoom Meeting)

Members Present: Dr Herman Knopf, Patty Carroll; Dr. Maggie Labarta, Professor Mae Quinn, Roger Dolz

Staff Present Colin Murphy, Executive Director, Children's Trust of Alachua County, Cindy Bishop, CAPP/CHOICES Program Manager

1. Call to Order
   Dr Knopf called the meeting to order at 1:02 pm.

2. Approval of Draft Minutes April 10, 2020
   Patty Carroll moved to approve meeting minutes for March 27, 2020: Motion seconded by Dr. Labarta. Motion carried unanimously.

3. Discussion and Review of Indicators
   Short Discussion with Jackie Hall, Geospatial Analyst with the University of Florida on the SVI indicators. Dr Hall's opinion is that SVI is a good tool for the purposes of the TAC's charge. SVI documents resiliency and vulnerability; highlights strengths and difficulties, and targets data with a visual representation. Consensus of the group to include SVI as a data resource. Dr Hall will be available to answer questions for the committee if they arise in the future.
   Dr Hall presented and discussed various data maps for Alachua County detailing indicators by geographical area.
   Patty Carroll presented a compilation of indicators pulled from DCF's Child Welfare dashboard. She discussed the using the dashboard to capture other relevant data and advised Cheryl Twombly (DCF Community Administrator and member of CTAC Board) could potentially provide DCF caseload statistics.
   The group continued discussion of indicators; Dr Knopf discussed conversion of many indicators to highlight resilience. Advised committee will need to condense and distil data while retaining information until such time the Trust needs to dig deeper on specific issues. Discussion of breakdown of types of disciplinary actions in schools and whether data reported to the DOE reflects what is actually happening within the schools.
   Discussed school data; capability to capture data is there but resources to compile data are limited.
   Group advised of subcommittee meeting on April 29th for discussion of youth development indicators.
   Discussion of COVID-19 effects of early learning center closures and future ramifications. There is a potential for significant infrastructure loss and a negative impact on learning.

Topics for Next Meeting Agenda

Sub-committee report is due May 18th. Dr. Knopf's team will format for comment and discussion at the May 8th TAC meeting.

4. Public Comment

   Public comment heard. Sherry Kitchens will pull data for unsubstantiated child abuse reports.

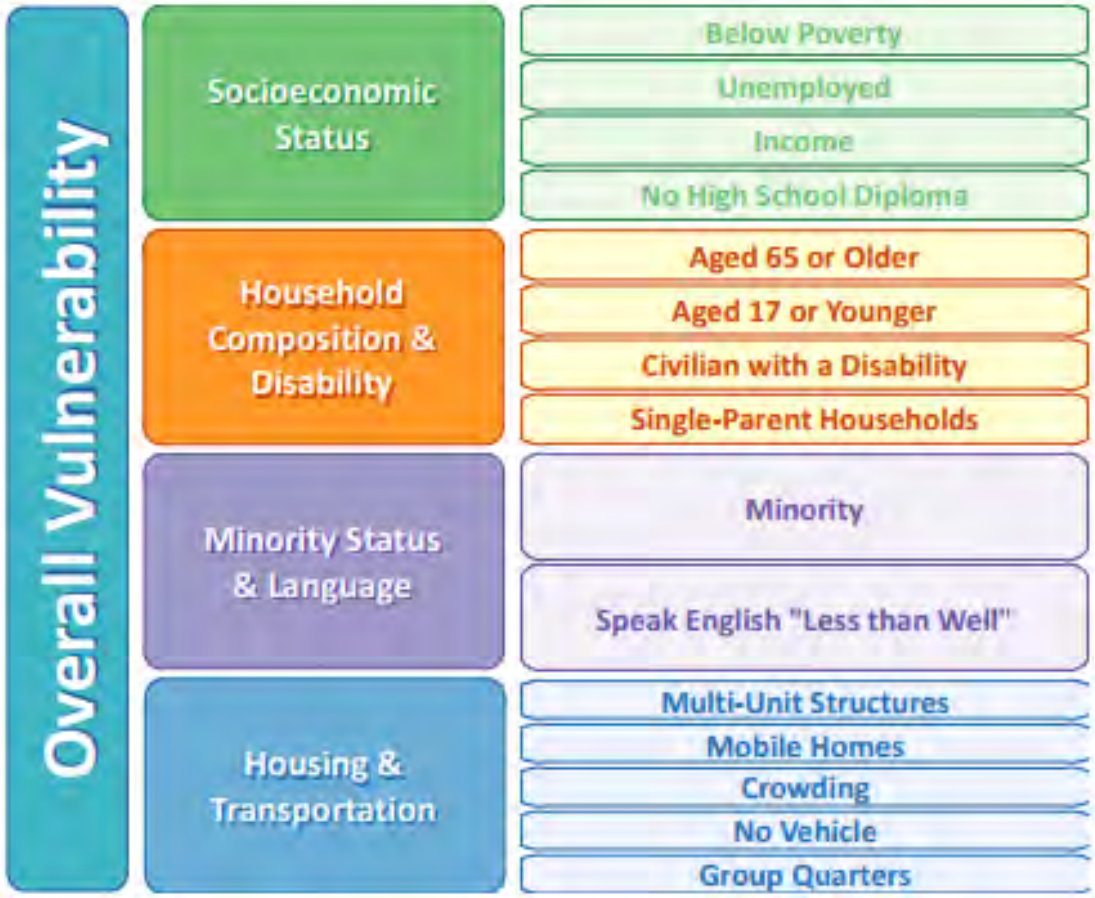
5. Committee Member General Comments

   No committee member comments

6. Adjournment

   Meeting adjourned at 2:12pm by unanimous acclimation.

13:17:19 From Mae Quinn : You should be able to click on bottom left - to go back or forth...
13:54:16 From Sunshine Moss : This data is incredibly helpful for understanding the effect on children and families.
14:02:09 From NAMI Gainesville : ELC subsidizes kids from families with income under 150% of poverty or kids at risk (foster care,etc) so knowing that half of the child care providers have been closed a portion of the past month means the parents are not able to work. Snowball effect on these families as well as the providers. I know I wouldn't want to spend full days with little children that are not wearing masks and sanitizing their hands etc!! Many providers are "grandmother" age and wouldn't want to risk exposure to germs.
14:05:35 From Mae Quinn : I need to leave the meeting at this point. But I would very much like to have shared with the group the notes I wrote after reviewing the initially proposed indicators. I handed them to Colin during our last in person meeting as my contribution for the new indicators list. As requested, I noted areas that I thought were not covered based upon my background and expertise working with court involved kids. I was suprised to see those additional factors/details were not included in the updated indicators.

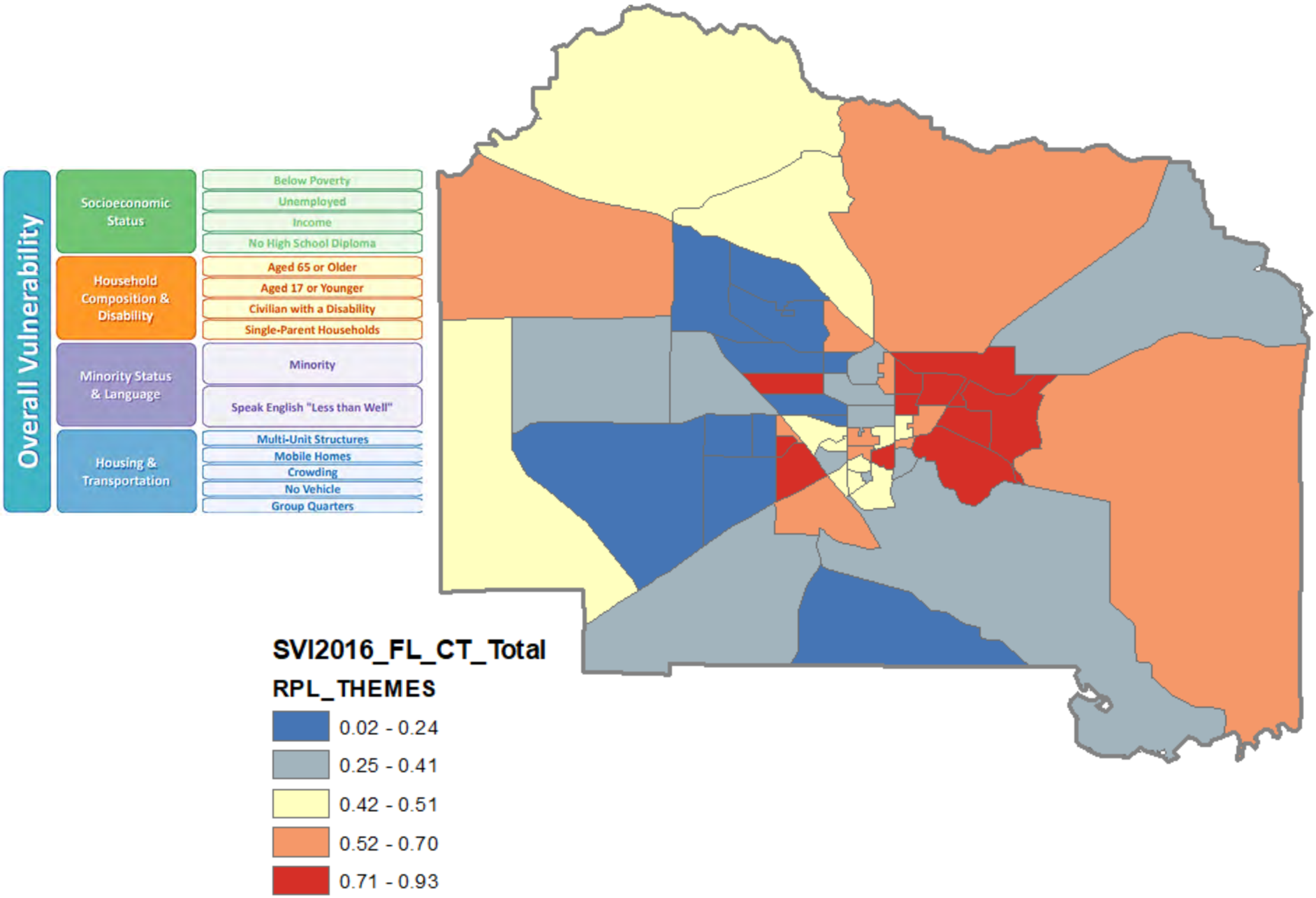


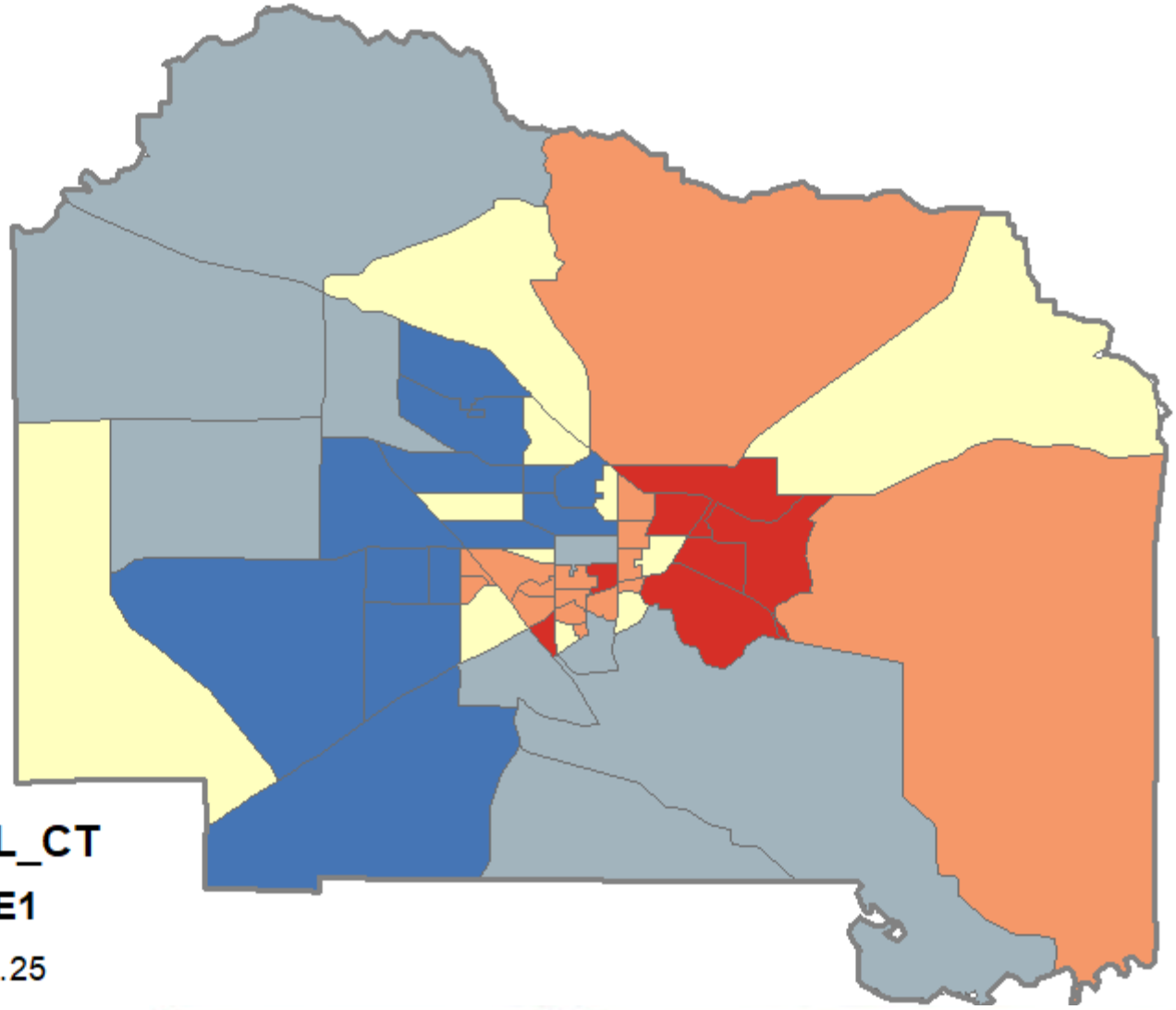

## Agency for Toxic Substances & Disease Registry

## CDC's Social Vulnerability Index (SVI)

**What is the SVI?**

Social vulnerability refers to the resilience of communities when confronted by external stresses on human health, stresses such as natural or human-caused disasters, or disease outbreaks. Reducing social vulnerability can decrease both human suffering and economic loss. CDC's Social Vulnerability Index uses 15 U.S. census variables at tract level to help local officials identify communities that may need support in preparing for hazards; or recovering from disaster. The Geospatial Research, Analysis, and Services Program (GRASP) created and maintains CDC's Social Vulnerability Index.


Overall Vulnerability
Socioeconomic Status
Below Poverty
Unemployed
Income
No High School Diploma
Household Composition & Disability
Aged 65 or Older
Aged 17 or Younger
Civilian with a Disability
Single-Parent Households
Minority Status & Language
Minority
Speak English "Less than Well"
Housing & Transportation
Multi-Unit Structures
Mobile Homes
Crowding
No Vehicle
Group Quarters
SVI2016_FL_CT_Total
RPL_THEMES
0.02 - 0.24
0.25 - 0.41
0.42 - 0.51
0.52 - 0.70
0.71 - 0.93



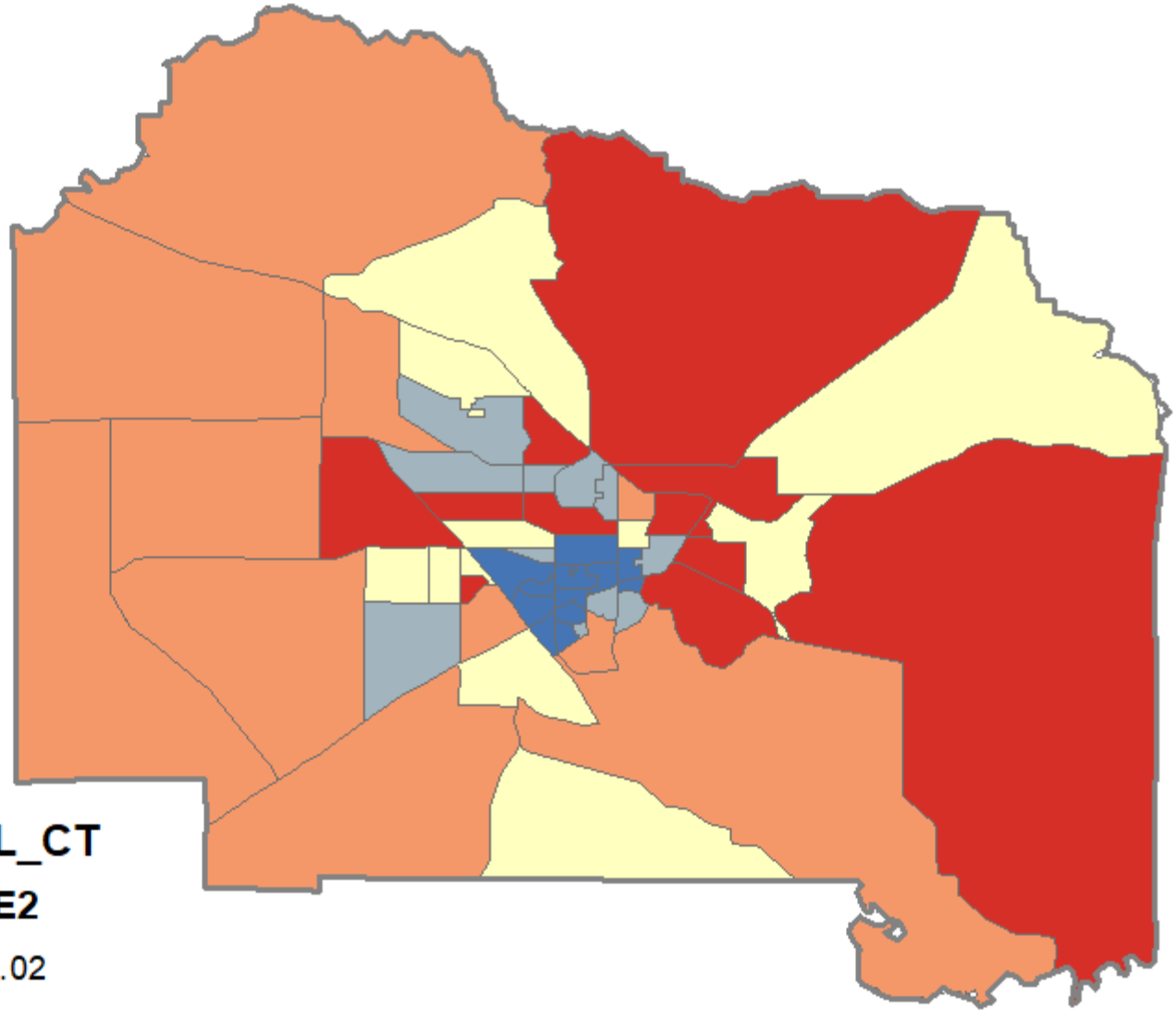
SVI2016_FL_CT

RPL_THEME1

- 0.00 - 0.25
- 0.26 - 0.45
- 0.46 - 0.64
- 0.65 - 0.82
- 0.83 - 1.00

**Socioeconomic Status**

- Below Poverty
- Unemployed
- Income
- No High School Diploma



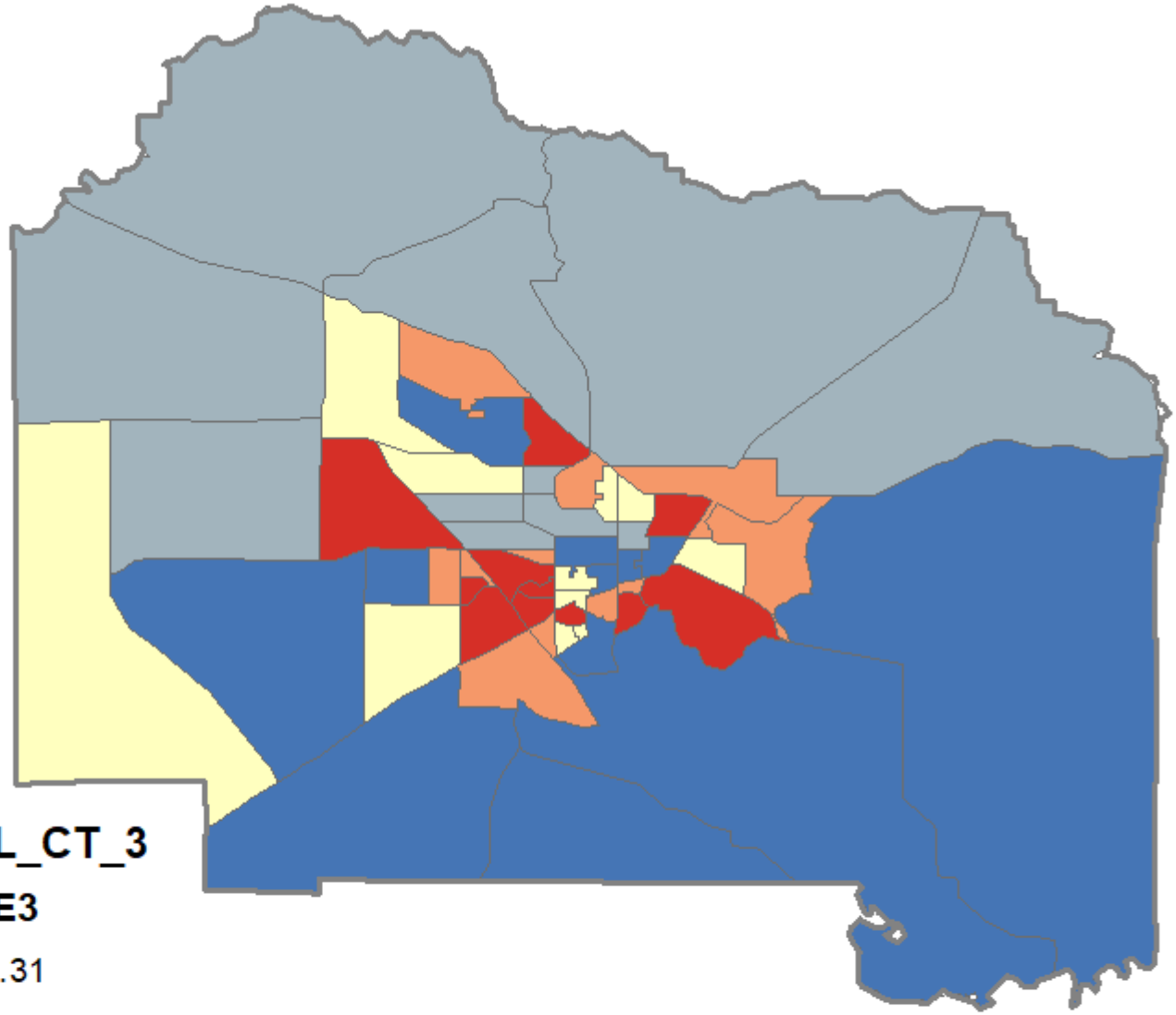
SVI2016_FL_CT

RPL_THEME2

- 0.00 - 0.02
- 0.03 - 0.20
- 0.21 - 0.37
- 0.38 - 0.53
- 0.54 - 0.89

**Household Composition & Disability**

- Aged 65 or Older
- Aged 17 or Younger
- Civilian with a Disability
- Single-Parent Households



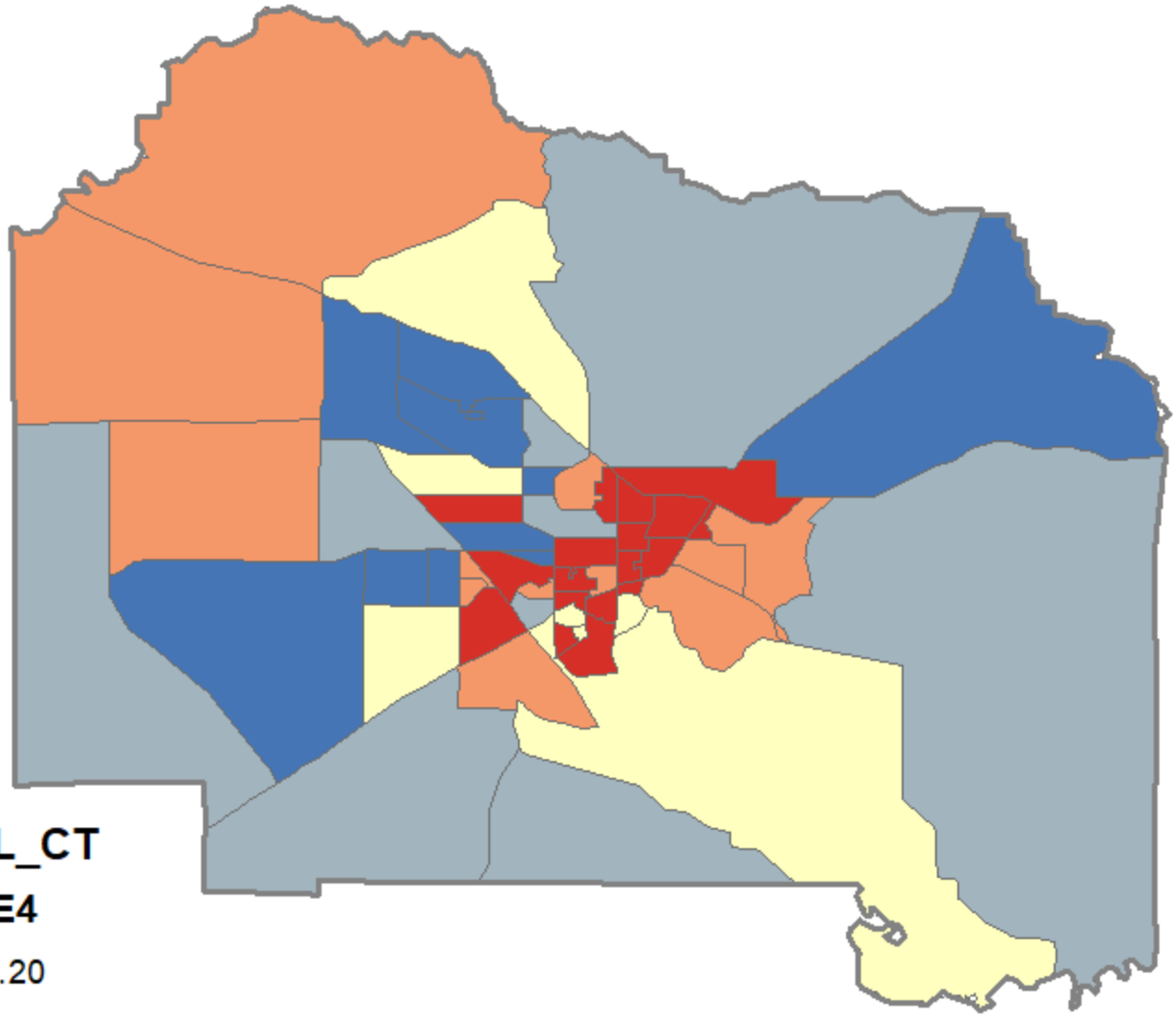
SVI2016_FL_CT_3

RPL_THEME3

- 0.14 - 0.31
- 0.32 - 0.45
- 0.46 - 0.53
- 0.54 - 0.63
- 0.64 - 0.78

**Minority Status & Language**

- Minority
- Speak English "Less than Well"



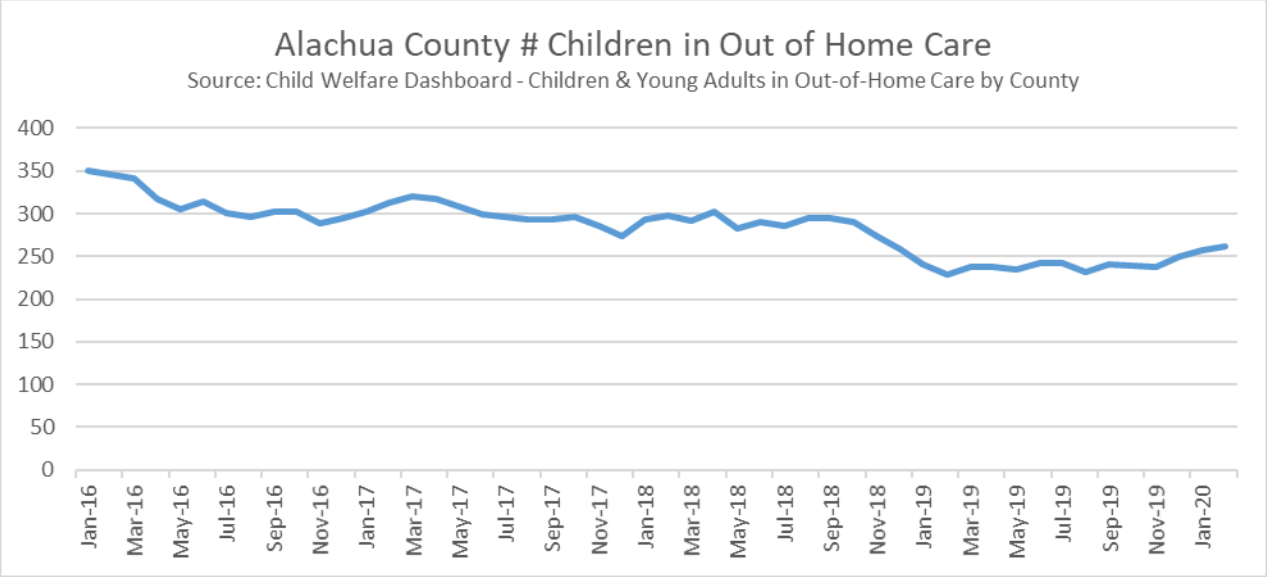
SVI2016_FL_CT

RPL_THEME4

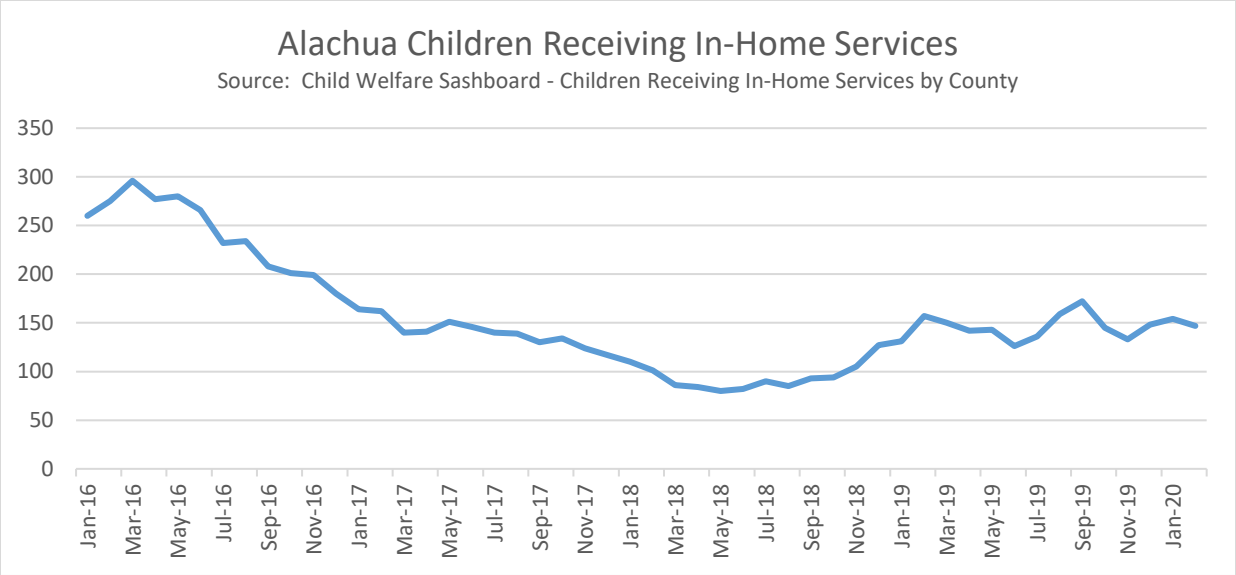
- 0.00 - 0.20
- 0.21 - 0.39
- 0.40 - 0.60
- 0.61 - 0.82
- 0.83 - 1.00

**Housing & Transportation**

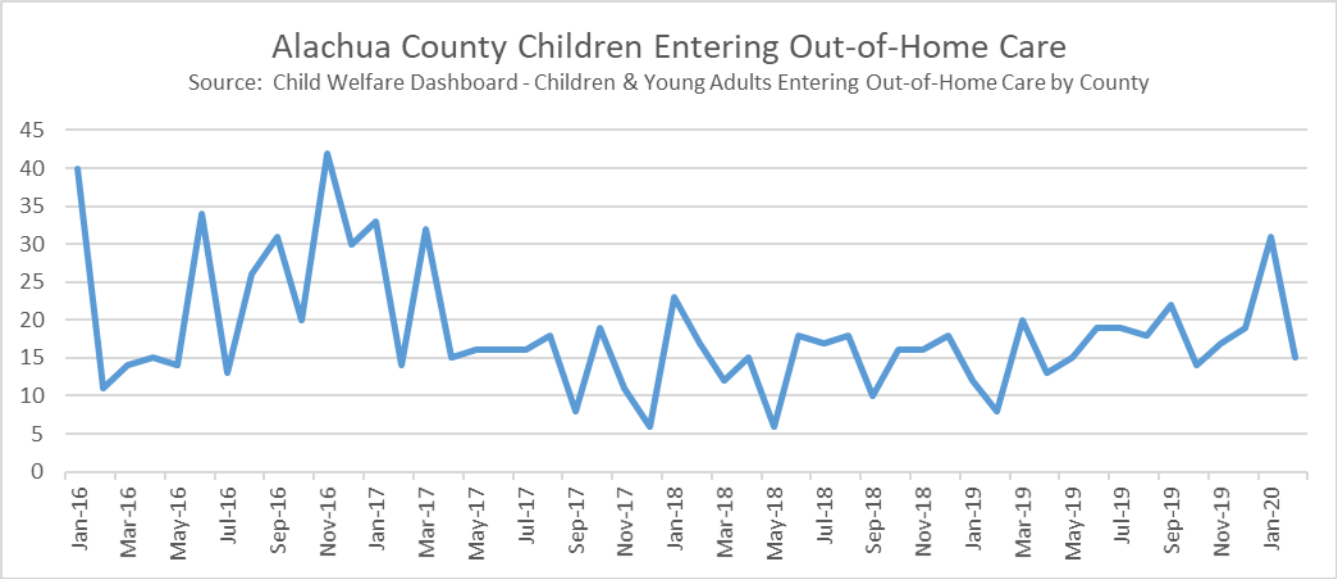
- Multi-Unit Structures
- Mobile Homes
- Crowding
- No Vehicle
- Group Quarters



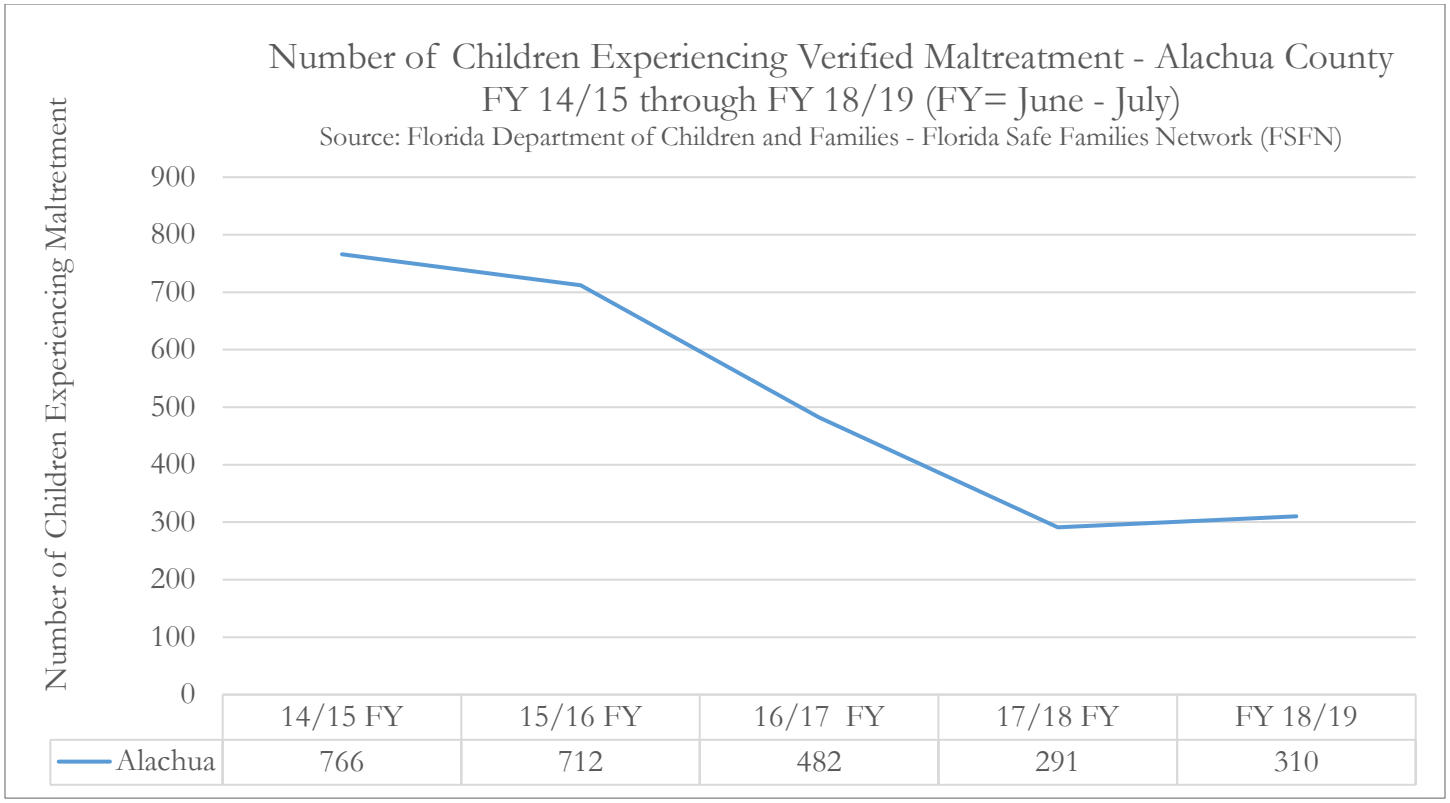

| Jan-16 | Feb-16 | Mar-16 | Apr-16 | May-16 | Jun-16 | Jul-16 | Aug-16 | Sep-16 | Oct-16 | Nov-16 | Dec-16 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 351 | 346 | 342 | 317 | 305 | 314 | 301 | 296 | 302 | 302 | 288 | 295 |
| | | | | | | | | | | | |
| Jan-17 | Feb-17 | Mar-17 | Apr-17 | May-17 | Jun-17 | Jul-17 | Aug-17 | Sep-17 | Oct-17 | Nov-17 | Dec-17 |
| 302 | 313 | 320 | 317 | 308 | 299 | 297 | 293 | 294 | 296 | 285 | 274 |
| | | | | | | | | | | | |
| Jan-18 | Feb-18 | Mar-18 | Apr-18 | May-18 | Jun-18 | Jul-18 | Aug-18 | Sep-18 | Oct-18 | Nov-18 | Dec-18 |
| 294 | 298 | 292 | 303 | 283 | 290 | 286 | 295 | 295 | 290 | 273 | 259 |
| | | | | | | | | | | | |
| Jan-19 | Feb-19 | Mar-19 | Apr-19 | May-19 | Jun-19 | Jul-19 | Aug-19 | Sep-19 | Oct-19 | Nov-19 | Dec-19 |
| 241 | 229 | 237 | 238 | 234 | 242 | 242 | 231 | 240 | 239 | 237 | 249 |
| | | | | | | | | | | | |
| Jan-20 | Feb-20 | | | | | | | | | | |
| 257 | 262 | | | | | | | | | | |




| Jan-16 | Feb-16 | Mar-16 | Apr-16 | May-16 | Jun-16 | Jul-16 | Aug-16 | Sep-16 | Oct-16 | Nov-16 | Dec-16 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 260 | 275 | 296 | 277 | 280 | 266 | 232 | 234 | 208 | 201 | 199 | 180 |
| | | | | | | | | | | | |
| Jan-17 | Feb-17 | Mar-17 | Apr-17 | May-17 | Jun-17 | Jul-17 | Aug-17 | Sep-17 | Oct-17 | Nov-17 | Dec-17 |
| 164 | 162 | 140 | 141 | 151 | 146 | 140 | 139 | 130 | 134 | 124 | 117 |
| | | | | | | | | | | | |
| Jan-18 | Feb-18 | Mar-18 | Apr-18 | May-18 | Jun-18 | Jul-18 | Aug-18 | Sep-18 | Oct-18 | Nov-18 | Dec-18 |
| 110 | 101 | 86 | 84 | 80 | 82 | 90 | 85 | 93 | 94 | 105 | 127 |
| | | | | | | | | | | | |
| Jan-19 | Feb-19 | Mar-19 | Apr-19 | May-19 | Jun-19 | Jul-19 | Aug-19 | Sep-19 | Oct-19 | Nov-19 | Dec-19 |
| 131 | 157 | 150 | 142 | 143 | 126 | 136 | 159 | 172 | 145 | 133 | 148 |
| | | | | | | | | | | | |
| Jan-20 | Feb-20 | | | | | | | | | | |
| 154 | 147 | | | | | | | | | | |




| Jan-16 | Feb-16 | Mar-16 | Apr-16 | May-16 | Jun-16 | Jul-16 | Aug-16 | Sep-16 | Oct-16 | Nov-16 | Dec-16 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 40 | 11 | 14 | 15 | 14 | 34 | 13 | 26 | 31 | 20 | 42 | 30 |
| | | | | | | | | | | | |
| Jan-17 | Feb-17 | Mar-17 | Apr-17 | May-17 | Jun-17 | Jul-17 | Aug-17 | Sep-17 | Oct-17 | Nov-17 | Dec-17 |
| 33 | 14 | 32 | 15 | 16 | 16 | 16 | 18 | 8 | 19 | 11 | 6 |
| | | | | | | | | | | | |
| Jan-18 | Feb-18 | Mar-18 | Apr-18 | May-18 | Jun-18 | Jul-18 | Aug-18 | Sep-18 | Oct-18 | Nov-18 | Dec-18 |
| 23 | 17 | 12 | 15 | 6 | 18 | 17 | 18 | 10 | 16 | 16 | 18 |
| | | | | | | | | | | | |
| Jan-19 | Feb-19 | Mar-19 | Apr-19 | May-19 | Jun-19 | Jul-19 | Aug-19 | Sep-19 | Oct-19 | Nov-19 | Dec-19 |
| 12 | 8 | 20 | 13 | 15 | 19 | 19 | 18 | 22 | 14 | 17 | 19 |
| | | | | | | | | | | | |
| Jan-20 | Feb-20 | | | | | | | | | | |
| 31 | 15 | | | | | | | | | | |




DCF's Child Fatality Website: https://www.myflfamilies.com/childfatality/local.shtml

Provides rates of child fatality (statewide and county data) by age, causal factor and history of verified priors.

Intakes (Chart from DCF Dashboard below with definitions):

**Intake** The process for information collection and assessment the Florida Abuse Hotline for allegations of abuse, neglect, or abandonment of children. Intakes are subcategorized as one of the following:

**Initial**- This is the original or first contact with the hotline which resulted in an investigation due to an allegation of abuse, neglect, or abandonment.

**Additional**- This is a subsequent contact with the hotline which contains new information about one or more participants of an existing report. This is usually a new allegation of abuse, neglect, or abandonment to an existing report or a new participant pertaining to an existing report.

**Supplemental**- This is a subsequent contact with the hotline that provides enhanced information to an existing report. This is usually improvements on what is already known such as a more precise address, different name spelling, or additional sources.

# Child Intakes Received by County

Last Updated: 3/10/2020

Select the Report Period to Display

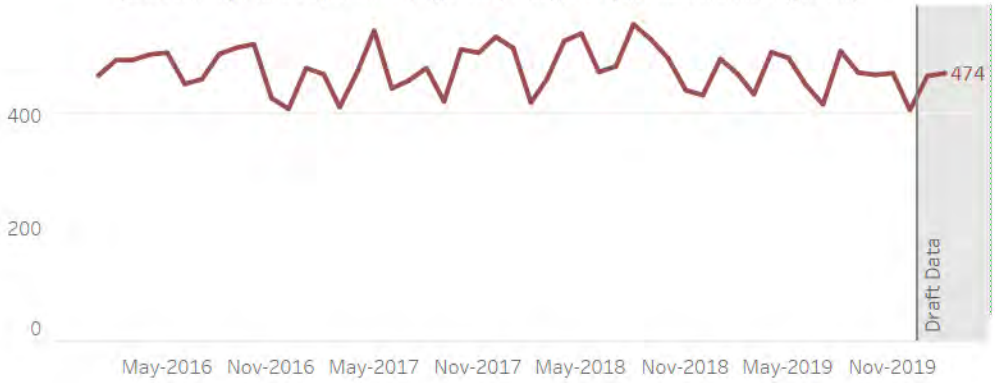
Jan-2016 to Feb-2020
and Null values

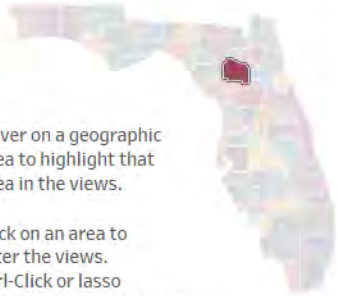
Select Entity Level

County

## Count of Child Intakes Received

(Decision: All| Intake Sequence: All | Type: All | Subtype: All | Special Conditions Type: All )



Hover on a geographic area to highlight that area in the views.

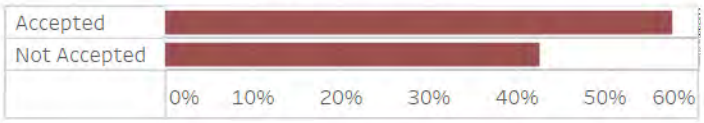
Click on an area to filter the views. Ctrl-Click or lasso to filter by multiple areas.

## Intake Characteristics for Child Intakes Received Between 2/1/2020 and 2/29/2020

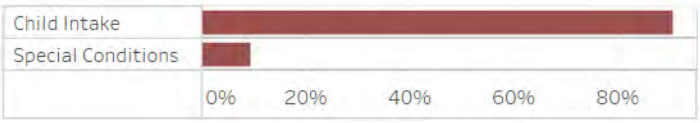
Please click on any of the characteristics below to filter the view.

(Decision: All| Intake Sequence: All| Type: All | Subtype: All | Special Conditions: All )

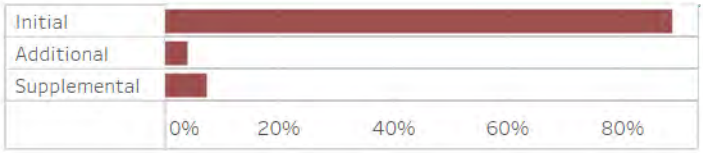
### Intake Decision



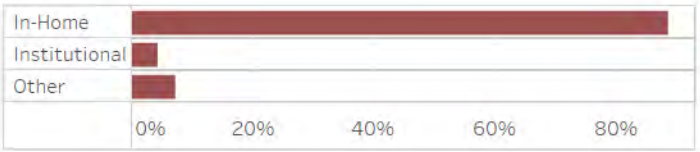

### Intake Type

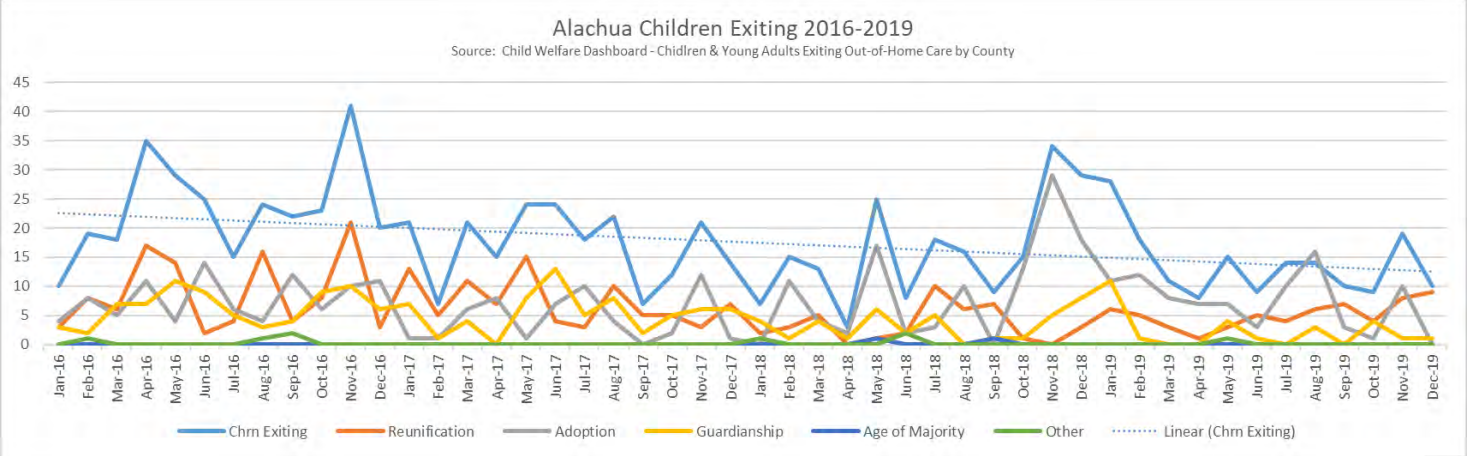



### Intake Sequence

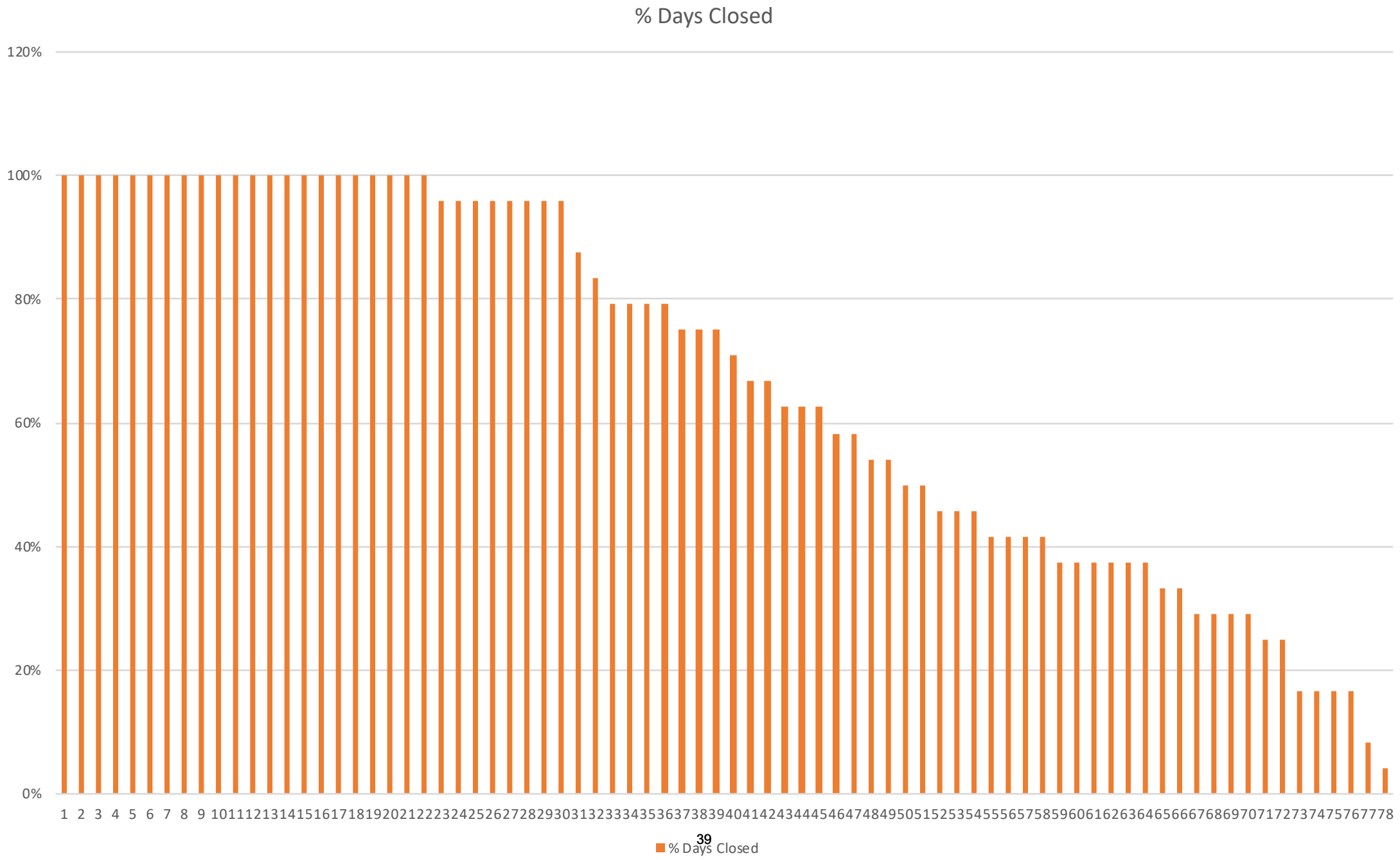


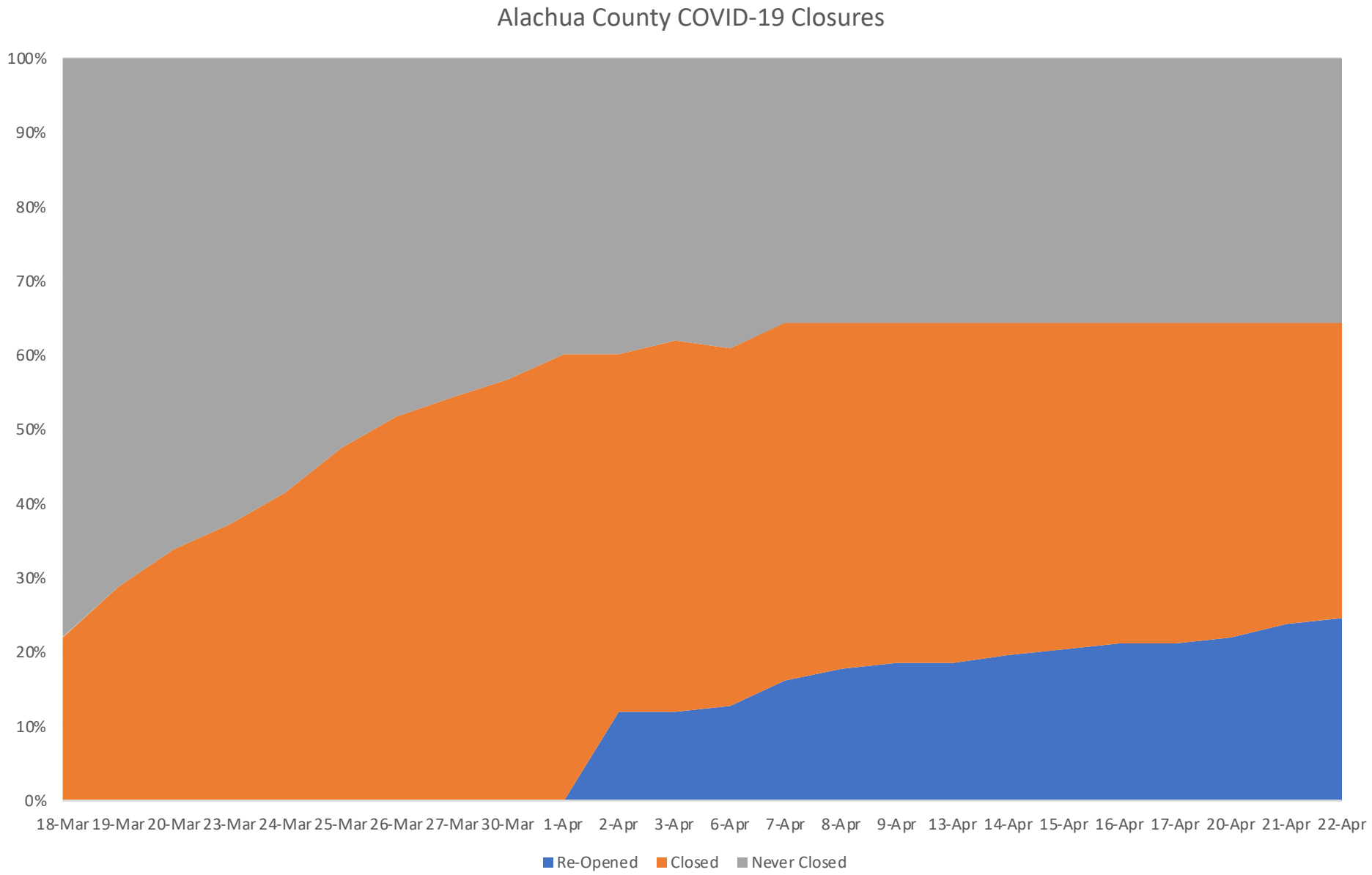

### Intake Subtype






| Alachua | Jan-16 | Feb-16 | Mar-16 | Apr-16 | May-16 | Jun-16 | Jul-16 | Aug-16 | Sep-16 | Oct-16 | Nov-16 | Dec-16 | Totals |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Chrn Exiting** | **10** | **19** | **18** | **35** | **29** | **25** | **15** | **24** | **22** | **23** | **41** | **20** | **281** |
| Reunification | 3 | 8 | 6 | 17 | 14 | 2 | 4 | 16 | 4 | 8 | 21 | 3 | 106 |
| Adoption | 4 | 8 | 5 | 11 | 4 | 14 | 6 | 4 | 12 | 6 | 10 | 11 | 95 |
| Guardianship | 3 | 2 | 7 | 7 | 11 | 9 | 5 | 3 | 4 | 9 | 10 | 6 | 76 |
| Age of Majority | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 4 |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| Alachua | Jan-17 | Feb-17 | Mar-17 | Apr-17 | May-17 | Jun-17 | Jul-17 | Aug-17 | Sep-17 | Oct-17 | Nov-17 | Dec-17 | 514830 |
| **Chrn Exiting** | **21** | **7** | **21** | **15** | **24** | **24** | **18** | **22** | **7** | **12** | **21** | **14** | **206** |
| Reunification | 13 | 5 | 11 | 7 | 15 | 4 | 3 | 10 | 5 | 5 | 3 | 7 | 88 |
| Adoption | 1 | 1 | 6 | 8 | 1 | 7 | 10 | 4 | 0 | 2 | 12 | 1 | 53 |
| Guardianship | 7 | 1 | 4 | 0 | 8 | 13 | 5 | 8 | 2 | 5 | 6 | 6 | 65 |
| Age of Majority | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| Alachua | Jan-18 | Feb-18 | Mar-18 | Apr-18 | May-18 | Jun-18 | Jul-18 | Aug-18 | Sep-18 | Oct-18 | Nov-18 | Dec-18 | 519210 |
| **Chrn Exiting** | **7** | **15** | **13** | **3** | **25** | **8** | **18** | **16** | **9** | **15** | **34** | **29** | **192** |
| Reunification | 2 | 3 | 5 | 0 | 1 | 2 | 10 | 6 | 7 | 1 | 0 | 3 | 40 |
| Adoption | 0 | 11 | 4 | 2 | 17 | 2 | 3 | 10 | 0 | 13 | 29 | 18 | 109 |
| Guardianship | 4 | 1 | 4 | 1 | 6 | 2 | 5 | 0 | 1 | 1 | 5 | 8 | 38 |
| Age of Majority | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 2 |
| Other | 1 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| | | | | | | | | | | | | | 0 |
| | | | | | | | | | | | | | 0 |
| Alachua | Jan-19 | Feb-19 | Mar-19 | Apr-19 | May-19 | Jun-19 | Jul-19 | Aug-19 | Sep-19 | Oct-19 | Nov-19 | Dec-19 | 523590 |
| **Chrn Exiting** | **28** | **18** | **11** | **8** | **15** | **9** | **14** | **14** | **10** | **9** | **19** | **10** | **165** |
| Reunification | 6 | 5 | 3 | 1 | 3 | 5 | 4 | 6 | 7 | 4 | 8 | 9 | 61 |
| Adoption | 11 | 12 | 8 | 7 | 7 | 3 | 10 | 16 | 3 | 1 | 10 | 0 | 88 |
| Guardianship | 11 | 1 | 0 | 0 | 4 | 1 | 0 | 3 | 0 | 4 | 1 | 1 | 26 |
| Age of Majority | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |


% Days Closed
120%
100%
80%
60%
40%
20%
0%
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78
% Days Closed


Alachua County COVID-19 Closures
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
18-Mar
19-Mar
20-Mar
23-Mar
24-Mar
25-Mar
26-Mar
27-Mar
30-Mar
1-Apr
2-Apr
3-Apr
6-Apr
7-Apr
8-Apr
9-Apr
13-Apr
14-Apr
15-Apr
16-Apr
17-Apr
20-Apr
21-Apr
22-Apr
Re-Opened
Closed
Never Closed

# Children's Trust of Alachua County
## Special Meeting - Technical Advisory Committee Meeting

Wednesday, April 29, 2020 | 2:00 pm| Alachua County Community Support Services
(via Zoom Meeting)

Members Present: Dr. Herman Knopf, Dr. Naima Brown, Dr. Maggie Labarta, Dr Pat Snyder, Dr Jeff Feller, Dr. Diedre Houchen, Dr. Kate Fogarty, Prof. Mae Quinn
Staff Present Colin Murphy, Executive Director, Children's Trust of Alachua County
Other: Maya Schreiber – grad student (UF Anita Zucker Center)

1. Call to Order
   Dr. Houchen called the meeting to order at 2:00 pm.

2. Discussion and Review of Indicators
   Dr. Houchen asked for an update from the April 24, 2020 Technical Advisory Committee Meeting. She asked if Dr. Patricia Snyder's recommendations were discussed by the Technical Advisory Committee. Dr. Houchen described the goals for the meeting, including adding indicators from a positive youth development framework and including indicators from the criminal justice system. Professor Quinn said she had provided the Executive Director, Colin Murphy with the list of proposed measures and indicators, but they were lost. Prof. Quinn announced that this would be her last meeting as a member of the Technical Advisory Committee.

   ED Colin Murphy said that Dr. Snyder's recommendations were not specifically discussed that the last meeting due to a lack of time, however, in conversations with Dr. Knopf, Dr. Knopf confirmed that he intended for those recommendations to be included in the final report to the Trust.

   Dr. Houchen said the positive youth development framework describes indicators in terms of positive experiences children should have, and that those types of indicator were missing from the current list.

   Dr. Houchen suggested adding the words "and adolescence" to the definition of the Result "All children are born and remain healthy." The group discussed the definition and the ability to collect the necessary data across the population. Dr. Houchen suggested that the group stay in the realm of possibilities when considering indicators and how they are measured. Dr. Houchen suggested an indicator for self-control and self-regulation. Dr. Labara said that "Does the child have age appropriate ability to regulate their behavior and emotion?" Dr. Houchen suggested adding an indicator about the number of children involved in physical activity after school. Dr. Labarta expressed a concern about the number of indicators. Dr. Naima Brown suggested an indicator for sexually transmitted diseases. Prof. Quinn provided comments around sexually transmitted diseases and the importance and the needs of fathers.

Dr. Houchen moved to the indicator that addressed supportive caregivers and relationships. She expressed support for the current definition. Dr. Houchen noted that she circulated a spreadsheet with red boxes and said that she hoped her recommendations were being considered in the data development agenda. Dr. Naima Brown said that what it means to be nurturing has different meanings in different cultures. Dr. Houchen suggested adding a sentence to the definition that says, "Secure relationships are culturally situated."

More indicators were discussed including the % of negative contacts with the police. Prof. Quinn said that stops by the police would be a data point to consider.

The group discussed "All children are connected and contributing to the community" indicator. Dr. Houchen suggested adding access to afterschool activities as an indicator. Dr. Fogarty said that data point is measured in the Florida Youth Substance Abuse Survey. She said that the Youth Risk Behavior Survey, the Florida Tobacco Survey and the Florida Substance Abuse Survey are only given to public and charter schools. Dr. Labarta suggested working with private schools to participate in some of those surveys. Dr. Houchen said that Prof. Quinn's data on youth stops should go in the "Safe Communities" result. Dr. Houchen suggested "Youth help to develop participation roles and have opportunities for leadership roles in the community" and "Youth have agency and the ability to build new skills" as indicators. Dr. Houchen suggested adding the words "and opportunities for civic participation" after the word "activities" in the definition.

The group discussed the "safe communities" result. Dr. Houchen requested that her indicators in red get added to the data development agenda. Dr. Houchen said that Prof. Quinn's suggestions should be added to this section. "# of Terry stops (walk-and-talks) would be one indicator. Dr. Houchen suggested # of kids in jail as an indicator. Prof. Quinn said that kids in the juvenile justice system ignores the number of kids in the adult system and that data should be captured. Prof. Quinn also says that kids on adult probation is another indicator. Treating children as adults can affect voting rights. A discussion ensued concerning direct filing and dispositions. Prof. Quinn said that many kids that are direct filed and certified may have cases dismissed. Knowing dispositions is important. Dr. Fogarty asked about commitment programs. Prof. Quinn said that any time a child is removed from the home creates an opportunity for data to be collected and analyzed as to its effect.

3. <u>Public Comment</u>
   Public comment heard from Christine Wegner and Ellie Chisholm

4. <u>Topics for Next Meeting Agenda</u>
   Dr Knopf's team asked for assistance from content experts in pulling together the data discussed.

5. Committee Member General Comments
   Dr. Houchen concluded by saying she had additional comments about data points not covered. Dr. Knopf discussed including measures from the social vulnerability index.

6. Adjournment
   Meeting adjourned at 3:30 pm.

00:21:50 Diedre Houchen: Purpose:
00:22:15 Diedre Houchen: Info: Update from last Friday's meeting
00:22:31 Diedre Houchen: Dr. Snyder's suggestion?
00:23:08 Diedre Houchen: Rationale: Indicators, positive/negative, individual/systemic indicators
00:24:43 Diedre Houchen: go through sections indicator by indicator on call and task things to bring back to the next TAC meeting
00:24:56 Diedre Houchen: then public comments
00:47:56 Diedre Houchen: Notes
00:49:03 Diedre Houchen: challenge to capture: mental health and socio-emotional development, mental illness issues/diagnostics, referrals for treatments
01:12:22 mae quinn: --LGBTQIA youth/homelessness or other needs associated with sexuality/gender ID/etc.

--Youth stopped by police (many J/Ds maintain data on Terry stops and "walk and talks" - these incidents can be traumatizing and almost exclusively take place in Black communities)

--Youth in jail

--Youth in prison (both this and the last item involve kids beyond those in the JJ system - and not insignificant; FL direct files more youth into the adult criminal justice system than any state)

--Youth involved in the municipal/policing court (in places like Ferguson MO kids suffer from license suspensions for failure to pay fines, fees, etc. for tickets coming out of these institutions - where kids are not provided with counsel; warrants also sometimes issues for those under 18 - possible same phenomenon here which creates group with serious risks/vulnerabilities)

--Kids with an incarcerated or court involved parent (if its not already on your list)

--Immigrant youth

--ESL youth

--Teen fathers

01:36:16 Kate Fogarty: FYSAS "there are lots of chances for students in my school to get involved in sports, clubs and other school activities outside of class."
01:46:50 Maya Schreiber: Professor Quinn, do you know of any sources you think may be helpful to look at that you can send my way?
01:50:37 mae quinn: Hi Maya - At the outset of this process I sent a bunch of materials relating to issues we encounted in MO re: kids, courts, policing

and prosecution re: the Ferguson investigation/report and Juvenile Court investigation by DOJ.  They should be posted to some library the Trust is maintaining.  But if you have specific questions/areas to which I can help direct your attention - let me know.  I am sorry the communication process for this has been so strange.  I've been reluctant to talk with anyone about anything given our directives around open records, etc.
01:51:05 Naima Brown: Please make sure cultural differences indicated in relationships. Also please include sexually transmitted diseases under health.
01:51:12 Kate Fogarty: Thank you, Dr. Houchen, for spearheading this meeting and getting us on the same page(s).
01:51:34 Maya Schreiber: No need to apologize! Thank you for your help and I'll let you know if I need anything else!
01:51:53 Colin Murphy: We have all these reports. I will make sure Maya has them.

# Communities That Care Youth Survey

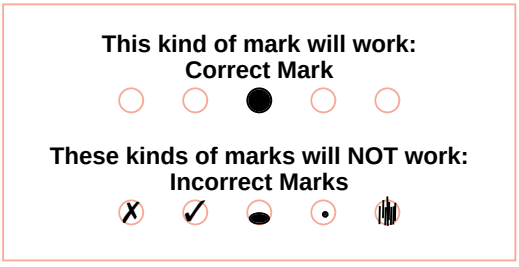
The questions contained in this booklet are designed to obtain your opinion about a number of things concerning you, your friends, your family, your neighborhood and your community. In a sense, many of your answers will count as "votes" on a wide range of important issues.

In order for this survey to be helpful, it is important that you answer each question as thoughtfully and honestly as possible. All of your answers will be kept strictly confidential and will never be seen by anyone at your school. This survey is completely voluntary so you may skip any question that you do not wish to answer.

Be sure to read the instructions below before you begin to answer. Thank you for your participation.

## Instructions

1. This is not a test, so there are no right or wrong answers; we would like you to work quickly, so that you can finish.
2. All of the questions should be answered by marking one of the answer spaces. If you don't find an answer that fits exactly, use one that comes closest. If any question does not apply to you, or you are not sure of what it means, just leave it blank.
3. Your answers will be read automatically by a computer. Please follow these instructions carefully.
   - Use only a blue or black pen or pencil.
   - Make heavy marks inside the circles.
   - Erase cleanly or mark a big "X" over any answer you wish to change.
   - Make no other markings or comments on the answer pages, since they interfere with the automatic reading. (If you want to add a comment about any question, please use the space provided on page 12.)




4. Some of the questions have the following format:

   Please mark in the circle which of the four words best describes how you feel about that sentence.

   EXAMPLE: I like to play video games.

   Mark (the BIG) YES! if you think the statement is definitely true for you.
   Mark (the little) yes if you think the statement is mostly true for you.
   Mark (the little) no if you think the statement is mostly not true for you.
   Mark (the BIG) NO! if you think the statement is definitely not true for you.

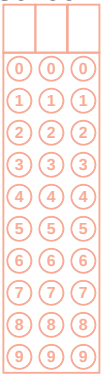
   In the example above, the student marked yes because he or she thinks the statement is mostly true.

5. Please mark only one answer.

**BEFORE BEGINNING THE SURVEY:**

The following numbers will be provided to you by the person administering the survey. Please write the numbers in the space provided and then darken the circles corresponding to those numbers.

**School #**



**SERIAL #**

**These questions ask for some general information about the people completing the survey. Please mark the response that best describes you.**

**1. How old are you?**

○ 10 ○ 12 ○ 14 ○ 16 ○ 18
○ 11 ○ 13 ○ 15 ○ 17 ○ 19 or older

**2. What grade are you in?**

○ 6th ○ 7th ○ 8th ○ 9th ○ 10th ○ 11th ○ 12th

**3. Are you:**

○ Female ○ Male

**4. Are you Spanish/Hispanic/Latino?**

○ No
○ Yes

**5. What is your race? (Select one or more.)**

○ American Indian or Alaska Native
○ Asian
○ Black or African American
○ Native Hawaiian or Other Pacific Islander
○ White
○ Unknown/Other _____

**6. What is the zip code where you live?** →

**7. How long have you lived in this community?**

○ Less than a year
○ 1-2 years
○ 3-4 years
○ 4-5 years
○ 6 or more years

**8. Where are you living now?**

○ On a farm
○ In the country, not on a farm
○ In a city, town, or suburb

**This section asks about your experiences at school.**

**9. Putting them all together, what were your grades like last year?**

○ Mostly F's
○ Mostly D's
○ Mostly C's
○ Mostly B's
○ Mostly A's

**10. During the LAST FOUR WEEKS how many whole days of school have you missed . . .**

| | None | 1 day | 2 days | 3 days | 4-5 days | 6-10 days | 11 or more days |
|---|---|---|---|---|---|---|---|
| **a. because of illness** | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| **b. because you skipped or "cut"** | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

**11. Does your school provide a counselor, intervention specialist, or other school staff member for students to discuss problems with alcohol, tobacco, or other drugs?**

○ Yes ○ No ○ Not sure

| | NO! | no | yes | YES! |
|---|---|---|---|---|
| **12. In my school, students have lots of chances to help decide things like class activities and rules.** | ○ | ○ | ○ | ○ |
| **13. Teachers ask me to work on special classroom projects.** | ○ | ○ | ○ | ○ |
| **14. My teacher(s) notices when I am doing a good job and lets me know about it.** | ○ | ○ | ○ | ○ |
| **15. There are lots of chances for students in my school to get involved in sports, clubs, or other school activities outside of class.** | ○ | ○ | ○ | ○ |
| **16. There are lots of chances for students in my school to talk with a teacher one-to-one.** | ○ | ○ | ○ | ○ |

| | YES! | yes | no | NO! |
|---|---|---|---|---|
| 17. I feel safe at my school. | ○ | ○ | ○ | ○ |
| 18. The school lets my parents know when I have done something well. | ○ | ○ | ○ | ○ |
| 19. My teachers praise me when I work hard in school. | ○ | ○ | ○ | ○ |
| 20. Are your school grades better than the grades of most students in your class? | ○ | ○ | ○ | ○ |
| 21. There are lots of chances to be part of class discussions or activities. | ○ | ○ | ○ | ○ |

22. How often do you feel that the school work you are assigned is meaningful and important?
- ○ Never
- ○ Seldom
- ○ Sometimes
- ○ Often
- ○ Almost always

23. How interesting are most of your courses to you?
- ○ Very interesting and stimulating
- ○ Quite interesting
- ○ Fairly interesting
- ○ Slightly dull
- ○ Very dull

24. How important do you think the things you are learning in school are going to be for your later life?
- ○ Very important
- ○ Quite important
- ○ Fairly important
- ○ Slightly important
- ○ Not at all important

25. Now, thinking back over the past year in school, how often did you . . .

| | Almost Always | Often | Sometimes | Seldom | Never |
|---|---|---|---|---|---|
| a. enjoy being in school? | ○ | ○ | ○ | ○ | ○ |
| b. hate being in school? | ○ | ○ | ○ | ○ | ○ |
| c. try to do your best work in school? | ○ | ○ | ○ | ○ | ○ |

**These questions ask about your feelings and experiences in other parts of your life.**

26. Think of your <u>four best friends</u> (the friends you feel closest to). In the past year (12 months), how many of your best friends have:

| | 4 of my friends | 3 of my friends | 2 of my friends | 1 of my friends | None of my friends |
|---|---|---|---|---|---|
| a. participated in clubs, organizations or activities at school? | ○ | ○ | ○ | ○ | ○ |
| b. smoked cigarettes? | ○ | ○ | ○ | ○ | ○ |
| c. tried beer, wine or hard liquor (for example, vodka, whiskey or gin) when their parents didn't know about it? | ○ | ○ | ○ | ○ | ○ |
| d. made a commitment to stay drug-free? | ○ | ○ | ○ | ○ | ○ |
| e. used marijuana? | ○ | ○ | ○ | ○ | ○ |
| f. tried to do well in school? | ○ | ○ | ○ | ○ | ○ |
| g. used LSD, cocaine, amphetamines, or other illegal drugs? | ○ | ○ | ○ | ○ | ○ |
| h. been suspended from school? | ○ | ○ | ○ | ○ | ○ |
| i. liked school? | ○ | ○ | ○ | ○ | ○ |
| j. carried a handgun? | ○ | ○ | ○ | ○ | ○ |
| k. sold illegal drugs? | ○ | ○ | ○ | ○ | ○ |
| l. regularly attended religious services? | ○ | ○ | ○ | ○ | ○ |
| m. stolen or tried to steal a motor vehicle such as a car or motorcycle? | ○ | ○ | ○ | ○ | ○ |
| n. been arrested? | ○ | ○ | ○ | ○ | ○ |
| o. dropped out of school? | ○ | ○ | ○ | ○ | ○ |
| p. been members of a gang? | ○ | ○ | ○ | ○ | ○ |

SERIAL #

**27. How old were you when you first:**

| | 10 or Younger | 11 | 12 | 13 | 14 | 15 | 16 | 17 or Older | Never Have |
|---|---|---|---|---|---|---|---|---|---|
| a. smoked marijuana? | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| b. smoked a cigarette, even just a puff? | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| c. had more than a sip or two of beer, wine or hard liquor (for example, vodka, whiskey or gin)? | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| d. began drinking alcoholic beverages regularly, that is, at least once or twice a month? | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| e. got suspended from school? | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| f. got arrested? | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| g. carried a handgun? | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| h. attacked someone with the idea of seriously hurting them? | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| i. belonged to a gang? | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

**28. How wrong do you think it is for someone your age to:**

| | Very Wrong | Wrong | A Little Bit Wrong | Not Wrong at All |
|---|---|---|---|---|
| a. take a handgun to school? | ○ | ○ | ○ | ○ |
| b. steal something worth more than $5? | ○ | ○ | ○ | ○ |
| c. pick a fight with someone? | ○ | ○ | ○ | ○ |
| d. attack someone with the idea of seriously hurting them? | ○ | ○ | ○ | ○ |
| e. stay away from school all day when their parents think they are at school? | ○ | ○ | ○ | ○ |
| f. have one or two drinks of an alcoholic beverage nearly everyday? | ○ | ○ | ○ | ○ |
| g. drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly, that is, at least once or twice a month? | ○ | ○ | ○ | ○ |
| h. smoke cigarettes? | ○ | ○ | ○ | ○ |
| i. smoke marijuana? | ○ | ○ | ○ | ○ |
| j. use LSD, cocaine, amphetamines or another illegal drug? | ○ | ○ | ○ | ○ |

**29. How wrong do your friends feel it would be for you to:**

| | Very Wrong | Wrong | A Little Bit Wrong | Not at All Wrong |
|---|---|---|---|---|
| a. have one or two drinks of an alcoholic beverage nearly every day? | ○ | ○ | ○ | ○ |
| b. smoke tobacco? | ○ | ○ | ○ | ○ |
| c. smoke marijuana? | ○ | ○ | ○ | ○ |
| d. use prescription drugs not prescribed to you? | ○ | ○ | ○ | ○ |

**30. I ignore rules that get in my way.**

○ Very False ○ Somewhat True
○ Somewhat False ○ Very True

**31. It is all right to beat up people if they start the fight.**

○ NO! ○ no ○ yes ○ YES!

**32. It is important to be honest with your parents, even if they become upset or you get punished.**

○ NO! ○ no ○ yes ○ YES!

**33. I do the opposite of what people tell me, just to get them mad.**

- ○ Very False
- ○ Somewhat False
- ○ Somewhat True
- ○ Very True

**34. I think it is okay to take something without asking if you can get away with it.**

- ○ NO!
- ○ no
- ○ yes
- ○ YES!

**35. How many times in the past year (12 months) have you:**

| | Never | 1 or 2 Times | 3 to 5 Times | 6 to 9 Times | 10 to 19 Times | 20 to 29 Times | 30 to 39 Times | 40+ Times |
|---|---|---|---|---|---|---|---|---|
| a. been suspended from school? | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| b. carried a handgun? | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| c. sold illegal drugs? | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| d. stolen or tried to steal a motor vehicle such as a car or motorcycle? | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| e. participated in clubs, organizations or activities at school? | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| f. been arrested? | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| g. done extra work on your own for school? | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| h. attacked someone with the idea of seriously hurting them? | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| i. been drunk or high at school? | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| j. volunteered to do community service? | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| k. taken a handgun to school? | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| l. stolen something worth <u>more</u> than $5? | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| m. purposely damaged or destroyed property that did not belong to you (not counting family property)? | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| n. taken something from a store without paying for it? | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

**36. Have you ever belonged to a gang?**

- ○ Yes
- ○ No

**37. If you have ever belonged to a gang, did the gang have a name?**

- ○ I have never belonged to a gang
- ○ Yes
- ○ No

**38. What are the chances you would be seen as cool if you:**

| | No or Very Little Chance | Little Chance | Some Chance | Pretty Good Chance | Very Good Chance |
|---|---|---|---|---|---|
| a. smoked cigarettes? | ○ | ○ | ○ | ○ | ○ |
| b. worked hard at school? | ○ | ○ | ○ | ○ | ○ |
| c. began drinking alcoholic beverages regularly, that is, at least once or twice a month? | ○ | ○ | ○ | ○ | ○ |
| d. defended someone who was being verbally abused at school? | ○ | ○ | ○ | ○ | ○ |
| e. smoked marijuana? | ○ | ○ | ○ | ○ | ○ |
| f. regularly volunteered to do community service? | ○ | ○ | ○ | ○ | ○ |
| g. carried a handgun? | ○ | ○ | ○ | ○ | ○ |
| h. made a commitment to stay drug-free? | ○ | ○ | ○ | ○ | ○ |

**39. You're looking at DVD's in a store with a friend. You look up and see her slip a DVD under her coat. She smiles and says "Which one do you want? Go ahead, take it while nobody's around." There is nobody in sight, no employees and no other customers. What would you do now?**

- ○ Ignore her
- ○ Grab a DVD and leave the store
- ○ Tell her to put the DVD back
- ○ Act like it's a joke, and ask her to put the DVD back

**40. It's 8:00 on a weeknight and you are about to go over to a friend's home when your mother asks you where you are going. You say, "Oh, just going to go hang out with some friends." She says, "No, you'll just get into trouble if you go out. Stay home tonight." What would you do now?**

- ○ Leave the house anyway
- ○ Explain what you are going to do with your friends, tell her when you'd get home, and ask if you can go out
- ○ Not say anything and start watching TV
- ○ Get into an argument with her

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**41. You are visiting another part of town, and you don't know any of the people your age there. You are walking down the street, and some teenager you don't know is walking toward you. He is about your size, and as he is about to pass you, he deliberately bumps into you and you almost lose your balance. What would you say or do?**

- ○ Push the person back
- ○ Say "Excuse me" and keep on walking
- ○ Say "Watch where you are going" and keep on walking
- ○ Swear at the person and walk away

**42. You are at a party at someone's house, and one of your friends offers you a drink containing alcohol. What would you say or do?**

- ○ Drink it
- ○ Tell your friend "No thanks, I don't drink" and suggest that you and your friend go and do something else
- ○ Just say "No, thanks" and walk away
- ○ Make up a good excuse, tell your friend you had something else to do, and leave

**43. I think sometimes it's okay to cheat at school.**

○ NO! ○ no ○ yes ○ YES!

**44. How often do you attend religious services or activities?**

- ○ Never
- ○ Rarely
- ○ 1-2 Times a Month
- ○ About Once a Week or More

**45. I like to see how much I can get away with.**

- ○ Very False
- ○ Somewhat False
- ○ Somewhat True
- ○ Very True

| | NO! | no | yes | YES! |
|---|---|---|---|---|
| **46. Sometimes I think that life is not worth it.** | ○ | ○ | ○ | ○ |
| **47. At times I think I am no good at all.** | ○ | ○ | ○ | ○ |
| **48. All in all, I am inclined to think that I am a failure.** | ○ | ○ | ○ | ○ |
| **49. In the past year, have you felt depressed or sad MOST days, even if you felt okay sometimes?** | ○ | ○ | ○ | ○ |

**50. How much do you think people risk harming themselves (physically or in other ways) if they:**

| | No Risk | Slight Risk | Moderate Risk | Great Risk |
|---|---|---|---|---|
| **a. smoke one or more packs of cigarettes per day?** | ○ | ○ | ○ | ○ |
| **b. try marijuana once or twice?** | ○ | ○ | ○ | ○ |
| **c. smoke marijuana regularly (once or twice a week)?** | ○ | ○ | ○ | ○ |
| **d. take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day?** | ○ | ○ | ○ | ○ |
| **e. have five or more drinks of an alcoholic beverage once or twice a week?** | ○ | ○ | ○ | ○ |
| **f. use prescription drugs that are not prescribed to them?** | ○ | ○ | ○ | ○ |

**The next section asks about your experiences with tobacco, alcohol, and other drugs. Remember, your answers are confidential.**

**51. Have you ever used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?**

- ○ Never
- ○ Once or twice
- ○ Once in a while but not regularly
- ○ Regularly in the past
- ○ Regularly now

**52. How frequently have you used smokeless tobacco during the past 30 days?**

- ○ Never
- ○ Once or twice
- ○ Once or twice per week
- ○ 3-5 times per week
- ○ About once a day
- ○ More than once a day

**53. Have you ever smoked cigarettes?**

- ○ Never
- ○ Once or twice
- ○ Once in a while but not regularly
- ○ Regularly in the past
- ○ Regularly now

**54. How old were you when you smoked a whole cigarette for the first time?**

- ◯ I never have
- ◯ 8 years old or younger
- ◯ 9 years old
- ◯ 10 years old
- ◯ 11 years old
- ◯ 12 years old
- ◯ 13 years old
- ◯ 14 years old
- ◯ 15 years old
- ◯ 16 years old
- ◯ 17 years old

**55. How frequently have you smoked cigarettes during the past 30 days?**

- ◯ Not at all
- ◯ Less than one cigarette per day
- ◯ One to five cigarettes per day
- ◯ About one-half pack per day
- ◯ About one pack per day
- ◯ About one and one-half packs per day
- ◯ Two packs or more per day

**56. Have you smoked at least 100 cigarettes in your entire life?**

◯ Yes ◯ No

**57. On how many occasions (if any) have you had alcoholic beverages (beer, wine, or hard liquor) to drink in your lifetime - more than just a few sips?**

- ◯ 0 occasions
- ◯ 1-2 occasions
- ◯ 3-5 occasions
- ◯ 6-9 occasions
- ◯ 10-19 occasions
- ◯ 20-39 occasions
- ◯ 40 or more occasions

**58. On how many occasions (if any) have you had beer, wine or hard liquor during the past 30 days?**

- ◯ 0 occasions
- ◯ 1-2 occasions
- ◯ 3-5 occasions
- ◯ 6-9 occasions
- ◯ 10-19 occasions
- ◯ 20-39 occasions
- ◯ 40 or more occasions

**59. Think back over the last two weeks. How many times have you had five or more alcoholic drinks in a row?**

- ◯ None
- ◯ Once
- ◯ Twice
- ◯ 3-5 times
- ◯ 6-9 times
- ◯ 10 or more times

**60. During the <u>past 30 days</u>, how many times did you RIDE in a car or other vehicle driven by someone who had been drinking alcohol?**

- ◯ 0 times
- ◯ 1 time
- ◯ 2 or 3 times
- ◯ 4 or 5 times
- ◯ 6 or more times

**61. During the <u>past 30 days</u>, how many times did you DRIVE a car or other vehicle when you had been drinking alcohol?**

- ◯ I do not drive
- ◯ 0 times
- ◯ 1 time
- ◯ 2 or 3 times
- ◯ 4 or 5 times
- ◯ 6 or more times

| | 0 Occasions | 1-2 Occasions | 3-5 Occasions | 6-9 Occasions | 10-19 Occasions | 20-39 Occasions | 40 or More Occasions |
|---|---|---|---|---|---|---|---|
| **62. On how many occasions (if any) have you used marijuana in your <u>lifetime</u>?** | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ |
| **63. On how many occasions (if any) have you used marijuana during the <u>past 30 days</u>?** | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ |
| **64. On how many occasions (if any) have you used LSD or other psychedelics in your <u>lifetime</u>?** | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ |
| **65. On how many occasions (if any) have you used LSD or other psychedelics during the <u>past 30 days</u>?** | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ |
| **66. On how many occasions (if any) have you used cocaine or crack in your <u>lifetime</u>?** | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ |
| **67. On how many occasions (if any) have you used cocaine or crack during the <u>past 30 days</u>?** | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ |
| **68. On how many occasions (if any) have you used MDMA ("ecstasy") in your <u>lifetime</u>?** | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ |
| **69. On how many occasions (if any) have you used MDMA ("ecstasy") during the <u>past 30 days</u>?** | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ |
| **70. On how many occasions (if any) have you sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high in your <u>lifetime</u>?** | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ |
| **71. On how many occasions (if any) have you sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high during the <u>past 30 days</u>?** | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ |

40 or More Occasions
20-39 Occasions
10-19 Occasions
6-9 Occasions
3-5 Occasions
1-2 Occasions
0 Occasions

72. On how many occasions (if any) have you used Tyrexatine ("T-Rex", "Reck") in your lifetime?

73. On how many occasions (if any) have you used Tyrexatine ("T-Rex", "Reck") during the past 30 days?

74. On how many occasions (if any) have you used methamphetamines ("meth") in your lifetime?

75. On how many occasions (if any) have you used methamphetamines ("meth") during the past 30 days?

76. On how many occasions (if any) have you used prescription opiate pain relievers, such as Vicodin®, OxyContin®, or Tylox®, without a doctor's orders, in your lifetime?

77. On how many occasions (if any) have you used prescription opiate pain relievers, such as Vicodin®, OxyContin®, or Tylox®, without a doctor's orders, during the past 30 days?

78. On how many occasions (if any) have you used prescription tranquilizers, such as Xanax®, Valium®, or Ambien®, without a doctor's orders, in your lifetime?

79. On how many occasions (if any) have you used prescription tranquilizers, such as Xanax®, Valium®, or Ambien®, without a doctor's orders, during the past 30 days?

40 or More Occasions
20-39 Occasions
10-19 Occasions
6-9 Occasions
3-5 Occasions
1-2 Occasions
0 Occasions

80. On how many occasions (if any) have you used prescription stimulants, such as Ritalin® or Adderall®, without a doctor's orders, in your lifetime?

81. On how many occasions (if any) have you used prescription stimulants, such as Ritalin® or Adderall®, without a doctor's orders, during the past 30 days?

82. On how many occasions (if any) have you used other illegal drugs in your lifetime?

83. On how many occasions (if any) have you used other illegal drugs during the past 30 days?

**These questions ask about the neighborhood and community where you live.**

84. If you wanted to get some beer, wine or hard liquor (for example vodka, whiskey or gin), how easy would it be for you to get some?

○ Very Hard ○ Sort of Easy
○ Sort of Hard ○ Very Easy

85. If you wanted to get some cigarettes, how easy would it be for you to get some?

○ Very Hard ○ Sort of Easy
○ Sort of Hard ○ Very Easy

86. If a kid smoked marijuana in your neighborhood would he or she be caught by the police?

○ NO! ○ no ○ yes ○ YES!

87. If you wanted to get a drug like cocaine, LSD, or amphetamines, how easy would it be for you to get some?

○ Very Hard ○ Sort of Easy
○ Sort of Hard ○ Very Easy

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88. **If a kid drank some beer, wine or hard liquor (for example vodka, whiskey or gin) in your neighborhood would he or she be caught by the police?**

○ NO! ○ no ○ yes ○ YES!

89. **If you wanted to get a handgun, how easy would it be for you to get one?**

○ Very Hard ○ Sort of Easy
○ Sort of Hard ○ Very Easy

90. **If a kid carried a handgun in your neighborhood would he or she be caught by the police?**

○ NO! ○ no ○ yes ○ YES!

91. **If you wanted to get some marijuana, how easy would it be for you to get some?**

○ Very Hard ○ Sort of Easy
○ Sort of Hard ○ Very Easy

92. **What percent of students at your school do you think have had beer, wine, or hard liquor in the past 30 days?**

○ 0% ○ 21–30% ○ 51–60% ○ 81–90%
○ 1–10% ○ 31–40% ○ 61–70% ○ 91–100%
○ 11–20% ○ 41–50% ○ 71–80%

93. **How wrong would most adults (over 21) in your neighborhood think it is for kids your age:**

| | Not Wrong at All | A Little Bit Wrong | Wrong | Very Wrong |
|---|---|---|---|---|
| a. to use marijuana? | ○ | ○ | ○ | ○ |
| b. to drink alcohol? | ○ | ○ | ○ | ○ |
| c. to smoke cigarettes? | ○ | ○ | ○ | ○ |

94. **About how many adults (over 21) have you known personally who in the past year have:**

| | 5 or more adults | 3 or 4 adults | 2 adults | 1 adult | None |
|---|---|---|---|---|---|
| a. used marijuana, crack, cocaine, or other drugs? | ○ | ○ | ○ | ○ | ○ |
| b. sold or dealt drugs? | ○ | ○ | ○ | ○ | ○ |
| c. done other things that could get them in trouble with the police like stealing, selling stolen goods, mugging or assaulting others, etc.? | ○ | ○ | ○ | ○ | ○ |
| d. gotten drunk or high? | ○ | ○ | ○ | ○ | ○ |

95. **Sometimes we don't know what we will do as adults, but we may have an idea. Please tell me how true these statements may be for you.**

| | YES! | yes | no | NO! |
|---|---|---|---|---|
| a. When I am an adult I will smoke cigarettes. | ○ | ○ | ○ | ○ |
| b. When I am an adult I will drink beer, wine or liquor. | ○ | ○ | ○ | ○ |
| c. When I am an adult I will smoke marijuana. | ○ | ○ | ○ | ○ |

| | YES! | yes | no | NO! |
|---|---|---|---|---|
| 96. If I had to move, I would miss the neighborhood I now live in. | ○ | ○ | ○ | ○ |
| 97. My neighbors notice when I am doing a good job and let me know about it. | ○ | ○ | ○ | ○ |
| 98. I like my neighborhood. | ○ | ○ | ○ | ○ |
| 99. There are lots of adults in my neighborhood I could talk to about something important. | ○ | ○ | ○ | ○ |

100. **How much do each of the following statements describe your neighborhood?**

| | YES! | yes | no | NO! |
|---|---|---|---|---|
| a. Crime and/or drug selling | ○ | ○ | ○ | ○ |
| b. Fights | ○ | ○ | ○ | ○ |
| c. Lots of empty or abandoned buildings | ○ | ○ | ○ | ○ |
| d. Lots of graffiti | ○ | ○ | ○ | ○ |

101. **How many times have you changed homes since kindergarten?**

○ Never ○ 5 or 6 times
○ 1 or 2 times ○ 7 or more times
○ 3 or 4 times

102. **There are people in my neighborhood who are proud of me when I do something well.**

○ NO! ○ no ○ yes ○ YES!

**103. Which of the following activities for people your age are available in your community?**

| | Yes | No |
|---|---|---|
| a. Sports teams | ○ | ○ |
| b. Scouting | ○ | ○ |
| c. Boys and girls clubs | ○ | ○ |
| d. 4-H clubs | ○ | ○ |
| e. Service clubs | ○ | ○ |

**104. Have you changed schools (including changing from elementary to middle or middle to high school) in the past year?**

○ No ○ Yes

**105. I feel safe in my neighborhood.**

○ NO! ○ no ○ yes ○ YES!

**106. How many times have you changed schools (including changing from elementary to middle or middle to high school) since kindergarten?**

○ Never
○ 1 or 2 times
○ 3 or 4 times
○ 5 or 6 times
○ 7 or more times

**107. I'd like to get out of my neighborhood.**

○ NO! ○ no ○ yes ○ YES!

**108. Have you changed homes in the past year?**

○ No ○ Yes

**109. There are people in my neighborhood who encourage me to do my best.**

○ NO! ○ no ○ yes ○ YES!

**The next set of questions asks about your family. When answering these questions please think about the people you consider to be your family. For example, parents, stepparents, grandparents, aunts, uncles, etc.**

**110. How wrong do your parents feel it would be for you to:**

| | Very Wrong | Wrong | A Little Bit Wrong | Not Wrong at All |
|---|---|---|---|---|
| a. drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly (at least once or twice a month)? | ○ | ○ | ○ | ○ |
| b. smoke cigarettes? | ○ | ○ | ○ | ○ |
| c. smoke marijuana? | ○ | ○ | ○ | ○ |
| d. steal something worth more than $5? | ○ | ○ | ○ | ○ |
| e. draw graffiti, or write things or draw pictures on buildings or other property (without the owner's permission)? | ○ | ○ | ○ | ○ |
| f. pick a fight with someone? | ○ | ○ | ○ | ○ |
| g. use prescription drugs that are not prescribed to you? | ○ | ○ | ○ | ○ |
| h. have one or two drinks of an alcoholic beverage nearly every day? | ○ | ○ | ○ | ○ |

**111. Have any of your brothers or sisters ever:**

| | No | Yes | I Don't Have Any Brothers or Sisters |
|---|---|---|---|
| a. drunk beer, wine or hard liquor (for example, vodka, whiskey or gin)? | ○ | ○ | ○ |
| b. smoked marijuana? | ○ | ○ | ○ |
| c. smoked cigarettes? | ○ | ○ | ○ |
| d. taken a handgun to school? | ○ | ○ | ○ |
| e. been suspended or expelled from school? | ○ | ○ | ○ |

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**112. The rules in my family are clear.**

○ NO! ○ no ○ yes ○ YES!

**113. Has anyone in your family ever had a severe alcohol or drug problem?**

○ No ○ Yes

| | NO! | no | yes | YES! |
|---|---|---|---|---|
| **114. People in my family often insult or yell at each other.** | ○ | ○ | ○ | ○ |
| **115. When I am not at home, one of my parents knows where I am and who I am with.** | ○ | ○ | ○ | ○ |
| **116. We argue about the same things in my family over and over.** | ○ | ○ | ○ | ○ |
| **117. If you drank some beer or wine or hard liquor (for example vodka, whiskey or gin) without your parents' permission, would you be caught by your parents?** | ○ | ○ | ○ | ○ |
| **118. My family has clear rules about alcohol and drug use.** | ○ | ○ | ○ | ○ |
| **119. If you carried a handgun without your parent's permission, would you be caught by your parents?** | ○ | ○ | ○ | ○ |
| **120. If you skipped school, would you be caught by your parents?** | ○ | ○ | ○ | ○ |

**121. My parents notice when I am doing a good job and let me know about it.**

○ Never or almost never ○ Often
○ Sometimes ○ All the time

| | NO! | no | yes | YES! |
|---|---|---|---|---|
| **122. Do you feel very close to your mother?** | ○ | ○ | ○ | ○ |
| **123. Do you share your thoughts and feelings with your mother?** | ○ | ○ | ○ | ○ |
| **124. My parents ask me what I think before most family decisions affecting me are made.** | ○ | ○ | ○ | ○ |

**125. How often do your parents tell you they're proud of you for something you've done?**

○ Never or almost never
○ Sometimes
○ Often
○ All the time

| | NO! | no | yes | YES! |
|---|---|---|---|---|
| **126. Do you share your thoughts and feelings with your father?** | ○ | ○ | ○ | ○ |
| **127. Do you enjoy spending time with your mother?** | ○ | ○ | ○ | ○ |
| **128. Do you enjoy spending time with your father?** | ○ | ○ | ○ | ○ |
| **129. If I had a personal problem, I could ask my mom or dad for help.** | ○ | ○ | ○ | ○ |
| **130. Do you feel very close to your father?** | ○ | ○ | ○ | ○ |
| **131. My parents give me lots of chances to do fun things with them.** | ○ | ○ | ○ | ○ |
| **132. My parents ask if I've gotten my homework done.** | ○ | ○ | ○ | ○ |
| **133. People in my family have serious arguments.** | ○ | ○ | ○ | ○ |
| **134. Would your parents know if you did not come home on time?** | ○ | ○ | ○ | ○ |

**135. During a <u>typical week</u>, how many days do all or most of your family eat at least one meal together?**

○ 0 ○ 4
○ 1 ○ 5
○ 2 ○ 6
○ 3 ○ 7

**136. How honest were you in filling out this survey?**

- ◯ I was very honest
- ◯ I was honest most of the time
- ◯ I was honest some of the time
- ◯ I was honest once in awhile
- ◯ I was not honest at all

**137. Think of where you live most of the time. Which of the following people live there with you? (Choose all that apply.)**

- ◯ Mother
- ◯ Stepmother
- ◯ Foster Mother
- ◯ Grandmother
- ◯ Aunt
- ◯ Sister(s)
- ◯ Stepsister(s)
- ◯ Other children
- ◯ Father
- ◯ Stepfather
- ◯ Foster Father
- ◯ Grandfather
- ◯ Uncle
- ◯ Brother(s)
- ◯ Stepbrother(s)
- ◯ Other Adults

**138. How many brothers and sisters, including stepbrothers and stepsisters, do you have that are older than you?**

◯ 0 ◯ 1 ◯ 2 ◯ 3 ◯ 4 ◯ 5 ◯ 6 or more

**139. What is the language you use most often at home?**

- ◯ English
- ◯ Spanish
- ◯ Another Language

**140. What is the highest level of schooling your father completed?**

- ◯ Completed grade school or less
- ◯ Some high school
- ◯ Completed high school
- ◯ Some college
- ◯ Completed college
- ◯ Graduate or professional school after college
- ◯ Don't know
- ◯ Does not apply

**141. What is the highest level of schooling your mother completed?**

- ◯ Completed grade school or less
- ◯ Some high school
- ◯ Completed high school
- ◯ Some college
- ◯ Completed college
- ◯ Graduate or professional school after college
- ◯ Don't know
- ◯ Does not apply

## Thank You!

**If you were given an additional sheet of questions, please put your answers in the extra answer rows below. Make sure to put your answers on the row with the same number as the question on the additional sheet. When finished, please take a moment to tell us what you thought about the survey in the Comments space below.**

| | | | |
|---|---|---|---|
| 1. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ Ⓙ Ⓚ | 11. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ | 21. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ | 31. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ |
| 2. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ Ⓙ Ⓚ | 12. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ | 22. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ | 32. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ |
| 3. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ Ⓙ Ⓚ | 13. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ | 23. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ | 33. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ |
| 4. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ Ⓙ Ⓚ | 14. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ | 24. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ | 34. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ |
| 5. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ Ⓙ Ⓚ | 15. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ | 25. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ | 35. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ |
| 6. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ Ⓙ Ⓚ | 16. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ | 26. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ | 36. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ |
| 7. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ Ⓙ Ⓚ | 17. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ | 27. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ | 37. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ |
| 8. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ Ⓙ Ⓚ | 18. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ | 28. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ | 38. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ |
| 9. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ Ⓙ Ⓚ | 19. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ | 29. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ | 39. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ |
| 10. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ Ⓙ Ⓚ | 20. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ | 30. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ | 40. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ |

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# Measuring Positive Youth Development: The Development of a State Benchmark

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# Measuring Positive Youth Development: The Development of a State Benchmark

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**Abstract:** Public health benchmarks are indicators for well-being and health status that help inform program planning and policy development. In Oregon, recent efforts by a group of state agencies and community partners led to the adoption of a Positive Youth Development (PYD) benchmark by the Oregon Progress Board in 2006. In this paper, we describe the process of creating the state benchmark and present research evidence showing strong relationships that link high levels of PYD to reduced levels of risk behaviors and increased levels of positive, healthy behaviors among Oregon youth. The creation of this benchmark allows better planning, development and monitoring of PYD programs by state agencies, schools and community partners. In addition, results reinforce the finding that the promotion of programs that boost one or more elements of PYD may help reduce risky behaviors and improve positive, healthy behaviors among adolescents.

## Introduction

Youth development research has historically been presented and discussed under several different monikers – prevention science, risk and protective factors, developmental assets, and resiliency to name a few. The majority of this research focuses on the degree to which certain factors (individual, attitudinal, familial, social and environmental) are related to healthy development and the manifestation or mitigation of risk behaviors among youth (Resnick, Bearman, Blum, et al., 1997; Resnick, Harris & Blum, 1993; Roth & Brooks-Gunn, 2003). The literature contains several different definitions for what constitutes "positive youth development" (PYD) and how it may impact youth.

In this paper, we present Oregon's efforts to define and adopt a state benchmark for PYD. No standard definition of PYD exists; here we use a comprehensive definition of PYD to mean supports, services and/or skills that promote healthier youth attitudes and abilities. Our

working definition reflects the broad theoretical and strength-based principles, thinking or knowledge base within the ongoing evolution of the field of Positive Youth Development.

Throughout 2005, a group of state agencies and community partners met and developed a measure for PYD. The measure consisted of six questions included on the Oregon Healthy Teens (OHT) Survey, the state's annual health survey of youth in 8th and 11th grades. The six individual questions were asked on the 2006 statewide survey, and results were analyzed in order to create a unique PYD measure and adopt a state PYD benchmark. Finally, the Oregon Progress Board (an independent state planning and oversight agency) adopted the benchmark at the end of 2006.

We start by discussing previous efforts and frameworks for benchmarking in general, as well as Oregon's efforts to develop benchmarks in order to plan, implement and monitor public health programs that benefit adolescents. Second, we review the development and current state of PYD literature and discuss how our measurement constructs were derived from PYD mainstream theory. We then present the methodology employed for the choice and refinement of measures, and the first data collection efforts and results. And finally, we analyze the data.

Given PYD theory as described in detail in the literature review, we expected that, if our measures are valid, we should find strong associations linking high levels of PYD to small levels of risk behaviors and high levels of positive, healthy behaviors. We selected ten major health behavior areas, such as nutrition, physical activity, substance use, and grade performance, and analyzed the association between PYD and health behaviors; results fully validated our expectations. We then presented the creation of three alternative state PYD benchmark measures, tested the three benchmarks against the various health areas, and justified the final choice of the benchmark. We conclude by discussing the policy implications of the newly adopted PYD Oregon state benchmark.

## History of Oregon Benchmarking

Numerous frameworks for the development, publication and use of statistical indicators of the health status and well being of populations are in use in the United States and abroad. Healthy People 2010, the U.S. Department of Health and Human Services' comprehensive, nationwide health promotion and disease prevention agenda is a well-known example of such an effort (2005). Indicators of health status are attracting attention among officials at all levels of government as well as among the private-sector executives making decisions about such issues as where to locate or relocate operations and the availability, education and health of their prospective workforce (Alaska Division of Public Health, 2006; Johnston, Wheeler, Deuser, et al., 2000; Metzler, 2006).

The state of Oregon began in 1989 to devise indicators of well being, calling them benchmarks, which started as part of a long-term project and strategic plan (*Oregon Shines*) to improve the economy of the state initiated by then-governor Neil Goldschmidt. The introduction of the benchmarks in 1990 included targets for 2000 and 2010 for such health indictors as infant mortality, childhood immunization, teen pregnancy, and youth substance abuse along with others related to jobs, economy and environmental quality. The Oregon Progress Board (OPB), a public body whose members are community, business, and government leaders, was created by the state legislature to manage the benchmarking process. In 2001, under the leadership of Governor John Kitzhaber, the legislature acted on making the board a permanent part of state

government, moving it into the state's central administrative department and giving it responsibility for developing state agency performance guidelines.

Oregon has experienced both the success and failure of benchmarking. Over time, individual benchmarks have been added, deleted or revised and continue to be refined along with the system of reporting results. In 1993 there was a high of 273 benchmarks that were attempted to be monitored. For the 2005-2007 biennium, 90 benchmarks were followed within the categories of Economy, Education, Civic Engagement, Social Support, Public Safety, Community Development and Environment. The effort demonstrates that although benchmarking (or any other use of indicators) can bring health problems into better focus, it cannot cause problems to be solved. Indicators are tools that can be used to inform policy and support or stimulate local-level change; they are not substitutes for effective policymaking.

Despite its challenges, Oregon's strategic planning approach to public health, using a comprehensive, statewide process and societal-level indicators of well being, is widely recognized as an innovative, successful program, having won a prestigious innovation award from the Kennedy School of Government (Oregon Department of Administrative Services, 2002). One of the factors that distinguished the Oregon process from similar data-gathering efforts in other states at the time is its comprehensiveness. Health indicators were considered an integral part of a broad system, based on outcomes, of monitoring progress toward a desirable future. Good health is essential to a wide range of Oregon's goals, including a strong economy and safe, caring communities.

In 2005, Oregon continued its penchant for innovation and began looking at the feasibility of developing a statewide PYD benchmark for school-aged youth utilizing the Oregon Healthy Teens Survey as the primary surveillance tool. This effort grew out of a synthesis of common interest among three state agencies: the Oregon Progress Board, State Public Health Division (Adolescent Health), and the Oregon Commission on Children & Families. The Progress Board had recognized that their intended 'well-being' (benchmark) measures for school-aged youth typically only represented risk factors or negative behaviors (e.g. tobacco use, alcohol use, unintended pregnancy, suicide) and had discussed wanting to adopt a 'positive' measure for youth. Adolescent Health recognized that PYD and its emerging evidence base and growing national recognition represented an important conceptual framework for the design of statewide adolescent health programs. However, there was no state-level surveillance data to help establish the relationship between PYD and those important public health issues typically defined only by risk behaviors. The Commission had an active PYD program in some counties funded by a grant effort and was trying to put a stronger state-level framework supporting the integration of PYD into public policies and practices.

## Literature Review: Positive Youth Development

Positive Youth Development formally emerged as an alternative approach to reducing problem behaviors in youth during the early 1990's. However, its roots date back to the early 1970's when the first research on the concept of resiliency emerged. Werner and Smith (1977) published a groundbreaking longitudinal study documenting the positive effects of certain internal and external factors on "high-risk" youth (e.g., those experiencing family instability, poverty) as they developed into adults. A combination of four factors distinguished those that experienced positive outcomes from those who were impacted by teen pregnancy, health issues, and violence: an easy-going nature, strong language and analytical skills, having a social network and outside interests, and a close connection to a parent or other role model. These

were deemed "resiliency" factors. This was the precursor to a formal shift in thinking from exclusively treatment to problem prevention, an effort that took hold in the early 1970's. At this stage, much of the focus was on single-issue prevention (i.e., juvenile crime, alcohol use, drug use, etc.).

During the 1980's, however, this single focus strategy was coming under pressure as research emerged that many of these behaviors were interconnected not only with each other but also with other social and environmental factors. Building on Werner & Smith, the concept that some factors protected against risk (e.g., connectedness to school) and others increased one's susceptibility to risk (i.e., single-parent household) among youth was cemented in the early 1990's in several different studies (Coie, Watt, et al., 1993; Hawkins, Catalano and Miller, 1992; Resnick, Harris & Blum, 1993). The concept of connectedness has been shown to be especially protective against negative outcomes, even overruling negative factors such as unstable family composition (Hawkins, Catalano and Miller, 1992).

The positive effects of a high level of connectedness among youth has been shown to have lasting effects, even four years later, reducing risk behaviors and negative outcomes (Scales, Benson, & Mannes, 2006). This framework of risk and protective factors emerged as the backbone of PYD theory (Bernat & Resnick, 2006). Many of the protective factors that were highlighted in the risk/protective literature are also reflected in PYD. There is a saying in the field - "Problem-free is not fully prepared" – that reflects the idea that simply preventing behaviors by minimizing risk factors is not sufficient to raise healthy youth. Instead, it is extremely important to focus on encouraging and promoting those positive, protective factors that have been demonstrated to be associated with better outcomes for youth. This investment in youth "developmental nutrients" is associated with better outcomes both in the present and future (Benson, Scales, Hamilton, et al, 2006).

There is ample evidence that youth who possess a few or more of these protective factors can overcome negative risk factors to prevail with positive outcomes. The exact mechanics of this seem to vary and are as yet unknown. But the literature does suggest that even youth who are characterized by multiple risk factors will be far less prone to be involved with violence if they also have protective factors such as adult connectedness and spirituality (Resnick, Bearman & Blum, 1997).

The literature contains many articles written about specific youth factors, whether framed as risk and protective factors, PYD characteristics, or simply desirable and undesirable behaviors (Boles, Biglan & Smolkowski, 2006.). As described in the methods section, however, Oregon's research effort decided on six questions that represent five Positive Youth Development constructs to measure among 8$^{th}$ and 11$^{th}$ graders. The five constructs are:

1. competence (belief in individual ability to do something well),
2. confidence (feeling of empowerment and control over the future),
3. health (self-reported physical and emotional health status),
4. support (caring relationship with teacher or other adult), and
5. service (volunteering in community).

The practical reasons for this choice are described later. The scientific basis for these choices, however, is widely supported in the literature.

One of the main issues in making this type of decision is narrowing down the list of potential variables to consider, since there is evidence to support many different potential measures. This dilemma is common to most research focusing on this area (Carter, Spitalny, & Marsh, et al., 2006; Sabaratnam & Klein, 2006). The literature is supportive of a number of PYD, or protective, factors as being potentially protective against risk behaviors and helpful in supporting positive behaviors. (Roth, Brooks-Gunn, Murray, et al., 1998) In a review of evaluations of PYD programs deemed effective, Catalano, Berglund, Ryan, et al. (2004) developed a list of 14 PYD constructs that various effective programs were found to have promoted. The constructs include different elements of promoting competence (e.g., social, moral, emotional), fostering a sense of self-determination, providing recognition for positive behavior, and providing opportunities for pro-social involvement. In other research, PYD constructs are described along five or six levels: Competence, Confidence, Connections, Character, Caring and Contribution (Roth & Brooks-Gunn, 2003; Nicholson, Collins & Holmer, 2004). This is very similar to the constructs chosen for this particular study.

Recently, Boles, Biglan & Smolkowski (2006) have completed research that questions the strength of association between levels of PYD and better youth outcomes. This research must be given special consideration by the authors of this paper because it draws on the same data source – Oregon Healthy Teens – as the one used here. Boles, et al. found that negative behaviors are more likely to co-occur with other negative behaviors than positive behaviors are with the absence of negative behaviors. However, positive behaviors were shown to be associated with lesser risk in some areas of substance use and antisocial behavior. Based on their data, Boles and his colleagues asserted, "efforts to promote PYD may have limited impact in preventing youth problem behaviors." However, Boles' exclusive focus on items that measure behavior leaves out several important dimensions of PYD such as attitudes/beliefs, connectedness and self-perceived health status. Only one of the positive factors used by Boles was also chosen in this study as a PYD construct: volunteering in the community. Their work reminds us of the inherent difficulties in any effort attempting to measure or characterize the full breath of PYD with a narrow selection of indicators.

The other major consideration in selecting measures for a statewide benchmark is practicality. To our knowledge, the only other state that has attempted to create a PYD measure to be used at the state level is New York (Surko, Pasti, et al.; 2006). Attempting to create a measure, or series of measures, that will have utility as a practical public health measure brings up additional considerations beyond what is most scientifically valid. Researchers and contributors to the New York State effort cite measurability, consensus building and a general education effort of involved partners as being important factors to consider when developing statewide indicators.

Positive youth development may mean different things to different people, and the process of selecting indicators must have some sort of general buy-in from stakeholders (Sabaratnam and Klein, 2006). Oregon's effort benefited from already having the data collection tool available to us (the state's adaptation of the Youth Risk Behavior Surveillance survey), but we also had to gain permission from survey stakeholders to add questions to the survey that would satisfy the PYD construct while still fitting in with the rest of the survey. Our six measures were selected based on both the in-depth literature discussed here and the very practical considerations necessary to state government operations. In the end, we felt our selections were highly rooted and supportable by the available research on PYD and risk/protective factors.

## Choosing PYD Indicators and Collecting Data

Throughout 2005, a group of partners (representing the Oregon Progress Board, the Oregon Commission on Children and Families, the Washington County Commission on Children & Families, the Oregon Department of Human Services Office of Disease Prevention and Epidemiology, Center for Health Statistics, and the Office of Family Health, Adolescent Health Section) interested in developing a method of measuring PYD in Oregon met and discussed the choice of questions that could be included on the OHT survey for this purpose. OHT is a comprehensive, anonymous and voluntary survey that monitors risk behaviors and other factors that affect the physical and emotional health and well being of adolescents (online at www.dhs.state.or.us/dhs/ph/chs/youthsurvey/index.shtml). Each year, the survey is administered to a sample of randomly selected high schools and middle schools in Oregon. In odd-numbered years the sample selection methodology meets the Centers for Disease Control and Prevention criteria for their Youth Risk Behavior Survey. Data collected by OHT are a key source of state and national leading health indicators and outcome measures, such as those included in the Oregon Legislative Benchmarks and Healthy People 2010.

Discussions and decision-making around the choice of PYD questions on the OHT survey were guided by a few considerations:

1. There are very real practical limitations regarding adding new questions to the survey, thus there was substantial value in using or modifying questions that were already on the survey or have been asked in the past;
2. The choice of indicators would be in agreement with or reflect PYD frameworks or measurement constructs currently represented in the literature; and
3. While there is a rapidly growing national interest in PYD measurement and evaluation, there is currently no national consensus on any single theoretical framework to define PYD or likewise any single recommended measurement.

The group reviewed literature and discussed research related to PYD frameworks and measurement. Based on extensive discussions the group developed and adopted a conceptual framework that would guide question development and adoption. The conceptual framework had two major measurement dimensions – individual and environmental - that represented five commonly recognized components of PYD summarized below in Table 1. The final questions are displayed below in Table 2.

### Table 1

Conceptual framework for developing PYD measurement tools

| Dimension | PYD Component | Component Description |
|---|---|---|
| Individual | Competence | Belief in individual ability to do something well |
| Individual | Confidence | Feeling of empowerment and control over the future |
| Individual | Health | Physical, emotional or mental health |
| Environmental | Support | Connectedness to family and the school community |
| Environmental | Service | Engagement in the community |

## Table 2

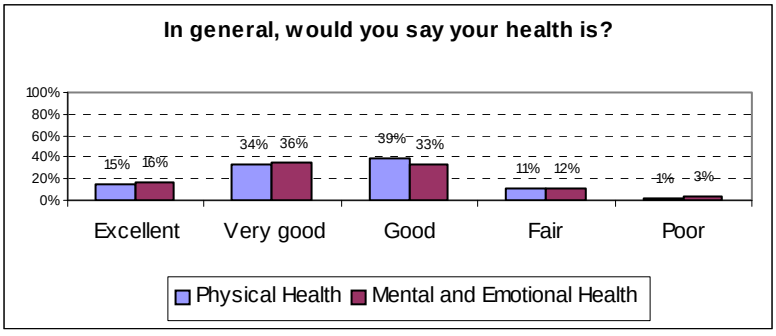
PYD Question Wording

| PYD Component | Question | Answer Choices |
|---|---|---|
| Health | "In general, would you say your [physical/emotional] health is…?" | Excellent, Very good, Good, Fair, Poor |
| Competence | "I can do most things if I try." | Very much true, Pretty much true, A little true, Not at all true |
| Confidence | "I can work out my problems." | Very much true, Pretty much true, A little true, Not at all true |
| Support | "There is at least one teacher or other adult at my school that really cares about me." | Very much true, Pretty much true, A little true, Not at all true |
| Service | "I volunteer to help others in my community." | Very much true, Pretty much true, A little true, Not at all true |

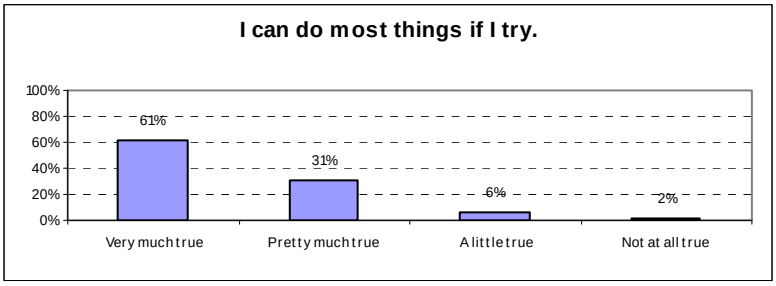
A matrix was developed that compiled past and current questions that have been used on YRBS/OHT that related to PYD frameworks and which were grouped to represent the above conceptual framework. Principal component analysis was conducted on 2004 OHT data to help identify individual questions that accounted for the majority of variance across the components. Multiple principal component analyses were conducted so that a question could be chosen for each of the six conceptual dimensions. For example, in order to choose a question that measured best connectedness to family and to the school community, six different questions were included in the principal component analysis and reduced to one question or measure to be included in the survey. As a result, the number of questions was reduced to six; these six questions were included on the 2006 OHT survey and administered to 3,615 eight grade and 2,602 eleventh grade students from randomly selected Oregon secondary schools. The distribution of answers for each question is presented below in figures 1 through 5.

## Figure 1

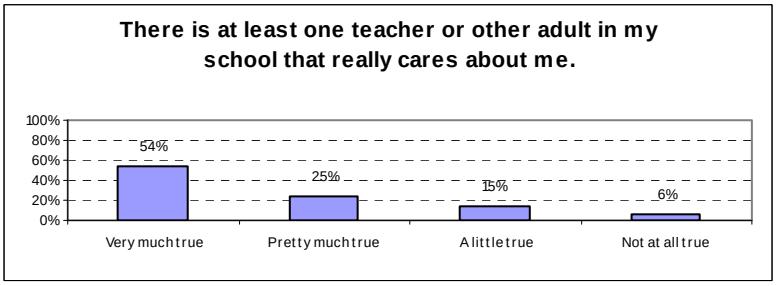
Physical Health & Mental and Emotional Health (2 questions)



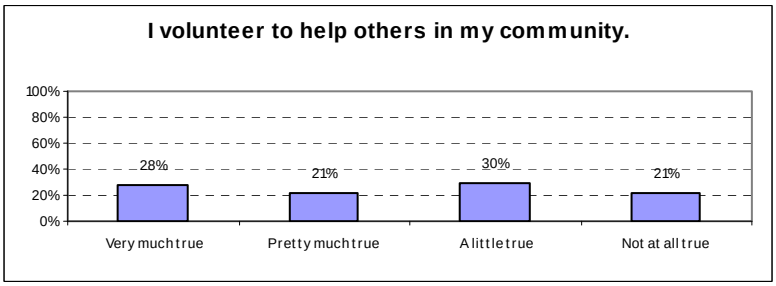
## Figure 2
Confidence



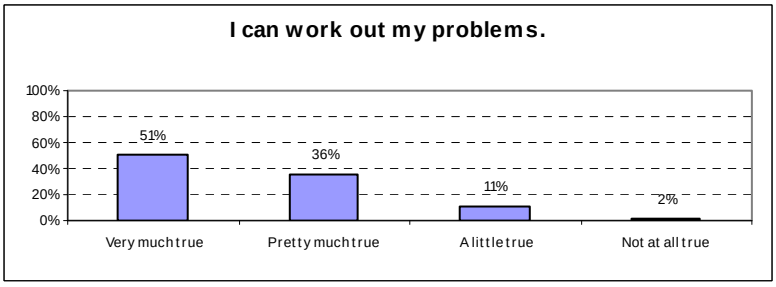

## Figure 3
Support in the school environment




## Figure 4
Service to the community




## Figure 5
Competence



## Analyzing the Individual Questions

Our analysis of the six individual questions began by testing the relationship between levels of risk behaviors and levels of PYD. Given the mainstream theory of the strong connection between individual health risk behaviors and levels of PYD, we expected that if the measures effectively capture PYD, we should find a strong association linking high levels of PYD to small levels of risk behaviors and to high levels of positive, healthy behaviors.

Questions were selected from the following health areas: nutrition, physical activity, suicide, sexual behaviors, tobacco, alcohol and drug use, grade performance, suspension from school and physical fighting. Two-way tables with tests of associations were produced, using weighted data for each of the 6 PYD questions against each of these health behavior areas. (The 2006 OHT sampling methodology was a random sampling of statewide high schools and middle schools, with no prior stratification; thus data are weighted using the statewide probability weight, as well as a primary sampling unit variable that accounts for clustering and uniquely identifies each school.) The strength of association between variables was analyzed using $\chi 2$ tests with Rao-Scott corrections in Stata (all p-values reported in the paper are based on corrected Rao-Scott $\chi 2$ statistics).

Logistic regression was not employed in the analysis. Chi-squared tests are a special case of logistic regression. Logistic regression assumes a dependent variable, and one or more independent variables. With $\chi 2$ tests, there is no assumption about independent and dependent variables: the tests simply measure association. Our analysis is aimed at measuring the strength of association between levels of PYD and risk or positive health behaviors, rather than measure effect and cause. In fact, we acknowledge that the direction of causality can go both ways: increases in a student's PYD level may reduce the risk of negative behaviors and boost the likelihood of positive health behaviors; and at the same time, positive changes in health behaviors may increase a student's PYD level.

Results provided strong evidence that students with higher levels of PYD are less likely to incur health behavior risks and more likely to adopt healthy, positive behaviors. At both the 8$^{th}$ and 11$^{th}$ grade levels, students that report strong levels of PYD are more likely to:

- Have had at least 3 servings of **fruits and vegetables** a day during the past 7 days;
- Have been **physically active** at least 3 days a week for 60 minutes or more during the past 7 days;
- Have not seriously considered **suicide** during the past 12 months;
- Have never had **sexual intercourse**;
- Have not smoked **tobacco** at all during the past 30 days;
- Have not used **marijuana, inhalants, prescription drugs, stimulants, cocaine, heroin, ecstasy and/or LSD** during the past 30 days;
- Have not consumed any **alcohol** during the past 30 days;
- Have never been **suspended from school** during the past 12 months;
- Have never been involved in a **physical fight** during the past 12 months;
- Have mostly A and B **grades**.

Table 3 below contains a matrix with the statistical significance levels indicating the strength of the relationship between each PYD question and each risk behavior. The stronger the relationship, the less likely are students that indicated higher levels of PYD to incur risk behaviors and the more likely to have healthy positive behaviors.

## Table 3

Levels of Statistical Significance for the Relationship between PYD and Health Risk Behaviors

| | Physical health | | Mental health | | Confidence | | Support | | Service | | Competence | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 8th | 11th | 8th | 11th | 8th | 11th | 8th | 11th | 8th | 11th | 8th | 11th |
| Nutrition | *** | *** | *** | ** | *** | ** | *** | ** | *** | *** | *** | ** |
| Physical Activity | *** | *** | *** | *** | *** | *** | * | - | * | *** | ** | *** |
| Suicide | *** | ** | *** | *** | *** | * | *** | ** | *** | - | *** | *** |
| Sexual Activity | - | * | *** | * | - | - | ** | ** | - | * | - | - |
| Tobacco Use | *** | * | *** | *** | *** | ** | *** | ** | ** | *** | * | ** |
| Drug Use | *** | - | *** | *** | * | *** | * | ** | ** | *** | *** | - |
| Alcohol Use | ** | - | *** | - | *** | - | ** | ** | *** | ** | *** | - |
| School Suspension | - | - | ** | - | ** | - | * | - | * | * | *** | - |
| Physical Fighting | - | - | *** | - | * | * | ** | *** | ** | - | ** | - |
| Grades | *** | *** | *** | ** | *** | *** | *** | *** | *** | *** | *** | *** |

* = p < .05 ** = p < .01 *** = p < .001

As can be seen from these results, the general trend is for strong levels of PYD to be associated with lower levels of risk behaviors and higher levels of positive, healthy behaviors. The relationship varies by health area and PYD component. While all six PYD indicators are strong predictors for physical activity, nutrition, tobacco use and grade performance, the indicators vary in how well they predict the remaining risk behaviors. In turn, this variation suggests that each component captures a fairly different aspect of PYD. Taken together, all six indicators are important predictors of risk health behaviors, as expected.

## Creating and adopting a PYD state benchmark measure

Following the preliminary analysis of the six PYD questions, our goal was to create a state benchmark measure, based on all 6 questions, that could be used to track changes in PYD across time and set programmatic and policy goals. We created three alternative versions of the PYD benchmark measure. In all 3 versions, we included only students that answered all 6 questions ($n$ = 4,803 students). We addressed the concern of excluding from the analysis those students in the sample that did not answer all 6 questions (a total of 1,414) by looking at non-responder data. Over 80% (1,135) of those that answered fewer than 6 questions actually answered only 2 questions (the two questions that are in the beginning of the survey, about physical and emotional health). Thus, even if we were to include in the analysis students that answered at least half of the questions, we would not be adding a substantial number of observations. We also compared the risk behaviors of students that we excluded in the calculation of the benchmarks (because they did not answer all 6 questions) to those of the students we included in the analysis. We found no significant differences in the areas of nutrition, tobacco, alcohol use or grade performance. For the remaining six risk behavior areas,

we found small differences but in opposite directions: students excluded in the analysis were somewhat more likely to use drugs, fight and be suspended from school, but also more likely to be physically active and less likely to consider suicide or be sexually active. Thus there are no systematic risk behavior differences between students included in the analysis and those excluded that would bias our estimates.

Versions 1 and 2 rely on counting the number of PYD questions that students answered "positively"; positive answers were: "excellent", "very good", "good", "very much true" and "pretty much true". Version 3 calculated the mean PYD score for the student population by treating the answers to the 6 questions as interval scales, and dividing students in two categories: those with "strong" levels of PYD (above average) and those with "weak" levels of PYD (below average).

**Benchmark Versions**

**Version 1**: The percent of students that answered at least 4 out of 6 PYD questions positively is the percent of students with strong PYD levels.

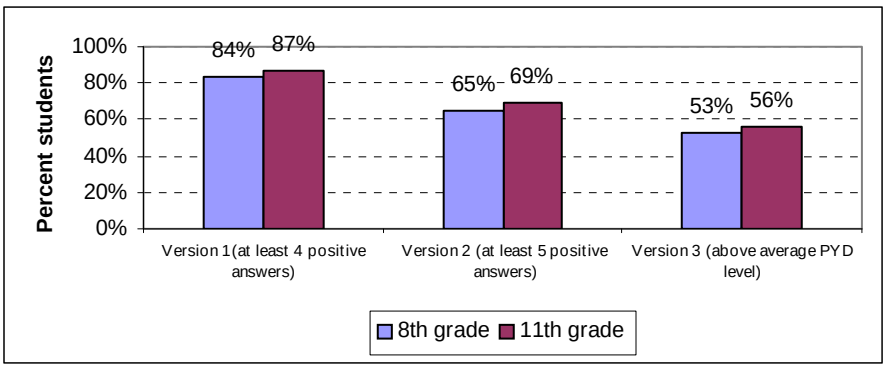
**Version 2**: The percent of students that answered at least 5 out of 6 PYD questions positively is the percent of students with strong PYD levels.

**Version 3**: The percent of students that rank above the population PYD mean is the percent of students with strong PYD levels.

Version 1 of the benchmark measure codes 84% of 8th graders and 87% of the 11th graders as having strong PYD levels. These high percentages leave little opportunity to formulate a policy recommendation to increase the percent of students with strong levels of PYD. Versions 2 and 3 of the benchmark measure are less inclusive and quite consistent with each other. 84% of the students are coded the same way in both versions (as either having "strong" or "weak" levels of PYD). Figure 6 presents the distribution of students according to PYD levels, for each of the three versions.

**Figure 6**

Distribution of students by PYD rating in the three alternative benchmark measures




All three versions of the benchmark measures were tested against the selected risk areas, obtaining similar results as when we tested each question separately against respective risk areas.

## Table 4

Levels of Statistical Significance for the Relationship between PYD and Health Risk Behaviors for the three Alternative Benchmark Measures

| | Benchmark Version 1 (at least 4 positive answers) | | Benchmark Version 2 (at least 5 positive answers) | | Benchmark Version 3 (PYD score above average) | |
|---|---|---|---|---|---|---|
| | 8th | 11th | 8th | 11th | 8th | 11th |
| Nutrition | ** | * | *** | *** | *** | *** |
| Physical Activity | *** | *** | *** | *** | *** | *** |
| Suicide | *** | *** | *** | *** | *** | *** |
| Sexual Activity | ** | - | *** | ** | *** | - |
| Tobacco Use | *** | *** | *** | *** | *** | *** |
| Drug Use | *** | *** | *** | *** | *** | *** |
| Alcohol Use | *** | * | *** | ** | *** | * |
| School Suspension | *** | *** | ** | - | *** | - |
| Physical Fighting | *** | - | *** | - | *** | - |
| Grades | *** | *** | *** | *** | *** | *** |

* = p < .05 ** = p < .01 *** = p < .001

Overall, our analysis of the alternative benchmarks revealed that all three were consistently confirming the same strong relationship linking high levels of PYD to low levels of risk behaviors and high levels of positive health behaviors. All three benchmark variables measure PYD well.

However, because version 1 of the benchmark (at least 4 positive answers) leaves little room to recommend a targeted increase in the percentage of students with high levels of PYD (since already over 80% of students qualify as having strong PYD levels under this construct), we eliminated this measure. Because version 3 relies on treating interval answer scales as ordinal (assigning numerical values and assuming that the distances between answer alternatives are equal), which is somewhat controversial, we also eliminated this version. However, version 3 is very consistent with version 2, which adds validity to version 2 as the final choice of the PYD benchmark measure – the percentage of students answering at least 5 PYD questions positively.

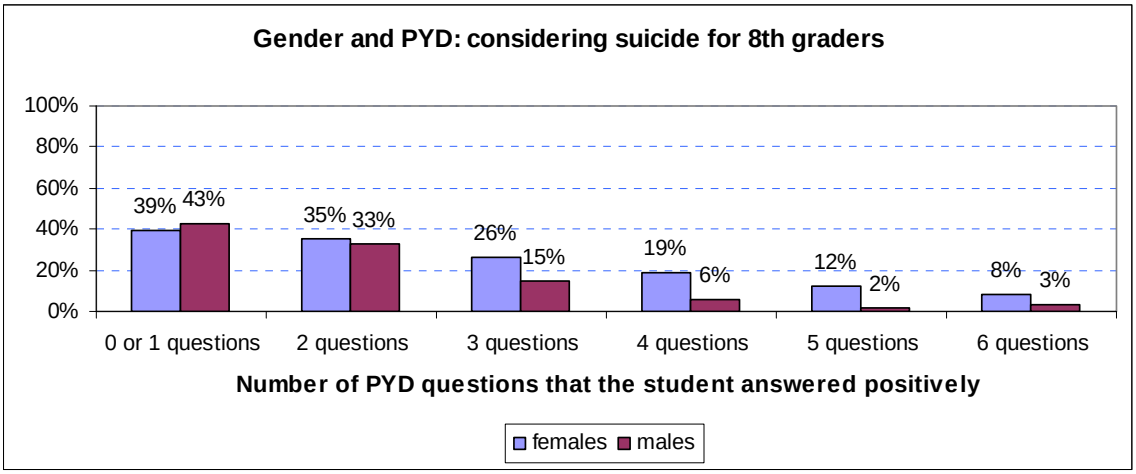
After completing analysis of the three versions and selecting version 2, the wording of the benchmark was finalized. The PYD state benchmark is: "Percent of teens who report positive youth development attributes; a) 8$^{th}$ grade; b) 11$^{th}$ grade."

A noteworthy additional finding is that, in those risk areas where one gender is typically more at risk, gender differences diminish or fully disappear for students with low PYD levels. For instance, in the areas of physical activity and suicide, females are typically more at risk than males – but these gender differences dissipate for students with the lowest levels of PYD. When it comes to suspension from school, getting involved in physical fights, and grades, males are more at risk than females, but again these gender differences diminish or even disappear for students with low levels of PYD.

Figure 7 below provides an illustration using the distribution of students by gender for 8th graders contemplating suicide. As can be seen from the graph, for both males and females, the higher the level of PYD, the lower the proportion of students contemplating suicide. Females are at higher risk than males, with the exception of students with bottom levels of PYD – 2 or less PYD questions answered positively. In fact, for students that answered more than 3 PYD questions positively, the differences between males and females are highly significant ($p<.001$); but for students that answered 2 or less PYD questions positively, the differences in gender are no longer significant. Thus, low levels of PYD affect strongly both females and males and diminish or fully eliminate gender differences in the likelihood to incur risky behaviors.

## Figure 7

PYD and considering suicide, for 8th grade females and males




## Policy Implications

The findings on the relationship between our PYD benchmark and prevalence of adolescent risk behaviors have implications for policy development at two levels: state government and local involvement (primarily, school and community organizations). At the level of state government, the findings have reinforced the goals of the Oregon Commission on Children and Families project. These goals aim to increase PYD through adoption of state agency policies that support PYD principles and changes in service delivery systems, involvement of youth in service learning, engagement of youth in local and state government, and providing professional development to public and private community partners that serve youth. Adoption of the PYD benchmark formalizes the state's commitment to PYD and elevates it to a level of state agency discourse making the policy recommendations related to PYD advanced by the Commission more relevant.

Now that a benchmark has been established, the State will continue to follow and track data as it comes in annually to see how Oregon youth are progressing, thus creating a long-term commitment and increasing public recognition of PYD as a component of measuring the health and wellbeing of Oregon youth. In addition, Oregon will be monitoring closely at the state level to observe changes across time in the relationship between our benchmark and risk behaviors. Perhaps most significantly, establishing this benchmark and its significance raises the possibility of determining funding priorities based on the benchmark. State benchmarks are often one of the justifications used for increasing activities or allocating state resources/funding to specific

programs. The presence of a PYD Benchmark now allows for programs that demonstrate effectiveness in targeting elements of PYD (competence, confidence, health status, etc.) to link their funding requests directly to their efforts to strengthen PYD.

At the school and community levels, these findings offer support for programs that target youth and again aim to boost one or more elements of PYD in order to reduce risk behaviors and promote positive health behaviors and attitudes. Programs such as Oregon Mentors (where mentoring is an evidence-based strategy) that promote youth character, confidence and caring relationships with adults, are among those that should find the most support in these findings. Another prime example is the youth-created Youth Bill of Rights in Portland, a process that engaged thousands of young people in focus groups, surveys and other community engagement methods.

Based on the benchmark development and findings, communities and schools will be able to conduct needs assessments to evaluate their PYD efforts as they relate to the elements of the benchmark and risk behaviors. All secondary schools that participate in the Oregon Healthy Teens survey receive school-level data, which will allow them to calculate their own benchmark percentage and thus set programmatic goals for positive youth programs. Under some circumstances, it may also be feasible for schools or other community-based programs that work with youth to utilize one or more of the PYD indicator questions, or the full PYD measure, as part of an evaluation of their program.

Across the spectrum, the Oregon PYD findings should be encouraging to those who are working on developing or implementing positive youth programs. Of course, the fact that a strong relationship exists between PYD and risk behaviors does not necessarily imply a one-way relationship. Various social, environmental, biological and developmental factors all influence the prevalence of substance use, physical and emotional health, sexual activity and other areas of health risk. Programmatic solutions cannot exist in a vacuum if they hope to be effective. However, programs that improve connectedness to caring adults, aim to boost youth feelings of confidence, impart social, decisional and problem-solving skills that raise youth competence levels, or promote meaningful community engagement and involvement now benefit from additional evidence in their relationship to reduced risk behaviors.

## Conclusion

There are many options to consider when applying a multi-faceted concept such as positive youth development to real world public policy. This effort shows the feasibility of using an existing mechanism (Oregon Healthy Teens survey) to first define, then to measure PYD against reported risk behaviors among youth. Key to the success of this endeavor was multi-agency collaboration in measure design and identifying resources and capacity to analyze and test underlying assumptions. Collaboration was also essential in assuring the availability of an established state-level benchmark system to anchor the measure and a consensus process for final determination on how the benchmark would be established and portrayed. As expected, youth that scored higher on PYD measures were less likely to report engaging in risk behaviors and more likely to have higher self-reported grades. This project offers an approach and methodology to develop a state-level PYD measure, encourages further support for initiatives and programs that target PYD elements, and strengthens policy arguments for the continuation and funding of such programs.

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# POSITIVE YOUTH DEVELOPMENT ILLUSTRATIVE INDICATORS

**This handout is a companion to the *Positive Youth Development Measurement Toolkit*.** The *Positive Youth Development Measurement Toolkit* provides guidance and resources for implementers of youth programming in low- and middle-income countries (LMICs) to integrate positive youth development (PYD) principles in their monitoring and evaluation (M&E) systems and effectively measure PYD outputs and outcomes within their programs.

**How to use this handout:** This handout is best used in conjunction with the *Positive Youth Development Measurement Toolkit*, which is available at http://www.youthpower.org/positive-youth-development-toolkit.

Most of the illustrative indicators in this handout correspond to a specific tool or measurement source. In the *Positive Youth Development Measurement Toolkit*, these tools and sources are detailed in annexes. You may select constructs and indicators of interest in this handout; however, in order to review the underlying measurement of these indicators, you will need to refer to the reference sheets (Annex F) provided in the *Positive Youth Development Measurement Toolkit*. These reference sheets contain a brief description of the measurement source, target age group for the tool, the relevant tool items that link to the illustrative indicators, and the citation for the source.

**Purpose of the handout:** The purpose of this handout (and associated toolkit) is to help program implementers, researchers, evaluators, and funders identify PYD indicators that can be used for youth programming across multiple sectors. Use of these indicators in LMICs can provide additional data on how PYD approaches and outcomes can be linked to sector-specific outcomes. Often, these PYD indicators serve as intermediate indicators, linking activities from a PYD program to long-term outcomes in specific sectors, such as health, workforce development, and democracy and governance.

**When to use the indicators:**

- During program design and M&E preparation to guide the situational/needs analysis to inform the theory of change.
- During the development of the M&E plan to identify sources of data to inform the development of project/program baseline and follow-up.
- During M&E implementation to monitor and evaluate progress towards achieving specific outcomes and outputs.

You can find additional information about PYD on www.YouthPower.org.

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YOUTHPOWER LEARNING

## Positive Youth Development Illustrative Indicators

| FEATURE | CONSTRUCT | DEFINITION | ILLUSTRATIVE INDICATORS |
|---|---|---|---|
| **DOMAIN: ASSETS** | | | |
| **Skill building** | Training | Training in skills specific to vocation, employment or financial capacity (e.g. money management, business development and marketing). | • Number/proportion (%) of youth enrolled in vocational or other training<br>• Number/proportion (%) of youth who completed vocational or other training |
| **Skill building** | Formal education | Exposure to formal education. | • Number/proportion (%) of youth who have completed primary education<br>• Number/proportion (%) of youth who have completed secondary education<br>• Number/proportion (%) of youth who have completed post-secondary/ tertiary education<br>• Number of months youth attended school<br>• Number/proportion (%) of youth enrolled in education<br>• Number/proportion (%) of youth re-enrolled in education |
| **Skill building** | Interpersonal skills (social and communication skills) | The range of skills used to communicate and interact with others, including communication (verbal and non-verbal and listening), assertiveness, conflict-resolution, and negotiation strategies. These are skills that help to integrate feelings, thinking, and actions to achieve specific social and interpersonal goals. | • Increased interpersonal skills at the conclusion of training/programming* |
| **Skill building** | Higher-order thinking skills | The ability to identify an issue, absorb information from multiple sources, and evaluate options to reach a reasonable conclusion. It includes problem solving, planning, decision making, and critical thinking. | • Increased higher-order thinking skills at the conclusion of training/programming* |
| **Skill building** | Recognizing emotions | The ability to identify and respond positively to feelings and emotional reactions in oneself and others. | • Increased ability to recognize and respond positively to emotions at the conclusion of training/programming* |
| **Skill building** | Self-control | The ability to delay gratification, control impulses, direct and focus attention, manage emotions, and regulate one's own behaviors. | • Increased self-control skills at the conclusion of training/programming* |

| FEATURE | CONSTRUCT | DEFINITION | ILLUSTRATIVE INDICATORS |
|---|---|---|---|
| **Skill building** | Academic achievement | Knowledge and mastery of academic subjects such as math, written and spoken language, history, geography, and sciences. | • Increased academic achievement at the conclusion of training/programming* |
| **DOMAIN: AGENCY** | | | |
| **Skill building** | Positive identity | Positive and coherent attitudes, beliefs and values that one holds about him/herself and his/her future. | • Increased positive identity at the conclusion of training/ programming* |
| **Skill building** | Self-efficacy | Belief in one's abilities to do many different things well (particularly the things that are the focus of the intervention). | • Increased self-efficacy at the conclusion of training/programming* |
| **Skill building** | Ability to plan ahead/goal setting | The motivation and ability to make plans and take action towards meeting a personal goal. | • Increased ability to plan and set goals at the conclusion of training/programming*<br>• Number/proportion (%) of youth who developed a plan |
| **Skill building** | Perseverance (diligence) | The capacity to sustain both effort and interest in long-term projects regardless of perceived or real difficulties. Perseverance is the act of continual attempts to meet goals despite difficulties. | • Increased perseverance of effort at the conclusion of training/programming* |
| **Skill building** | Positive beliefs about the future | Having hope and optimism about one's future potential, goals, options, choices, or plans. | • Increased positive beliefs about own future at the conclusion of training/ programming* |
| **DOMAIN: CONTRIBUTION** | | | |
| **Youth engagement and contribution** | Youth engagement | Meaningful youth engagement is an inclusive, intentional, mutually respectful partnership between youth and adults whereby power is shared; respective contributions are valued; and young people's ideas, perspectives, skills, and strengths are integrated into the design and delivery of programs, strategies, policies, funding mechanisms, and organizations that affect their lives and their communities, countries, and globally. Meaningful youth | • Number/proportion (%) of youth participating in one or more of the following (select all that apply):<br>Advocacy<br>Mentorship (youth as mentors)<br>Volunteering<br>Youth-focused clubs<br>Other activity:<br>_____<br>• Number/proportion (%) of youth with leadership roles in one or more the following (select all that apply):<br>Advocacy<br>Mentorship (youth as mentors) |

| FEATURE | CONSTRUCT | DEFINITION | ILLUSTRATIVE INDICATORS |
|---|---|---|---|
| | | engagement recognizes and seeks to change the power structures that prevent young people from being considered experts in regard to their own needs and priorities, while also building their leadership capacities. Youth includes a full spectrum of the population aged 10-29 regardless of socioeconomic status, ethnic identity, sexual orientation and gender identity, disability, political affiliation, or physical location.[1] | Volunteering<br>Youth-focused clubs<br>Other activity:<br>_____<br>• Number/proportion (%) of youth represented in_____ (i.e. youth council, municipal, local, Parliament, etc.)<br>• Number/proportion (%) of youth participating in: _____ (i.e. community decision-making processes, program design, implementation, community service, etc.)<br>• Number/proportion (%) of youth invited to contribute to _____ by local and national youth serving organizations or institutions (i.e. advisory boards, panels, teams, program planning, etc.) |
| **DOMAIN: ENABLING ENVIRONMENT** | | | |
| **Healthy relationships and bonding** | Bonding | The emotional attachment and commitment made to social relationships in the family, peer group, school, or community. | • Improved bonding with members of family at the conclusion of training/programming*<br>• Improved bonding with members of peer group at the conclusion of training/programming*<br>• Improved bonding with members of school at the conclusion of training/programming*<br>• Improved bonding with members of community at the conclusion of training/programming* |
| **Healthy relationships and bonding** | Opportunities for prosocial[2] involvement | Opportunities for positive interactions and participation in family, peer groups, school, or community. | • Increased opportunities for prosocial involvement in family at the conclusion of training/programming*<br>• Increased opportunities for prosocial involvement in peer groups at the conclusion of training/programming*<br>• Increased opportunities for prosocial involvement in school at the conclusion of training/programming*<br>• Increased opportunities for prosocial involvement in the community at the conclusion of training/programming* |

[1] Definition developed by the YouthPower Youth Engagement Community of Practice

[2] The term prosocial refers to voluntary actions that primarily benefit others and can involve cooperativeness, helpfulness, sharing and empathy.

| FEATURE | CONSTRUCT | DEFINITION | ILLUSTRATIVE INDICATORS |
|---|---|---|---|
| **Belonging and membership** | Support | The perception that one is cared for and supported by family, peer group, school, or community. | • Increased family support at the conclusion of training/programming *<br>• Increased peer support at the conclusion of training/programming *<br>• Increased support at the conclusion of training/programming *<br>• Increased support from_____ (mentor, religious leader, traditional leader etc.) at the conclusion of training/ programming*<br>• Number/proportion (%) of youth with mentors at the conclusion of training/ programming. |
| **Norms, expectations, and perceptions** | Prosocial norms | Youth hold healthy beliefs and clear standards for positive behavior and prosocial engagement. | • Increased prosocial norms at the conclusion of training/programming * |
| **Norms, expectations, and perceptions** | Value and recognition | Youth believe that they are of value in society and their positive contributions are recognized and rewarded. | • Increased youth report of positive value and/or recognition by adults at the conclusion of training/programming* |
| **Norms, expectations, and perceptions** | Youth-friendly laws and policies | Youth have a stronger voice in, and are better served by, local and national institutions, with more robust and youth-friendly policies. Youth are aware of these policies and believe that their implementation is effective, reliable, fair, and consistent. | • Number of youth-friendly laws and policies<br>• Number/proportion (%) of youth who report living in a society with youth-friendly laws and policies |
| **Norms, expectations, and perceptions** | Gender-responsive policies | Societies in which young people live have balanced and fair gender norms and policies. Youth are aware of these policies and believe that their implementation is effective, reliable, fair, and consistent. | • Number of laws, policies, or procedures that include balanced and fair gender norms based on policy review<br>• Number/proportion (%) of youth who report living in a society with balanced and fair gender norms. |
| **Access to age appropriate and youth-friendly services; integration among services** | Youth-responsive services | Services are based on a comprehensive understanding of what young people want and need and aim to deliver safe, affordable, accessible, and essential care. | • Increased number of services/facilities with improved youth-responsive characteristics at the conclusion of training/programming<br>• Increase in the youth-responsive characteristics for a single service/facility at the conclusion of training/programming |

| FEATURE | CONSTRUCT | DEFINITION | ILLUSTRATIVE INDICATORS |
|---|---|---|---|
| **Access to age appropriate and youth-friendly services; integration among services** | Gender-responsive services | Services intentionally allow youth-identified gender issues to guide services, creating through every stage of programming (site selection, staff selection, program development, content, and material) an understanding of how gender affects the realities of young people's lives. | • Increase in the number of services/ facilities with improved gender-responsive characteristics at the conclusion of training/ programming<br>• Increase in the gender- responsive characteristics for a single service/facility at the conclusion of training/programming |
| **Safe space** | Physical safety | Youth feel safe in their immediate environment. Physical environment is free from violence, conflict, and crime. | • Increased feeling of safety in their physical environment *<br>• Reduced rates of _____ (i.e. bullying, psychological distress, interpersonal violence, gender-based violence, abuse etc.)* |
| | Psychological safety | Youth feel free to express their ideas, thoughts, and feelings in their environment. | • Increased feeling of psychological safety in their environment* |

*In order to measure changes over time, these indicators generally should be measured before the intervention, immediately after the intervention and then, if possible, (depending on the funds and project life span) at future follow-up(s) (e.g. 3 months, 6 months, 1 year post-intervention, or longer). Statistically significant differences in the levels of each indicator between baseline and follow-up(s) should be reported.

## Foreign Assistance and Pilot USAID Youth Indicators

| FEATURE | CONSTRUCT | DEFINITION | ILLUSTRATIVE INDICATORS |
|---|---|---|---|
| **FOREIGN ASSISTANCE INDICATORS[3]** | | | |
| **Skill building** | Training | For definition, please refer to Annex F in the PYD Measurement Toolkit. | Number of youth at risk of violence trained in social or leadership skills through United States Government (USG) assisted programs. |
| **Norms, expectations, and perceptions** | Youth-friendly laws and policies | For definition, please refer to Annex F in the PYD Measurement Toolkit. | Number of laws, policies, or procedures adopted and implemented with United States Government (USG) assistance designed to promote and improve youth participation at the regional, national, or local level. |
| **PILOT USAID YOUTH INDICATORS[4]** | | | |
| **Skill building** | Self-efficacy | For definition, please refer to Annex F in the PYD Measurement Toolkit. | Number of youth who report increased self-efficacy at the conclusion of United States Government (USG) assisted training/ programming. |
| **Youth engagement and contribution** | Youth engagement with civil society | For definition, please refer to Annex F in the PYD Measurement Toolkit. | Number of youth who participate in civil society activities following social or leadership skills training or initiatives from United States Government (USG) assisted programs. |

[3] The Foreign Assistance indicators (i.e. F indicator) will be used by USAID implementers of youth programming to monitor progress towards the Agency 2012 Youth in Development Policy

[4] The Pilot USAID Youth indicators will be used use to monitor progress towards the Agency 2012 Youth in Development Policy

# ACKNOWLEDGEMENTS

This handout is a quick reference for the more comprehensive *Positive Youth Development Measurment Toolkit.* The toolkit is the result of a collaborative effort by the YouthPower Learning team. It was prepared by Making Cents International, the International Center for Research on Women, Khulisa Management Services, University of Melbourne, and University of Washington, under the authorship of Dr. Laura Hinson, Dr. Chisina Kapungu, Ms. Cassandra Jessee, Dr. Martie Skinner, Dr. Mark Bardini, and Dr. Tracy Evans-Whipp.

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YouthPower Learning

USAID YouthPower Learning generates and disseminates knowledge about the implementation and impact of positive youth development (PYD) and cross-sectoral approaches in international development. The project leads research, evaluations, and events designed to build the evidence base. Concurrently, YouthPower Learning employs expertise in learning and knowledge sharing to promote engagement and inform the global community about how to successfully help transition young people into productive, healthy adults. YouthPower Learning supports the implementation of the 2012 USAID Youth in Development Policy to improve capacity and enable the aspirations of youth so that they can contribute to, and benefit from, more stable, democratic, and prosperous communities.

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# POSITIVE YOUTH DEVELOPMENT MEASUREMENT TOOLKIT

## A PRACTICAL GUIDE FOR IMPLEMENTERS OF YOUTH PROGRAMS

December 2016

This report is made possible by the support of the American people through the United States Agency for International Development (USAID), under the terms of YouthPower Learning, Contract No. AID-OAA-I-15-00034/AID-OAA-TO-15-00011. The contents of this report are the sole responsibility of Making Cents International and do not necessarily reflect the views of USAID or the United States Government.

USAID's YouthPower Learning generates and disseminates knowledge about the implementation and impact of positive youth development (PYD) and cross-sectoral approaches in international youth development. We are leading research, evaluations, and events designed to build the evidence base and inform the global community about how to successfully transition young people into productive, healthy adults.

Visit us at YouthPower.org to learn more and follow us on Facebook and Twitter for updates.

YouthPower.org YouthPower Learning @YPLearning

For public inquiries and additional information please email comms@youthpower.org or mail to Making Cents International, attn. YouthPower Learning, 1350 Connecticut Ave NW, Suite 410, Washington DC 20036.

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# ACKNOWLEDGEMENTS

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# ACRONYMS AND ABBREVIATIONS

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| | |
|---|---|
| CDCS | Country Development Cooperation Strategy |
| CPYDS | Chinese Positive Youth Development Scale |
| CTCYS | Communities That Care Youth Survey |
| DDL | Development Data Library |
| F-indicators | Foreign Assistance indicators |
| IDIQ | Indefinite delivery indefinite quantity |
| IRB | Institutional Review Board |
| LGBTI | Lesbian, Gay, Bisexual, Transgendered, and/or Intersex |
| LMIC | Low- and middle-income countries |
| M&E | Monitoring and Evaluation |
| PMP | Performance and Monitoring Plan |
| PYD | Positive youth development |
| RFP | Request for Proposal |
| USAID | United States Agency for International Development |
| USG | United States Government |
| YP | YouthPower |
| YTP | Youth Theater for Peace |

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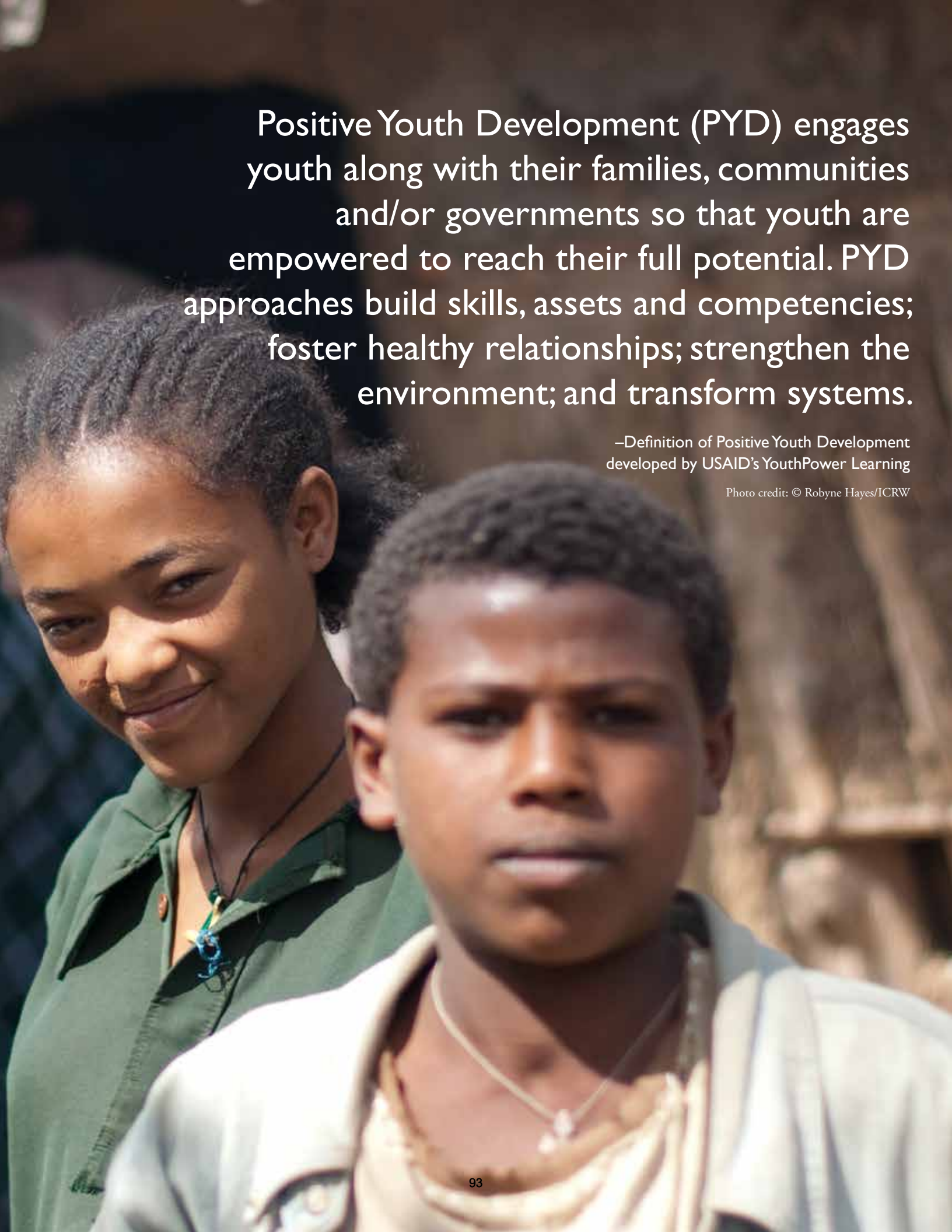

Positive Youth Development (PYD) engages youth along with their families, communities and/or governments so that youth are empowered to reach their full potential. PYD approaches build skills, assets and competencies; foster healthy relationships; strengthen the environment; and transform systems.

–Definition of Positive Youth Development developed by USAID's YouthPower Learning

Photo credit: © Robyne Hayes/ICRW

## Welcome to the PYD Measurement Toolkit

In this toolkit, we provide implementers of youth programming a variety of references, resources, and tools on how to use  a positive youth development (PYD) approach for evaluating youth-focused programming. A PYD approach to evaluation will measure whether youth are positively engaged in and benefiting from investments that ultimately empower them to develop in healthy and positive ways so that they can contribute to the development of their communities.

We begin this toolkit with an overview of PYD and explain how a PYD approach fits with youth-focused programming. While the toolkit was developed with the USAID program cycle in mind, it has broad applicability for other programs and donors. We introduce readers, who are primarily implementers of youth programming in low- and middle-income countries, to our PYD Framework that can be used to guide measurement of PYD, starting with program design through dissemination of and learning from findings.

The main section of the toolkit discusses PYD constructs and illustrative indicators for implementers. We take readers step by step through a series of phases that utilize the PYD Framework (including the illustrative indicators) to demonstrate how youth programs can be optimally designed using a PYD approach, and how program staff can measure PYD-related outcomes in their program to  to assess impact on youth.

Finally, this toolkit offers a series of considerations for adapting the indicators and measures to local contexts. Given that the PYD field has mostly been developed and evaluated in high-income countries, it is essential that these measures be appropriately and thoughtfully adapted to low- and middle-income country contexts to effectively evaluate youth programming in various sectors from a PYD perspective.

We welcome feedback (info@youthpower.com) and hope you will find this toolkit useful.

Sincerely,

The YouthPower Learning Team

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# TOOLKIT ORIENTATION QUESTIONS AND ANSWERS

Photo credit: © Robyne Hayes/ICRW

1. **Where can I find a definition of positive youth development?**

   YouthPower Learning, a USAID funded project, has developed a comprehensive definition of positive youth development (PYD), and it can be found on page 15. To learn more about positive youth development, go to www.youthpower.org

2. **Where do I go in the toolkit to understand more about how to conceptualize PYD measurement?**

   We introduce the PYD Measurement Framework in Chapter 1, which is dedicated to conceptualizing PYD measurement.

3. **Where can I go for a list of PYD indicators and their sources?**

   We developed a list of user-friendly, evidence-based illustrative indicators of PYD that youth programs in low- and middle-income countries can use. The table of PYD illustrative indicators, along with the reference sheets for indicators sources, is in Annexes E, F and G. More context for the illustrative indicators is provided through a case study approach in Chapter 2.

4. **Where can I go if I want to see an example of how to incorporate PYD measurement for program design, monitoring and evaluation?**

   We walk readers through the stages of measurement, monitoring and evaluation for programs using a case study approach in Chapter 2. In this case study approach, which is based on a real USAID program, we use the PYD Measurement Framework and the indicators to show how to incorporate PYD principles into measurement during all phases of program design, from developing the research questions to dissemination of PYD data.

5. **Where can I go if I am interested in adapting PYD measures to new contexts?**

   Chapter 3 orients readers to the important considerations needed for adapting PYD measures and principles in new contexts, including scale validation, developmental stage of youth, and gender.

6. **Where can I go if I want to learn more about how USAID is investing in young people?**

   For more information on USAID's investment in young people, including highlights from the 2012 Youth in Development Policy, see Annex A.

7. **Where do I go to learn more about YouthPower?**

   For more information on YouthPower, see Annex B and www.youthpower.org. A list of individuals involved in developing the toolkit and the indicators is available in Annex C.

8. **Where can I find more information about PYD in general and the current state of the field?**

   In Annex D, we briefly detail the historical context of PYD and the current state of the field, especially in terms of measurement. Further, a meta review of PYD in low- and middle-income countries is also being produced under YouthPower Learning.

*There are internal and external hyperlinks in the document, denoted by underlined text.*

Throughout this toolkit, three types of visual icons in the right-hand margin draw attention to specific text or resources that may be of interest:

USAID logo: This logo indicates a section of the toolkit that is of special interest to those at USAID, or those involved in the implementation of USAID programs.

RESOURCES logo: This logo represents additional reading or resources that go above and beyond what the toolkit is able to cover. For some resource icons, there will be a number inside the icon that is associated with a resource at the end of the chapter.

YOUTH ENGAGEMENT logo: This logo indicates additional information about how to involve youth in the process.

# INTRODUCTION

## What is Positive Youth Development?

Positive youth development (PYD) refers to a broad approach that aims to build the competencies, skills and abilities of youth that they need to grow and flourish throughout life. PYD is both a philosophy and an approach to adolescent development. As a philosophy, PYD views youth as precious assets to be nurtured and developed rather than as problems to be solved. The approach that flows from this philosophy works on building mutually beneficial relationships between youth and their family, peer groups, school, workplace, neighborhood, community, other government institutions, society, and culture to provide opportunities for youth to enhance their knowledge, interests, skills, and abilities.

Youth transition through a critical developmental phase, rapidly evolving socially, emotionally and physically within a complex world. Multiple factors influence how they develop and thrive or struggle. Recognizing youth development as a function of and interaction between complex environments and systems can help us better respond to youth and to program effectively. PYD addresses youth as assets to be developed, rather than problems to be managed.

While there are several definitions of PYD, YouthPower Learning has defined it as follows:

*Positive youth development (PYD) engages youth along with their families, communities and/or governments so that youth are empowered to reach their full potential. PYD approaches build skills, assets and competencies; foster healthy relationships; strengthen the environment; and transform systems.*[1]

A PYD approach to programming has been shown to have a positive impact across an array of outcomes and sectors in the United States and other high-income countries, including the areas of sexual and reproductive health, mental health, education, crime, and violence (Catalano, 2002; Gavin et al., 2010; Roth 2003). While efforts are underway to review and collect more evidence about PYD internationally, donors, governments, practitioners and policymakers are increasingly looking to this approach to provide more holistic support for youth in low- and middle-income countries (LMICs).

***For more information on the ten seminal readings on positive youth development, see resource section at the end of the chapter.***

***For more information on USAID's vision of youth and positive youth development in their work see Annex A.***

***For more resources on youth, please see section at the end of the chapter.***

[1] YouthPower Learning developed this definition by building on the key elements of the USAID Youth in Development Policy, the academic and grey literature, and existing definitions and frameworks of PYD and in consultation with USAID, youth-serving and youth-led organizations, and PYD researchers and experts to ensure their usefulness and applicability across youth age groups (10 to 29), sectors, and settings in low- and middle-income countries (LMICs).

# TOOLKIT OVERVIEW

## Purpose of this Toolkit

The Positive Youth Development Measurement Toolkit provides guidance and resources for implementers of youth programming in LMICs to integrate PYD principles in their monitoring and evaluation (M&E) systems and effectively measure PYD outputs and outcomes within their programs.

The overall goal of this toolkit is to help programs effectively measure PYD outcomes in order to improve program performance over time, contribute to the body of evidence on PYD, and ultimately influence multi-sector outcomes and impact of youth programming.

This PYD measurement toolkit provides the following:

1. A framework for measuring PYD;
2. Resources and references for implementers and evaluators;
3. A set of illustrative PYD indicators that can be applied to and across various sectors; and
4. A discussion about the major considerations of adapting measures cross-culturally.

The toolkit can also help program implementers, evaluators and researchers contribute to building the evidence within and across sectors on two overarching research questions:

- What is the effectiveness of PYD programs in improving outcomes for youth in LMICs?
- What are the key PYD features associated with improved outcomes for youth?

## Intended Audiences

The primary audiences of this toolkit are implementers, evaluators and funders of youth programs (both United States Government (USG) and non-USG). Other audiences include those in the broader PYD space such as academics or youth advocates interested in PYD measurement.

Implementers of youth programs can find information specific to USAID funded projects throughout this toolkit, where indicated in the text through use of the USAID logo. USAID, particularly USAID Mission staff, may find this toolkit useful in developing Request for Proposals/Applications (RFP/RFA) and similar requests to implementers. For example, this toolkit can be used to assist USAID staff in integrating youth programming and measurement into their Mission's Country Development Cooperation Strategy (CDCS). Additionally, the use of the toolkit can help to ensure that the development objectives, strategic goals, and intermediate results for each Mission program have incorporated some elements of PYD programs and measurement. The end result will likely be new strategies and plans that better address youth's needs and that integrate cross-cutting initiatives and strengthen monitoring and evaluation approaches.

The toolkit is relevant for all stages of USAID's program cycle. While the program cycle referenced here is specific to USAID, it can be applied or modified to other donors or implementing contexts. See Figure 1 for the Program Cycle and Table 1 for information on how the toolkit caters to various actors throughout the USAID program cycle.

Figure 1: USAID Program Cycle

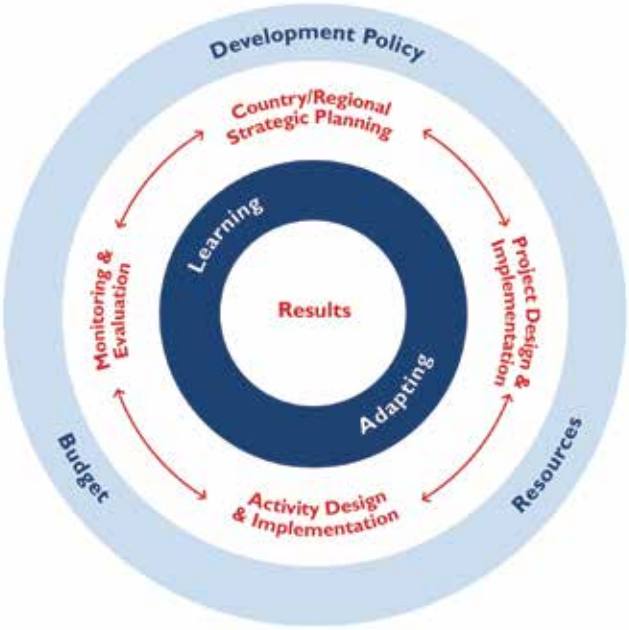



Table 1:
The utility of the PYD Toolkit to various actors throughout the USAID program cycle

| USAID program lifecycle stage | How this toolkit can be used during each stage |
|---|---|
| Country Development Cooperation Strategies | Provides background on PYD and a framework that can be used in developing CDCSs. (Chapter 1) |
| Program Design and Implementation | Provides guidance on PYD and PYD measurement that can be used to develop requests for proposals (RFPs) and requests for applications (RFAs) for programs targeting youth; inform PYD and PYD-inspired program design, logic models and theories of change; and design M&E frameworks to assess PYD programs' processes and outcomes. (Chapter 1)<br>For ongoing projects, this guide can be used to identify refinements and add-ons to program design during the annual work planning phase, logic models or theories of change. Often programs already have PYD components, and this toolkit can help determine which program elements should be identified as PYD. |
| Performance Monitoring and Evaluation | Provides a list of core, illustrative indicators for PYD. This guide provides a case study based on a real USAID program for youth that uses the PYD Framework throughout the entire research and evaluation process. (Chapter 2)<br>Considerations and planning for program M&E should begin during program design – incorporated into RFP/RFAs, proposal development and implementation planning. For projects already underway, this guide can be used to refine existing M&E plans, identify existing PYD program features, and – if needed and possible – add some indicators to improve monitoring and evaluation of these features. |

*For more information about the USAID program cycle, see http://usaidprojectstarter.org/content/program-cycle*

*Continued from page 17*

| USAID program lifecycle stage | How this toolkit can be used during each stage |
|---|---|
| Learning and Adaptation | Provides guidance on analyzing PYD data and using findings to improve PYD programs. Also provides considerations for adapting illustrative indicators into new contexts. (Chapter 3)<br>For projects already underway, the guide provides an opportunity to identify PYD learning and evidence components in these projects that can contribute to the overall learning and body of evidence on PYD. |
| Budget and Resources | Guidance on budgeting and resources is beyond the scope of this toolkit; however, all programs must appropriately budget for PYD measurement, especially evaluation of PYD programming.<br>In addition, each budget should build in time to validate PYD measures in new contexts. USAID should promote the funding of this. |

***For more information about USAID's policy on budgets and evaluation, see https://www.usaid.gov/evaluation/policy***

## Methodology and Toolkit Overview

***More information about YouthPower can be found in Annex B.***

The YouthPower Learning Team created this PYD Measurement Toolkit and indicators through a series of reviews and consultations, drawing on the existing documentation and literature. The team obtained input from leading PYD experts, youth program implementers and a number of youth-serving organizations. Key activities included a review of what is currently available for PYD measurement in peer reviewed and grey literature, and an analysis as to how PYD measurement has been applied across various sectors and in LMICs. The team conducted numerous consultations to ensure this toolkit would be user-friendly and relevant.

Additionally, as the PYD measurement field has lagged behind theoretical advances, this toolkit contributes a robust collection of illustrative indicators.

***A list of key individuals we engaged during the development of the indicators and toolkit is listed in Annex C.***

The toolkit does not instruct how to conduct basic monitoring and evaluation, design youth programs, or develop sector-specific programs and indicators. However, additional resources and materials on specific areas of interest that are beyond the scope of the toolkit are included at the end of each chapter.

The toolkit is organized into three chapters:

Chapter 1 explains what PYD measurement means for youth programming. It also introduces the basic concepts of PYD and PYD measurement that are central to a PYD-focused program.

Chapter 2 provides the tools to operationalize the PYD Framework. It first explains the PYD Framework and how it is helpful to understanding PYD measurement. Next, it provides a list of PYD constructs and illustrative indicators and measures that are core to PYD-focused youth programs, emphasizing those funded by USAID. A case study is included to help walk the reader through the main steps of research and evaluation, using the key elements of the PYD Framework – i.e., the domains, features, and indicators – as guidance.

Chapter 3 describes the key considerations in adapting PYD measurement to new contexts. This chapter covers considerations such as developmental lifestage, gender and culture. It also discusses ethical implications of PYD measurement and how to engage young people in the measurement process. The chapter ends with a list of "dos" and "don'ts" for cross-context adaption of PYD measurement.

Following the chapters are several annexes that provide additional information on various topics, including the following:

Annex A: USAID and Positive Youth Development

Annex B: USAID's YouthPower Initiative

Annex C: Key Individuals Engaged During Indicator and Toolkit Development Phases

Annex D: Overview of the PYD Field—Past and Present

Annex E: Table of PYD Illustrative Indicators

Annex F: Reference Sheets

Annex G: PYD Measurement Sources Table

Annex H: Study Design

Annex I: Ten Seminal Readings on Positive Youth Development

## Additional Resources for the Introduction

### *Essential Reading on Youth*

1. The World Bank (2007). World Development Report: Development and the Next Generation.
2. USAID (2012). Youth and Development Policy.
3. The Andreas C Dracopoulos Ideas Lab and the Center for Strategic and International Studies. (2014) Global Youth Wellbeing Index.
4. Patton, G et al. (2016). Lancet Commission on Adolescent Health and Wellbeing.
5. Ten Seminal Readings on Positive Youth Development. *There are 10 articles recognized as key studies in establishing and furthering the field of positive youth development. They can be found in Annex I.*

Photo credit: © David Snyder/ICRW

# CHAPTER 1

# A FRAMEWORK TO MEASURE POSITIVE YOUTH DEVELOPMENT

Photo credit: © David Snyder/ICRW

## Objectives of Chapter 1

After reviewing this chapter, you will:

- Be familiar with the PYD Measurement Framework; and
- Understand how the PYD Measurement Framework is linked to the programs.

Building on the key elements of the USAID Youth in Development Policy, the academic and grey literature, and existing definitions and frameworks of PYD, YouthPower Learning developed a definition of PYD that could be broadly applied across youth age groups (10 to 29), sectors and settings in low- and middle-income countries. The research team held numerous consultations with experts (see Annex C for a full list of names) to solicit feedback, and also undertook online surveys and presentations with a wide range of stakeholders, including USAID implementers, youth-serving and youth-led organizations, and PYD researchers and experts.

The final definition reflects the key elements of PYD and is both applicable for the developing world context and relevant for USAID:

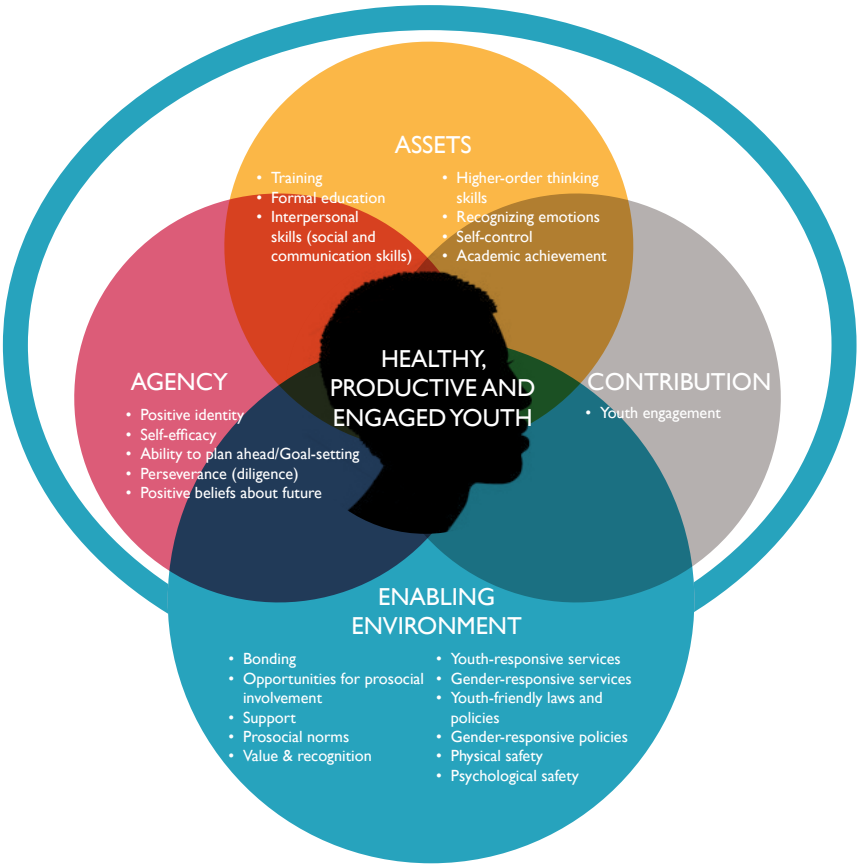
*Positive Youth Development (PYD) engages youth along with their families, communities and/or governments so that youth are empowered to reach their full potential. PYD approaches build skills, assets and competencies; foster healthy relationships; strengthen the environment; and transform systems.*

Based on the definition of PYD, YouthPower Learning synthesized the PYD literature and organized PYD constructs into four critical components, or domains, that serve as the overarching PYD Framework. Figure 2 shows the theoretical connection among the four PYD domains used in the framework – Assets, Agency, Contribution and Enabling Environment – and to the final set of PYD constructs that map to illustrative indicators, which is further discussed in the next chapter.

***Positive Youth Development (PYD) engages youth along with their families, communities and/or governments so that youth are empowered to reach their full potential.***

*This framework illustrates that to achieve the vision of healthy, productive and engaged youth, PYD programs, practices and policies must work with youth to improve their Assets, Agency, Contribution and Enabling Environment.*

Figure 2: PYD Measurement Framework




This framework illustrates that to achieve the vision of healthy, productive and engaged youth, PYD programs, practices and policies must work with youth to improve their:

- **Assets:** Youth have the necessary resources, skills and competencies to achieve desired outcomes.
- **Agency:** Youth perceive and have the ability to employ their assets and aspirations to make or influence their own decisions about their lives and set their own goals, as well as to act upon those decisions in order to achieve desired outcomes.
- **Contribution:** Youth are engaged as a source of change for their own and for their communities' positive development.
- **Enabling environment:** Youth are surrounded by an environment that develops and supports their assets, agency, access to services, and opportunities, and strengthens their ability to avoid risks and to stay safe, secure, and be protected and live without fear of violence or retribution. An enabling environment encourages and recognizes youth, while promoting their social and emotional competence to thrive. The term "environment" should be interpreted broadly and includes: social (e.g., relationships with peers and adults), normative (e.g., attitudes, norms and beliefs), structural (e.g., laws, policies, programs services, and systems) and physical (e.g., safe, supportive spaces).

## PYD Framework with Program Features

Seven features of PYD are essential for strong for programs (See Table 2). These features link directly to the four domains presented in the PYD Framework. Like the domains, these features are grounded in the literature, particularly the work of the National Research Council and Institute of Medicine, but are tailored for the context of a developing country. The PYD features can help to define what activities can be incorporated within each of the four PYD domains.

Table 2. PYD Framework Domains and PYD Program Features

| PYD Domains | PYD Program Features | Key Activities |
|---|---|---|
| **Assets** | Skill building | Develop soft and life skills through skill building activities within individual, family, peer and community settings. |
| **Agency**[2] | | |
| **Contribution** | Youth engagement and contribution | Allow youth engagement to take different shapes. This can include youth expression, youth involvement in community service and creating opportunities for youth decision-making at various levels of government. This can also include programs that provide structure for youth contribution or that support youth leadership. |
| **Enabling Environment** | Healthy relationships and bonding | Identify and link youth to positive adult role models, mentors, coaches, teachers, health care providers and community leaders. Ideally, youth have at least one caring and consistent adult in their lives. Healthy peer relationships are also particularly important to youth. |
| | Belonging and membership | Foster activities where youth feel included regardless of gender, ethnicity, sexual orientation, disabilities or other factors. Identify activities that provide positive sense of belonging (schools, sports, community service, faith-based youth group, etc.) |
| | Positive norms, expectations, and perceptions | Have clear and consistent norms and expectations about health, relationships, and forms of engagement that provide youth an increasing amount of responsibility and independence and allow youth to grow and take on new roles. |
| | Safe space | Create safe spaces that are tailored to the needs of youth – including physical infrastructure as well as emotional safety. Space can be defined in a variety of ways, including virtual. Many communities lack any space for youth to convene. Thus communities must be committed to providing youth with safe spaces to practice, engage, and learn creatively and collaboratively. An emotionally safe space is critical to learning. |
| | Access to age appropriate and youth friendly services; integration among services | Make information available to youth and families, connecting and integrating health and social services so there is a continuum of care and support at a community level. |

[2] Agency is closely linked with empowerment. Agency connects youth to their environment and allows them to contribute. When linked to program features, the Agency domain plays a dual role, treating agency as a set of skills and/or a mechanism for change.

## Additional Resources for Chapter 1


1. National Academy of Sciences (2004). Community Programs to Promote Youth Development
2. National Clearinghouse on Families and Youth for the Family and Youth Services Bureau (2007). Putting Positive Youth Development into Practice: A Resource Guide.
3. Guerra, N. G., & Bradshaw, C. P. (2008). "Linking the prevention of problem behaviors and positive youth development: Core competencies for positive youth development and risk prevention." In N. G. Guerra & C. P. Bradshaw (Eds.), Core competencies to prevent problem behaviors and promote positive youth development. New Directions for Child and Adolescent Development, 122, 1–17.

# CHAPTER 2

# PYD CONSTRUCTS AND ILLUSTRATIVE INDICATORS

Photo credit: © Albert González Farran/ UNAMID

## Objectives of Chapter 2

After reviewing this chapter, you will:

- Be familiar with the PYD constructs and relevant indicators for PYD outcomes;
- Understand how to use the PYD Framework throughout all phases of research; and
- Have a list of relevant PYD indicators from which you can choose.

## From The PYD Framework to Measuring Core PYD Constructs

The PYD domains and features described in the previous chapter include important concepts such as life skills, engagement and bonding. Because these concepts are essential to the PYD Framework, it is important to monitor and evaluate them in the course of program development and implementation. These central concepts are referred to as "constructs" because they can be measured in a variety of ways rather than only one direct way. To effectively measure PYD outcomes, indicators should be selected that are practical to measure and pertain as directly as possible to the PYD concepts the program addresses.

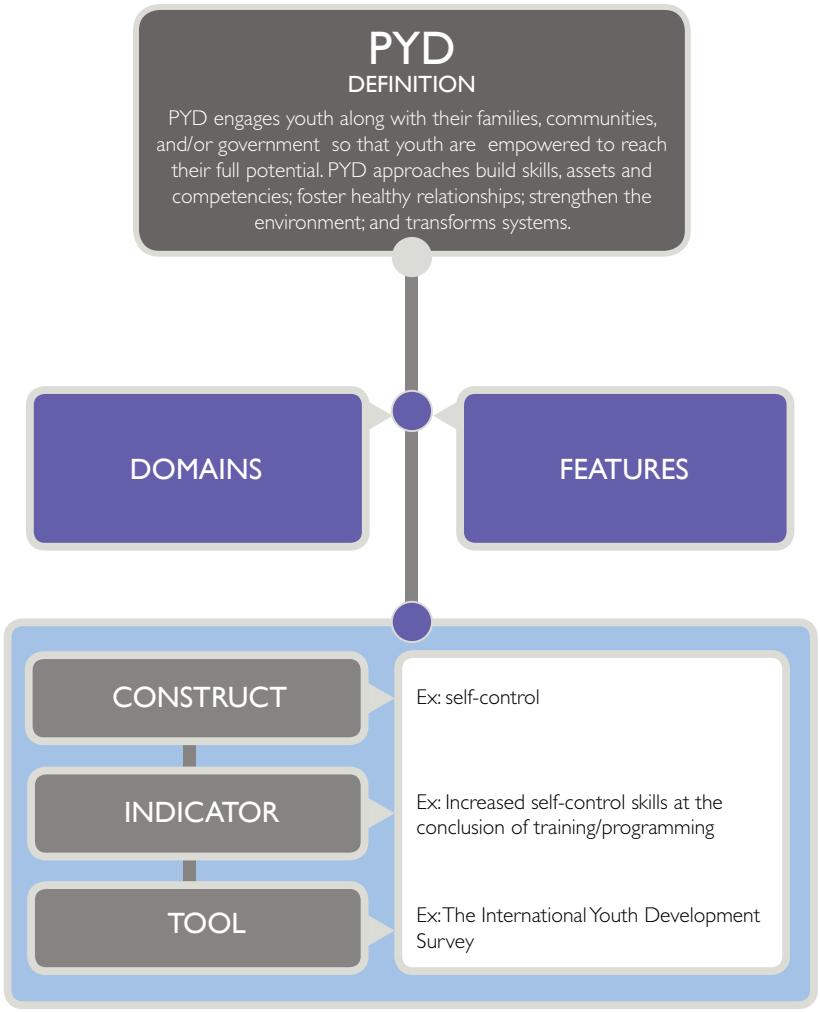
*To effectively measure PYD outcomes, indicators should be selected that are practical to measure and pertain as directly as possible to the PYD concepts the program addresses.*

This section provides a brief description of the process for selecting indicators to measure PYD constructs, and then describes ways to apply the PYD Framework at each phase of a program design and evaluation, including examples drawn from a case study of a PYD program.

Figure 3 visualizes the relationship among the PYD definition, domains and features, and terminology associated with measurement used in this toolkit.

*The YouthPower Learning Team selected measurement sources for the indicators that were relatively low in cost, easy to use and either had already been used in the international context or had potential to be used in developing countries.*

Figure 3: Relationship among the Definition, Domains and Features of PYD




For this PYD Measurement Toolkit, the YouthPower Learning Team selected core PYD constructs, corresponding illustrative indicators, and sources (tools) for measuring the indicators.

The Annexes provide the following resources:

- The PYD Illustrative Indicators Table (Annex E) includes the list of PYD illustrative indicators, organized within the domain by the PYD feature, construct and definition. The indicators in this toolkit are illustrative, and not all will apply to any given program. They do not represent an exhaustive set of all indicators associated with PYD, but rather a subset of indicators associated with core PYD constructs that are relevant to programs in LMICs.
- Annex F includes Reference Sheets for each measurement source for indicators listed in the PYD Illustrative Indicators Table. Reference sheets contain information such as the citation for the source, a brief description, target age group for the tool, and the relevant tool items that link to the illustrative indicators. Note that the measurement sources have only been validated in the specified countries listed. Further validation of measures in other countries not listed is strongly recommended.
- Annex G contains the PYD Measurement Sources Table showing which indicators map to which sources. To the extent possible, the YouthPower Learning Team selected measurement sources for the indicators that were relatively low in cost, easy to use, had good evidence of reliability and validity, and either had already been used in the international context or had potential to be used in developing countries.

## How to Use the PYD Illustrative Indicators

The indicators included within this toolkit are designed to be used across multiple sectors and a variety of programs for youth, from sexual and reproductive health to democracy and governance. Often, these PYD indicators serve as intermediate indicators, linking activities from a PYD program to long-term outcomes in specific sectors, such as workforce development and democracy and governance. Two youth-specific Foreign Assistance Indicators (also called "F-indicators"), which are mandatory in USAID programs, and two pilot USAID youth indicators are also included within this toolkit.

Most of the selected illustrative indicators are designed to track change in PYD constructs and generally should be measured pre-intervention, immediately post-intervention and at future follow-ups (e.g. 3 months, 6 months, 1 and 2 years, or longer) depending on the funds and project life span.

While research shows that using PYD leads to improved outcomes in health and other areas (see Annex D for background on PYD), more research on PYD effectiveness in LMICs is needed. Use of these indicators in LMICs can provide additional data on how PYD approaches and outcomes can be linked to sector-specific outcomes. For example, by collecting PYD indicators that measure developmental outcomes for youth, evaluators may be able to show that select program activities lead to increased self-efficacy (a PYD construct), which in turn leads to increases in condom use (a health sector-specific outcome). PYD-related outcomes may be the primary outcome of interest for some programs. For instance, increasing self-efficacy among adolescent girls might be the goal of a youth program.

*For more information about F indicators: http://www.state.gov/f/indicators/*

## How to Use the PYD Framework during Key Phases of Program Design and Evaluation: A Case Study

This section explains how to use the PYD Measurement Framework (i.e. **domains**, **features** and **constructs/indicators**) throughout the key phases of program design and evaluation, from defining the research questions to disseminating the evaluation findings. A case study is used through each phase to illustrate how this works with a real program example.

While we recognize the need for additional monitoring and evaluation indicators specific to sectoral outcomes, they are not the focus of this toolkit. Instead, this toolkit offers a suite of illustrative indicators focused on PYD specifically that can be applied across-sectors.

This case study follows these key phases of program design and research:

1. Define (or refine) key desired outcomes or research questions
2. Determine PYD features and beneficiaries of the program
3. Finalize the logic model
4. Decide what to measure, and how (study design and indicators)
5. Analyze the data, disseminate the findings and adapt your program

The sequence of these phases may vary depending on the availability and timing of information, and who is designing and implementing the program. For example, in some cases, a program implementer is able to define the primary outcomes of interest and the corresponding research questions; in other cases, funders define the primary outcomes and the implementer begins by selecting or designing program activities.

*For more information on monitoring and evaluation, see resource section at the end of the chapter.*

Box 1: Case Study Example: Youth Theater for Peace (YTP) in Kyrgyzstan

***Case Study: Youth Theater for Peace (YTP) Program in Kyrgyzstan***

*From 2010 to 2014, IREX implemented the USAID-funded Youth Theater for Peace (YTP) program in four regions of Kyrgyzstan. The program employed a Drama for Conflict Transformation (DCT) approach to realize its goals and objectives: to empower youth and adults in conflict-prone communities to promote lasting conflict prevention and promote a culture of peace within their communities and beyond.*

*YTP used community theater to transform the attitudes and behaviors of youth, mentors and community members from adversarial groups by showing old conflicts from new perspectives and introducing novel solutions for peace. The program sought to encourage sustainable change by creating safe spaces for trust and dialogue. Additionally, the program established clear ground rules for participation, which were developed and acknowledged by all youth participants. Under the guidance of adults trained through the program, the DCT approach enabled youths to explore fictionalized conflict narratives within safe spaces where they could cast off their usual social roles to experiment "with the potential to learn rather than fail." YTP aimed to empower youth by giving them tools to express themselves and take action, respect diverse opinions and develop empathy, and understand conflict cycles and triggers.*

*Youth participants from different ethnic and religious backgrounds, as well as youth from communities experiencing conflict and conflict risk, came together to attend intensive camps, where they collaborated in facilitated activities to build bridges, engage with the "other," and consider non-violent conflict resolution strategies. Youth traded the roles of "director" and "actor" and experimented with scenarios in which no one is truly in charge. The youth then returned to their communities and led participatory plays, using dialogic theater techniques they learned. Through theater, youth had an opportunity to facilitate community-based reconciliation and reflection about conflict stories and paths to resolution.*

*The details about the YTP Program in this case study are loosely based on the real program. Some aspects of the program have been adapted to best explain the PYD Measurement Toolkit and apply a PYD approach.*

*For information on the Youth Theater for Peace Program, see resource section at the end of the chapter.*

## Phase One: Define (or Refine) Key Desired Primary Outcomes and Research Questions

### *Key Question*

*How can I use the PYD Measurement Framework to help me select the key primary outcomes and research questions?*

Primary outcomes are what you hope to achieve at the end of your youth program and should be related to your overall program goal. The research question is likely to be whether the activities and outcomes of the program lead to a change in your primary outcomes of interest. Most of the primary outcomes for youth programs, including those funded by USAID, are sector-specific, e.g. increased access to vocational education, increased participation in the political process, increased use of contraception. However, some programs may have PYD-specific primary outcomes, for example, youth participating in civil society, or improved communication skills.

If you can refine or even choose the primary outcomes and research questions, the PYD Measurement Framework (see Table 3) can guide that process.

Table 3. How to Use the PYD Framework to Define Primary Outcomes and Research Questions

| DOMAINS | FEATURES | CONSTRUCTS AND INDICATORS |
|---|---|---|
| Think about your program goal and review the four domains. As your key outcomes and research questions are developing, how do they relate to the four domains? Can you include more than one domain to increase impact on positive development? | By reviewing the seven PYD features, you can ensure that you are implementing program activities that have the greatest evidence for ensuring long-term impact. Look at the list of seven features. Consider your program goal, and think about which features would support those goals.<br><br>Be complete but also be focused. Include features that you expect your program activities to affect. | Review the PYD Illustrative Indicators Table in Annex E to help refine your research questions or outcomes of interest. Develop your outcomes and research questions to take into account the most relevant constructs and indicators.<br><br>Review the literature and explore similar programs to see which constructs have been shown to be associated with your key sectoral outcomes of interest. |

***Case Study: YTP Program in Kyrgyzstan (Phase One)***

The stated goal of the YTP program was "to empower youth and adults in conflict-prone communities to stimulate lasting conflict prevention and promote a culture of peace within their communities and beyond." This overall goal is linked to two outcomes: conflict prevention and reducing violence. One can easily see elements of the PYD definition reflected in this goal; in fact, the goal itself is empowerment of young people. The program was designed to "facilitate community-based reconciliation and reflection about conflict stories and paths to resolution."

Figure 4 provides the specific ways in which the YPT case study could use the PYD Measurement Framework to select primary outcomes and research questions.

Figure 4: Application of the PYD Measurement Framework for Selecting Primary Outcomes and Research Questions for the Youth Theater for Peace Program

**DOMAINS**

The overall goal of YTP was to promote sustainable conflict prevention at the community level.

Elements of this program goal and key outcomes clearly map to the four domains:

**ASSETS:** The program will build youths' skills in conflict resolution.

**AGENCY:** Youth are empowered to use these skills to engage others.

**CONTRIBUTION:** Youth engage others for a positive change, resulting in members of the larger community seeing the value of peace and peaceful conflict resolution in their community.

**ENABLING ENVIRONMENT:** Adult mentors are trained to lead the program with youth.

The program focuses most intensively on building Assets and Agency for youth, through support in the Enabling Environment, to ensure that youth Contribute to the greater community for positive change.

**FEATURES**

As the program designers were deciding on what aspects of their program to focus on, they could have selected a wide range of PYD features, from skills building to youth engagement/contribution, to belonging and membership. More on how they actually selected features is described in the next Phase.

**CONSTRUCTS AND INDICATORS**

There are a number of constructs and indicators that, at first glance, appear useful and relevant to the program. For example, there are many indicators related to skill building. In this example, some type of interpersonal skills will be enhanced through program activity.

Translating these ambitious goals into measurable **primary outcomes*** might look like this:

- Youth have skills related to conflict resolution and communication
- Youth can engage others in their community about the value of peaceful conflict resolution
- Community members develop empathy and an appreciation for other points of view
- Community members see value in a peaceful resolution of cultural conflict
- Community members believe that youth can lead peaceful resolution of conflict

**Research questions*** that link to these outcomes may include:

- Does participating in a community Youth Theater camp lead to increased positive interaction among youth from different ethnic groups?
- Does participation in camps increase advocacy activities aimed at promoting peace in communities?

## Phase Two: Determining PYD Features and Beneficiaries of the Program

### *Key Questions*

*Which PYD features should be included in my program, and who should be the target beneficiaries?*

*How are features and beneficiaries connected to the key outcomes of my program?*

If your project is already designed or being implemented, identify which PYD features pertain to your project. If you are developing a new project or can modify an existing project, consider how all of the PYD features might have a positive impact on your goals. The seven PYD features are based on the most effective elements of a PYD program, and your program should aim to build youth skills, encourage engagement, and strengthen bonds with positive adults. Link the possible indicators of your proposed outcome with the PYD features to strengthen the PYD program design. Maintain the intentional linkage between the outcomes of interest and program activities.

Program activities can be geared toward a variety of beneficiaries. In most cases, youth are the primary beneficiaries of youth programming. However, the PYD Framework will help you identify other beneficiaries who play an important role in supporting youth. This is particularly true for programs targeted at improving the enabling environment.

Beneficiaries can include teachers, parents, mentors, support service staff (such as staff from a clinic or a vocational training center), policy makers and any other stakeholders who engage with youth. For example, a program could work with parents to improve healthy relationships

*Note that these primary outcomes and research questions are hypothetical for the case study example in this toolkit and differ from the stated objectives that IREX established and measured.

and bonding, or train staff from a health clinic to improve access to age appropriate and youth friendly services.

**Table 4** below shows how you can use the PYD Measurement Framework to consider program features and beneficiaries.

Table 4. How to Use the PYD Framework to Select Program Features and Beneficiaries

| DOMAINS | FEATURES | CONSTRUCTS AND INDICATORS |
|---|---|---|
| Once you have selected your features, see how they connect back to the domains. | Look at the list of seven features. Consider your program goal, and think about which features would support the primary outcomes of interest.<br>Find program features listed here that you may be able to add, enhance or build on through your current program plan. | Review the **PYD Illustrative Indicators Table** for ideas.<br>Sometimes it is easier to select indicators that reflect your program outcomes, and then consider the features to which they are connected.<br>Consider using illustrative indicators that are measured with other types of program recipients or stakeholders, such as parents or teachers. |

Programs with a strong PYD approach will incorporate multiple program features, across several domains, and involve program beneficiaries beyond youth whenever possible.

### *Case Study: YTP Program in Kyrgyzstan (Phase Two)*

The team worked with a variety of beneficiaries and chose a number of PYD features for their program. They worked directly with youth to build their skills, which fit within the **Assets** and **Agency Domains**. They also trained adult mentors to help run the program, promoting healthy relationships and bonding between young people and older adults in the **Enabling Environment Domain**. The program worked at multiple levels, from the individual to the community.

The YTP program had five objectives for their programming:

- Objective 1: Create a safe space for dialogue and the emergence of trust
- Objective 2: Provide empowering tools for self-expression and action
- Objective 3: Develop empathy and an appreciation for other points of view
- Objective 4: Promote analysis of conflict cycles and triggers
- Objective 5: Encourage lasting behavior change

These objectives link back with the overall goal of the program, the primary outcomes and the research questions identified in Phase 1.

**Table 5** reflects these objectives, connecting the PYD domains and program features, followed by a brief explanation of how and why that program feature was incorporated.

Table 5. How to use the PYD Framework for YTP in Kyrgyzstan

| Domains | PYD Program Features | How YTP Incorporated This Feature and Why |
|---|---|---|
| **Assets** | Skill building | Program aimed to give youth tools to express themselves and take action **(Objective 2)**, respect diverse opinions and develop empathy, and understand conflict cycles and triggers. Youth learned how to use participatory theater to create dialogue. This not only gave youth improved theater skills, but also helped build their competencies by teaching them about broader concepts of trust, dialogue, and reconciliation. |
| **Agency** | Skill building | Through the new skills they learned, the program enhanced youths' confidence and self-efficacy to engage others on these topics, especially through participatory theater. The program also enhanced youths' skills to understand conflict cycles and triggers. **(Objective 4)** |
| **Contribution** | Youth Engagement and Contribution | Youth helped develop the participation roles, traded leadership roles during activities, and then had the opportunity to facilitate community-based reconciliation and reflection. All youth were given an opportunity to lead in different ways. The program involved youth from the onset and culminated with a community activity led by youth to stimulate lasting behavior change in the community. **(Objective 5)** |
| **Enabling Environment** | Safe Space | YTP created a safe space **(Objective 1)** on the stage for trust and dialogue, where facilitated interaction supplanted usual cultural norms. The program allowed participants to contribute, interact, express themselves and learn. |
| **Enabling Environment** | Belonging and Membership | Young program participants traded roles of "director" and "actor." The program encouraged participants to see things from different perspectives to create a sense of community in which participation is valued and engagement across groups is encouraged. **(Objective 3)**<br>Adult mentors were also trained to support young participant in this process. Additionally, membership in school-based drama clubs created belonging and membership. |
| **Enabling Environment** | Norms, Expectations and Perceptions | All youth participants developed and acknowledged clear ground rules for program participation. The ground rules and activities conveyed norms of mutual respect, an expectation to listen and be listened to, and perceptions of safety and being respected by people from different groups. The adult mentors demonstrated these norms, expectations and perceptions. |

### *Key Question*

*How can I use the PYD Measurement Framework to develop my Logic Model?*

Now that you've selected primary outcomes and research questions, as well as program features and program beneficiaries, you have to make them fit together. The assumptions underlying the choice of features and beneficiaries should be realistic and connected, so that the desired outcomes are accomplished and research questions can be answered.

Many program designers and evaluators use a theoretical framework to organize how their program features will link to intermediate and longer-term outcomes. These frameworks are also the basis of M&E plans. These frameworks may be referred to as the Logic Model, Theory of Change, or Logframe. Often, these terms convey different things to different people, but the underlying objective is similar: to define the results and logical strategy underlying a program or project through "if… then" statements (If I do X, then I expect Y to occur).

This discussion is based on a Logic Model, but these guidelines can refer to all theoretical frameworks. The Logic Model documents and graphically illustrates the program's components, both those within the control of the project implementers (inputs, activities and outputs) and those outside the control of the implementers but still within their influence (outcomes and impact).

Strong evidence or theory of change is needed to lay out how the program activities are linked to outputs, outcomes and impact. A good practice for designing program logic models is to collaborate with as many key stakeholders as possible, seeking their input and addressing their concerns. Not only does this ensure their buy-in, but it also creates accountability across stakeholders for the program and its outcomes. Additionally, consult the literature to understand effectiveness of the interventions you are interested in using.

You can use the PYD Framework to create the logic model (Figure 5) by connecting the PYD domains and features (inputs and activities) with the PYD outcomes of interest, which are tied to the indicators. This will help illuminate outputs, outcomes and impacts, and ultimately the sector-specific or PYD outcomes of interest (outcomes and impacts)[3].

### *Case Study: YTP Program in Kyrgyzstan (Phase Three)*

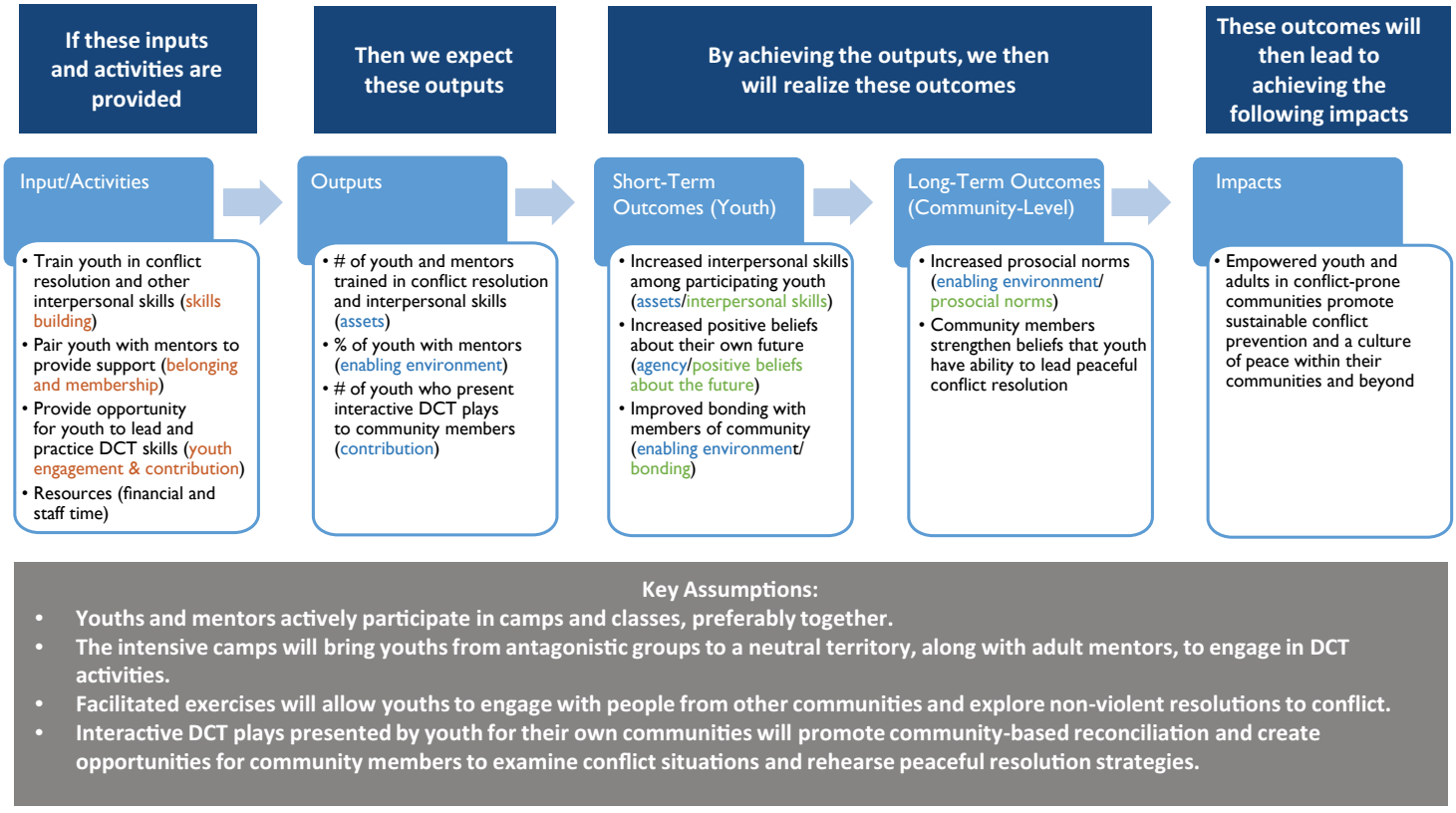
Figure 5 shows an abbreviated logic model for the YTP program in Kyrgyzstan. The program incorporated three assumptions necessary for its success. The first was that intensive camps would bring young people from antagonistic groups to a neutral territory, along with adult mentors, to engage in Drama for Conflict Transformation (DCT) activities. Using the PYD features, one can select key input activities that align with specific features of importance to achieving the project goal. In the Logic Model for the YTP program, this is represented by the **inputs** (i.e., resources like money and time), and more specific to PYD, the **activities** that align with PYD features like skills building (train youth in conflict resolution and other interpersonal skills) belonging and membership, and youth engagement and contribution.

*For more information on logic models, see resource section at the end of the chapter.*

*Youth can and should be involved in the design of your program. Invite the youth to be part of the design team, and discuss your program ideas with target beneficiaries to make sure the features you select resonate with them.*

[3]The term "impact" is often used in a logic model, but the word is generally reserved by evaluators to refer to the effects of a program determined with random assignment within an experimental design.

Figure 5. Simple Logic Model for YTP using PYD Framework




The second assumption was that facilitated exercises would allow young people to engage with people from other communities and explore non-violent resolutions to conflict.

Finally, the third assumption was that interactive theater presented by youth for their own communities would promote community-based reconciliation and create opportunities for community members to examine conflict situations and rehearse peaceful resolution strategies. This is first shown in the Logic Model by the **short-term outcomes** (youth participants recognize increased positive beliefs about their own future – agency), **long-term outcomes** (community and youth experience increased prosocial norms – enabling environment), and finally, the overall program goal (sustainable conflict prevention).

Using the PYD Framework helps to link the program assumptions to the short and longer term goals of the program and ensure the program is ready to measure its PYD aspects.

## Phase Four: Decide What to Measure, and How (Study Design and Indicators)

### *Key Questions*

*Which PYD constructs do I want to measure?*

*Which PYD measurement sources (e.g. survey tools) do I use to measure my constructs of interest?*

*What research design best addresses the evaluation needs of my project?*

After you complete the logic model and clarify the underlying assumptions of how your program features lead to your outcomes, you need to decide exactly what to measure and how you will measure it. There are two steps in this phase: deciding on indicators that pertain to the constructs of interest, and selecting the right sources of those indicators and data collection strategies.

### Selecting indicators and measurement sources

Indicators show how and whether a program, project or activity is meeting the stated program objectives. Indicators will inform you if what you are trying to change is improving or not. The indicators you select for your PYD program should follow these guidelines (Table 6):

Table 6. How to Use the PYD Framework to Select Indicators

| Indicators for PYD Program should . . . . . | Details |
|---|---|
| **Reflect the PYD constructs central to the goals and objectives of your project.** | First, for each goal and objective in each stage of your logic model, consider what specific PYD construct(s) should be changing as a consequence of your program activities. Once the constructs are identified, it is a simple matter of consulting the tables provided in this toolkit to find a list of possible indicators for each construct.<br><br>If you have a construct that is not listed in the PYD Illustrative Indicators Table, you may have to identify other indicators from another source or consider how your program can adapt one of the indicators provided in this toolkit. You may also need to create your own indicators.<br><br>Not every indicator listed in the PYD Illustrative Indicators Table will be suited to your situation, and not every aspect of the program has to be measured. There may be PYD constructs implied by your logic model that are not central to your goals and therefore might not require being measured at all. |
| **Use sources appropriate to that indicator.** | Once you have selected your indicators, find the corresponding measurement source. This may be a subscale, a full scale, or a stand-alone indicator. Make sure that you understand what the source is measuring and from whom, how this source has been used before, and if it has been validated in similar settings with similar respondents. The best source for measuring your selected indicators is one that was developed or is available in the appropriate language, and has been used to measure the outcome on similar beneficiaries.<br><br>Regardless of which indicators and measurement sources are selected, it is good practice to pilot indicators – especially in cultures where the measurement tools have not been used before. Piloting and testing multiple indicators that measure the same thing will help to establish the most valid measures for the project. |

*For more about validating measures in new contexts see Chapter 3.*

*Continued from page 35*

| Indicators for PYD Program should . . . . . | Details |
|---|---|
| **Reflect the appropriate level or stage of the program.** | When selecting indicators, the measurement sources need to be at the right level (e.g., individual, community, facility) or phase of the project. For example, if you are trying to influence norms and attitudes of health care providers to be more youth-friendly, the source used to obtain information should be designed or adapted to collect data from health care providers or about health care providers. Some sources are designed to be used with individuals, and others are used to collect data at the program or facility level.<br><br>Significant impact related to PYD outcomes may take years and is often not measurable until long after the project ends. After all, the great advantage of the PYD approach is that it gives young people what they need to be successful adults – and this takes time! However, evidence shows that many PYD concepts can be changed within the program and evaluation timeframe. Therefore, it is also important to select some indicators that can show meaningful change during and immediately after project implementation. One advantage of measuring PYD constructs is that they are more likely to indicate the expected changes (e.g., youth feel more empowered after being in the program) than are measures of more distal outcomes like lifetime involvement in community improvement. |
| **Be the right type of indicator** | Different indicators lend themselves to different measurement techniques. Output indicators are typically easier to measure and are often just counting program participation (e.g., **training**, the output indicator: "number of at-risk youth trained in social or leadership skills through USG-assisted programs"). Other indicators can be measured using records kept by other agencies or organizations. For instance **academic achievement**, the outcome indicator: "Increased academic achievement at the conclusion of training/programming (youth self-report or school report where available)," can be measured through outside assessment and documentation, such as grades or standard test scores. This depends on the standard tests available in the country of implementation. |
| **Pertain to the targeted beneficiaries of the program.** | The data collected as part of the M&E process should pertain directly to the beneficiaries. In most PYD programs, beneficiaries will be youth themselves; therefore, some of your data will be collected directly from youth. In addition to youth, other perspectives may be particularly enlightening to obtain as part of the research process, including from indirect beneficiaries (e.g. teachers and parents) and other stakeholders like community leaders. |

## Monitoring PYD Programs

Traditional program monitoring focuses on systematically documenting recruitment and retention of program beneficiaries to learn from experiences, have internal and external accountability of program inputs and results, and improve current and future program activities. For instance, if the program is designed to change perceptions of self or others, or to change attitudes or norms, these could be assessed with just a few questions several times

during implementation. If there are multiple sessions, classes, meetings, activities, etc., just asking a few questions about these PYD outcomes after each session could help pinpoint what the active ingredients of the program are. Because these measurement tools are for monitoring purposes it is not as important that they be established reliable and validated measures. Measures used in outcome evaluations that measure evidence of program efficacy, however, must be reliable and valid and administered before any program exposure (baseline) and after the program is complete (endline).

Qualitative measures such as notes from debriefing meetings with teachers/facilitators might also be useful for monitoring program effects on PYD constructs. What are their impressions of how many youth are experiencing change in the PYD constructs of interest? What is the nature of that change? If a program is long – over a full school year for example – doing a few focus groups or interviews in the middle might be used for this purpose as well.

## Involving Youth in M&E

Measuring the impact of a program is important, but understanding how and why changes occurred, especially understanding this from youths' perspectives, is essential. Involving youth in the M&E process and using participatory methods will help to gain meaningful insight, and involving them in various stages of the data collection process can increase their agency while also ensuring the validity of the data collected. Youth have led the way in designing research questions, developing surveys, conducting focus groups, analyzing the data, and most importantly, interpreting the data. M&E methodologies like Most Significant Change are participatory and involve project stakeholders (particularly youth) in deciding the type of change to be recorded and analyzed, collecting stories throughout the project's life cycle, and selecting and analyzing the most significant of these stories. Youth involvement in M&E increases their accountability while also building their agency and engagement.

## The Advantages and Challenges of Collecting Data with Youth

There are many opportunities and barriers to collecting data with youth, who can be considered both as respondents but also as data collection partners. Working with youth generally takes more time than with adults, which means that every phase of the research and program process will likely need more time than what is allocated. For example, project staff will need additional time to meaningfully include youth, which may also include training or capacity building for youth partners in the research or program design process. If the project team establishes youth advisory boards at the beginning of the project, the team will need to build flexibility into the timeline to recruit the best youth candidates ensure their participation in project decisions. Staff must also build in flexibility for pivoting if youth or other stakeholders suggest redesigning or adapting initial project plans. Other processes such as informed consent and data collection also take additional time with youth. Despite the lengthy process, working with youth will more often than not ensure that the program is designed to fit the needs of the youth being served, and will more likely achieve intended outcomes.

Another complexity of collecting data with youth is youth self-reporting. When measuring many PYD constructs such as knowledge, attitudes, perceptions and behaviors (e.g., **positive identity**) the most obvious way to do this is to collect self-reports by youth. Self-reporting can be done using written questionnaires/surveys; online surveys; or in-person interviews. There are many advantages to getting youth to self-report, most notably that they are the population whose behaviors you are likely changing! However, there are several limitations with youth self-reporting such as the problem of reporter bias. Beneficiaries in general who are trained or have received technical assistance will often overstate what they learned, how useful it was, and how they are going to use the knowledge and skills acquired through the training, especially immediately following the program. Or, program beneficiaries may not know "what they don't know" at the beginning of a program and may overestimate their knowledge at the

*Want to know more about participatory monitoring with young people?*

*http://www.pathfinder.org/wp-content/uploads/2016/10/FOCUS-Tool-Series-1-Listening-to-Young-Voices-Part-1.pdf*

*For more information on research with youth, see http://www.savethechildren.org.uk/sites/default/files/docs/children_and_partipation_1.pdf*

start of the project, which can result in underestimating the impact of a program. In addition, youth, especially very young adolescents, may not be mature enough to understand the questions you ask them, or may feel awkward or uncomfortable answering them.

## Selecting a Study Design and Appropriate Data Collection Methods for Evaluating PYD Programs

General information about study design is beyond the scope of this toolkit; however, a basic overview of quantitative and qualitative design methodologies can be found in Annex H.

*For more information on study design, see resource section at the end of the chapter.*

A number of qualitative and quantitative M&E approaches can be used to measure the results of your PYD program. A **mixed methods approach** using both qualitative and quantitative strategies is often the most ideal design because it provides a balanced and richer (i.e., in-depth) analysis of the program. By using both qualitative and quantitative data, the evaluation can offer more practical and reliable insights on the program's results.

Demonstrating change in PYD constructs is essential to establish that the program is having some impact or result. At a minimum, obtaining baseline and endline data (i.e., data collected before and after program implementation) will ensure more rigorous measurement of change over time for targeted program beneficiaries.

When considering indicators and study design through a PYD lens, it is essential to understand that while youth are the focus, they should not be the only source of data. Collecting data from other stakeholders, such as their peers, parents, partners, teachers, or other adult mentors, will ensure that the analysis is more accurate and comprehensive. Collecting data from different sources and looking for consistencies and important points of departure is referred to as triangulation. If the data collection process includes such measures of triangulation, you are more likely to detect if your chosen indicators start to diverge from the reality they are supposed to represent. Triangulation also includes verification from sources considered independent and/or objective, such as direct observation, video and photo fixation, and geotagging. However, funders need to account for the fact that data triangulation, while important, can be costly. Finally, to ensure your work is appropriate to the local context, you should also examine multiple external data sources such as reports, contextual analysis, country data or data from international agencies.

### Using the PYD Measurement Framework for the selection of indicators and study design

Although your PYD program likely has an end goal within a particular sector such as education, health, or employment, it is essential to measure the PYD constructs embedded in your program to determine if the program is working as intended. PYD programs are designed to work holistically to support healthy development across domains. Because of this, PYD programs should target and evaluations should include indicators for more than one PYD construct.

Table 7. Selecting PYD Indicators and Data Collection Methods

| DOMAINS | FEATURES | CONSTRUCTS AND INDICATORS |
|---|---|---|
| Ensure you have at least one indicator for each relevant domain. | Ensure you have at least one indicator for each construct indicated by the relevant features. | Review the PYD Illustrative Indicators Table. Find the constructs relevant to your project and select indicators most suited to the beneficiaries and the level of analysis (individual, group, family, community, etc.)<br>Include indicators of multiple PYD constructs.<br>See how you can select different study methodologies, such as quantitative methods but also qualitative methods or tapping into existing data sources, to triangulate data. |

***Case Study: YTP Program in Kyrgyzstan (Phase Four)***

This phase has two key steps: selecting appropriate indicators and measurements sources, and deciding on the right study design.

The YTP program team identified research questions and determined appropriate indicators and study design to best address them. This study design connected back to the logic model and the underlying theory of change: that program investments to build youths' assets and agency would lead to positive changes for themselves and others and gains at the community level. While it would have been ideal to measure prevalence of violence in the community, that indicator could take an extended period of time to show change even if the program was successful.

The YTP program evaluation team focused on measuring constructs that illuminate the PYD program features: **skill building, engagement and contribution, safe environments, belonging, and healthy relationships.** For example (see Table 8) the central constructs in skill building are youth interpersonal skills for conflict resolution (an **asset)** and self-efficacy (**agency**). The indicators selected are increased **interpersonal skills** and increased **self-efficacy** in the ability to effect positive change among the participating youth.

They chose to implement a quasi-experimental mixed methods study using pre- and post-test data collection methods primarily with young program participants, program staff and community members. They utilized in-depth interviews with young participants in the program, as well as a brief quantitative survey. The evaluation team chose in-depth interviews to ensure that youth feel open and safe to discuss difficult matters (as opposed to focus group discussions, which are best utilized for understanding norms within a community). To triangulate data and get another perspective on how youth changed as a result of the program, the team conducted key informant interviews with staff members who interacted frequently with program participants. Gathering data from another key stakeholder group besides youth was done to reduce potential bias and help offset other issues arising with youth self-reporting.

To understand the impact of the program on the primary outcomes, (i.e. changes in community attitudes), the team implemented a pre-post quantitative survey with members of the communities where program participants live.

Table 8 below shows how the PYD domains, features, select corresponding indicators and data collection methods for the YTP program evaluation could have looked:

Table 8. Selecting PYD Indicators and Data Collection Methods

| Domain | PYD Feature | Constructs | PYD Indicators (selected/ adapted from the PYD Illustrative Indicators Table) | Measurement Strategy |
|---|---|---|---|---|
| Assets | Skill building | Interpersonal skills | Increased interpersonal skills among participating youth | Brief quantitative survey with young program participants<br>In-depth interviews with young program participants<br>Key Informant Interviews with program staff |
| Agency | Skill building | Higher-order thinking skills | Increased higher-order thinking skills to deal with conflict and other stressors | Brief quantitative survey with young program participants<br>In-depth interviews with young program participants<br>Key informant interviews with program staff |
| Contribution | Youth engagement & contribution | Youth engagement | Increased participation in civil society activities among participating youth | Brief quantitative survey with young program participants<br>Sign-in sheets at community meetings to measure youth participation |

*Continued from page 40*

| | | | | |
|---|---|---|---|---|
| **Enabling Environment** | Safe Space | Safety | Increased feeling of safety in their physical environment | Brief quantitative survey with young program participants<br>In-depth interviews with young program participants<br>Brief quantitative survey with community members on their attitudes |
| **Enabling Environment** | Belonging and Membership | Support | Increased support from mentor at conclusion of program | Brief quantitative survey with young program participants<br>Key informant interviews with program staff |
| **Enabling Environment** | Belonging and Membership | Bonding | Improved bonding with members of community | Interviews with community members |
| **Enabling Environment** | Healthy relationships and bonding | Opportunities for prosocial involvement | Increased opportunities for prosocial involvement in the community | Brief quantitative survey with young program participants<br>In-depth interviews with young program participants |
| **Enabling Environment** | Norms, expectations, and perception | Prosocial norms | Increased prosocial norms | Brief quantitative survey with young program participants<br>In-depth interviews with young program participants and community members |

For the YTP program in Kyrgyzstan, many more indicators could have been selected to measure inputs, outputs, outcomes, and impacts. The indicators shown above pertain only to the illustrative indicators presented in this toolkit; as previously discussed, consider other sectoral-based indicators not referenced in the PYD illustrative indicator table.

## Phase Five: Analyze, Disseminate and Learn From the Data

### *Key Questions*

*How will I analyze the data that I collect?*

*How will I learn from and communicate the PYD story from my program?*

Analysis and dissemination from PYD programs, in many ways, is similar to any other program. If the program is continuing, or being implemented in other countries, then the evaluation can be used to modify and improve the project design. The evaluation should include explanations that help interpret the results and recommendations for making targeted changes to the program or future program designs.

However there are a few key differences when considering analysis and dissemination of information from PYD programs, and this section will address some of those.

### Analyzing data from programs using a PYD approach

Once the data are collected, the program staff analyze the data using techniques that are appropriate to the data collection methods (i.e. qualitative and quantitative methods). Each of these approaches and strategies for data collection and data sources will have been mapped out in the M&E Plan for the program. An indicator tracking table is one common and useful document to track results on the ground (for an example, see MCC tracking sheet template)

*For more information on the indicator tracking table, see https://www.mcc.gov/resources/doc/guidance-on-the-indicator-tracking-table*

### PYD approaches for data analysis

There are numerous ways to analyze PYD program data. Qualitative data analysis frequently involves coding content into predetermined codes or developing themes that arise from the content itself. Creating codes that relate to the domains, features, constructs or indicators selected for your program is one way to analyze. For example, you can code information about how youth volunteer, participate and mentor others under "**Youth Engagement.**" This information could be useful not only for understanding how youth participate, but how this relates to your outcomes, and/or how you can engage youth in future programming. You could explore further and code specific constructs under a given domain to see if various themes arise that may influence where a program focuses its activities.

In conducting quantitative analysis, the data should be coded according to the sampling plan and research objectives, taking into account important elements of PYD. For example, you may group indicators within each domain: Assets (e.g. interpersonal skills, problem solving, knowledge), **Agency** (e.g. self-efficacy, planning, perseverance), **Contribution** (e.g. participation, leadership, mentoring others), and **Enabling Environment** (e.g. bonding to family, school, community, perceived safety). Because PYD is a holistic approach, many PYD indicators are likely related. Quantitative measures (scores, counts, %) of PYD indicators are likely to be correlated to each other. Prior to statistical testing of efficacy on outcomes or impact, the correlations among PYD indicators should be examined. It is sometimes necessary or advantageous to combine (aggregate) indicators within a domain into a single score, though this must be done thoughtfully so as not to obscure the important role of individual PYD constructs.

There are increasingly more options for low-cost data visualization and dashboard tools as well as other real-time mechanisms for sharing quantitative data. For example, one can publish incoming data to Google Sheets, configure real-time dashboards, manage user permissions, automate tasks with Zapier, and publish it all on websites. Another alternative that integrates with Microsoft Suite is PowerBI, a suite of analytics tools to quickly analyze data and develop dashboards.

*For more information on how to use google sheets and Microsoft data, see http://www.gcflearnfree.org/googlespreadsheets/*

*https://powerbi.microsoft.com/en-us/*

For those programs using youth self-reporting measures, such on their perceived communication skills, baseline scores likely will be high, followed by a decrease in scores at the beginning of the program. This is because youth often believe in their skills and abilities before a program starts, or do not quite understand what the question is asking, only to learn more about the skill in the program and meet others who excel at the skill, thus ranking themselves lower at midline or endline. Try to understand score patterns over time, either by collecting quantitative data at multiple points during and after program implementation, or supplementing with qualitative data that can help elucidate score patterns.

*See Chapter 3 for more details on how and why to disaggregate by sex and age, as well as other considerations for PYD measurement.*

Analyses should always disaggregate by sex and by five-year age bands (10-14; 15-19; 20-24; 25-29), given that a PYD-focused approach should be gender- and age-appropriate. If feasible, narrower age bands can be useful, given that significant changes for youth occur over five years, especially between 10 and 14. In addition, as far as possible given the collected data, a more refined gender analysis should be considered taking into account the experiences of lesbian, gay, bisexual, transgendered, and/or intersex (LGBTI) youth, and how these may impact program effectiveness.

### PYD approaches for collaborating, learning and adapting

Collaborating, learning and adapting go hand-in-hand. Monitoring and evaluating PYD activities, outputs and short-term outcomes are critical for guiding program managers and implementers in how to improve their programs and activities. Implementers, in conjunction with funders, need to ask reflective questions when developing learning strategies about who learns and how it will be incorporated into program adaptation (see Box 2). A focus on learning is also critical for ensuring that youth programming meets the variable needs of youth and is appropriate for the environment within which they live.

#### Box 2: Reflective questions to guide the development of learning strategies for youth programs

- What are the program's learning needs? (Who decides this?)
- Who needs to know what? (Who decides what is important?)
- How can information be gathered? (By whom and for whom?)
- With whom will it be shared? (Why?)
- How can/will information be used for decision-making? (Who can act on the information? How and why?)

*From: Valters, Cummings and Nixon (2016). https://www.odi.org/publications/10367-putting-learning-centre-adaptive-development-programming-practice*

A dissemination and utilization strategy/plan should also be included in the M&E or research plan for any PYD program. If the design and implementation of an evaluation is participatory, well-explained, and properly managed and implemented, buy-in from and accountability toward the stakeholders who could utilize program evaluation results to support continued efforts is much more likely. By agreeing to organize regular review sessions with the funder(s) and key stakeholders, including youth, and how program learning should be used to inform program changes, implementers can ensure a more timely uptake of findings. Depending on the timing and purpose of the evaluation and its objectives, the findings should be central to informed decisions about whether or what project elements to continue or scale up, or how to improve it, or whether a similar project or specific elements should be implemented in the future. Findings about what has not worked well are as important as findings about what has worked well. Reviews can take many forms, but the more participatory and inclusive, the better. One successful trend in participatory reviews is a data party, where key stakeholders convene discuss and interpret draft findings, and provide input into final conclusions and recommendations, before any reporting is finalized.

The outcome of these different reviews can be shared through newsletters, briefs, webinars, videos, websites, communities of practice (COPs), and even social media to reach a broad audience. Special attention should ensure outreach specifically to youth and stakeholders in their immediate environment. Journal articles are another important and rigorous form of sharing findings. For a more immediate sharing of results, implementers and researchers should also leverage local gatherings of key stakeholders or host less formal events like brown bag lunches. Other forums would include relevant conferences or other gatherings with stakeholders to share learnings and best practices. A detailed dissemination plan should be developed that accounts for different stakeholders and their preferred channels of communication and information formats. Important audiences for the dissemination are youth program implementers, youth policy makers, local communities, youth organizations and funders of youth programs. If the target audiences are youth and youth-serving organizations, and/or if they are in remote locations, less traditional dissemination methods through text messages, social media, radio, etc. should be considered.

PYD dissemination processes should involve young people. Youth advisory boards have become one method that implementing partners or researchers can use to ensure that youth are part of the data analysis and interpretation process, have input into how research results are disseminated, and facilitate modifications of program activities. Youth can also help to identify key audiences and formats for dissemination, as well as take the lead in presenting key results.

*For more information about USAID promotes learning pathways, see http://usaidprojectstarter.org/content/learning-pathways.*

*For more information on USAID's Development Data Library see https:/www.usaid.gov/data).*

Youth participation in these activities can lead to long-term engagement in a knowledge sharing process that allows an accurate representation of the findings and alternative ideas on the dissemination methods.

Learning is closely tied with monitoring, evaluation, and research (MER). Learning pathways ensure that MER activities support learning agendas. One pathway is to take findings from MER and incorporate them into project whereby design teams gather MER to inform their strategy and formulate their development hypothesis. Another pathway incorporates learning into program and project management approaches, allowing mid-course corrections and application to learning in the program or project activities.

USAID staff and implementing partners will use these findings from collecting information against PYD indicators in a variety of ways, including:

- **USAID:** The USAID Bureaus and the Mission Offices in the targeted countries will be able to select the most appropriate indicators for their PYD programs. Also, they can use the M&E results from M&E to revise the project or program if it is still being implemented, or to improve its future iterations. USAID will also use the results to report to Congress and to the senior management at the Agency, which will enable them to assess the progress being made for its Youth in Development Policy.
- **Implementing Partners:** Implementing partners can use results from the indicators not only for reporting purposes, but also for tracking results and ideally for improving their projects or programs.
- **Additional Stakeholders:** The results from the indicators for PYD programs should also be shared with other interested stakeholders in country (like governments, civil society and youth) and worldwide through publications, presentations, conferences, and training events.

USAID has a requirement to share any data collected with its funding at Development Data Library (DDL). These data may also be used by the USAID-funded projects and by the Missions. Any project associated with YouthPower is expected to post reports on www.youthpower.org, and all other projects are welcome to share their findings related to PYD on the same website.

Table 9 below shows how you can use the PYD Framework to think about analysis and dissemination.

Table 9. How to Use the PYD Framework to Analyze and Disseminate Data

| DOMAINS | FEATURES | CONSTRUCTS AND INDICATORS |
|---|---|---|
| Are there ways to code the data by domain, or group measures into domains? | How can you use data to understand how well the PYD features were implemented and how each feature was associated with improvements in outcomes? | Data analyses must be appropriate to the type of measure (text, video, proportions, mean levels, counts) and the data source (individual participants, community members, students clustered in classrooms within schools, etc.). |

*Continued from page 44*

| | | |
|---|---|---|
| Begin the narrative about PYD, using the PYD definition and a description of the four domains, and discuss how your program worked in each of the relevant domains. | In the narrative, talk about which program features you implemented, the quality of the implementation, and which features were most effective in achieving an impact in young people's lives. | Make sure you represent the indicators accurately. Data can provide powerful conclusions, but it is important to present the analysis within the appropriate context, "tell a story," and use dissemination channels and formats that are tailored to the audiences. How can you convey data and results to youth in particular? Use a collaborative process with stakeholders, including youth, to ground the findings, recommendation and conclusions. |

### *Case Study: YTP in Kyrgyzstan (Phases Five and Six)*

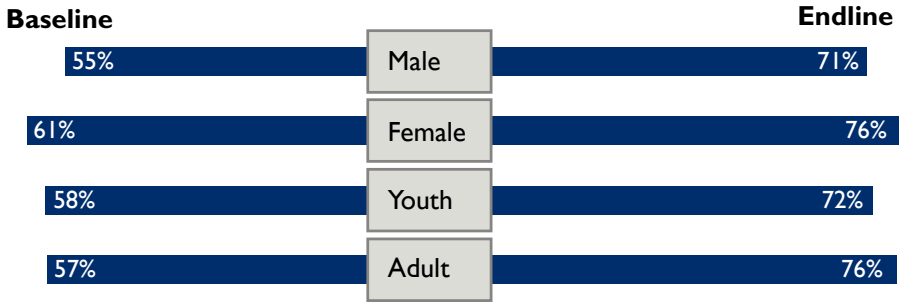
The short description below is a brief example of how the YTP team could have communicated the results. There are numerous ways to display, share, and communicate results; this is one example:

> The nearly 330 youth and adults who participated in this program learned new skills, such as conflict resolution and public speaking. Through these **skill building** activities, these participants acquired Assets and built their own **Agency**. Surrounded by an **Enabling Environment** of supportive adults who supported **healthy relationships and bonding** with youth, program participants were able to **Contribute** to their community by **engaging with others** to teach about peaceful conflict resolution.
>
> Program participants repeatedly practiced these skills through the use of innovative theater techniques, which allowed them to build their confidence for speaking about the importance of peaceful conflict resolution and cultural acceptance in their own communities. At the end of the program, 100 percent of youth participants reported increased interpersonal skills—confidence in their ability to resolve interpersonal disagreement and conflict in a peaceful way (versus only 55 percent of the comparison group). At the conclusion of the training, 40 percent of youth participants expressed an increased positive belief about their own future. Youth who participated in the program created, directed, and acted in over 33 school-based drama clubs with an estimated 50,000 audience members, engaging community members in discussions about conflict.
>
> As a result of the program, there were significant changes in community members' belief that community conflicts would be resolved peacefully (increased prosocial norms). In addition, after the program, 75 percent of community members believed that youth have the ability to lead peaceful conflict resolution, as compared to only 57 percent at the start of the program.

The graphic below demonstrates one way to show the distribution of opinions about youths' ability to lead peaceful resolution, by gender and age.

**Ability to lead peaceful resolution of conflicts by gender and age**

More community members reported an ability to lead peaceful resolution of conflicts in the community at endline than at baseline across all subcategories for gender and age



To disseminate the results, YTP organized town hall meetings where youth presented the results, thereby increasing their contribution and ownership of the program and the research results.

## Additional Resources for Chapter 2


1. IREX (2011). Youth Theater for Peace Program Evaluation. https://www.irex.org/resource/youth-theater-peace-program-evaluation

***PYD measurement***

2. USAID (2013). Scan and Review of Youth Development Measurement Tools.
3. CDC (2005). Measuring Violence-Related Attitudes, Behaviors and Influences Among Youth: A Compendium of Assessment Tools.
4. YouthPower Action. (2016). Measuring Soft Skills in International Youth Development Programs: A Review and Inventory of Tools.

***Cross-sectoral youth development***

5. USAID (2013). State of the Filed Report: Holistic, Cross-Sectoral Youth Development.
6. USAID (2014). Youth in Development: Effective approaches and action-oriented recommendations for the field.
7. Youth Investors Funders Group (2015). Investing to Improve the Well-Being of Vulnerable Youth and Young Adults Recommendations for Policy and Practice.

***Life Skills/Soft Skills***

8. Forum for Youth Investment (2016). Preparing Youth to Thrive: Promising Practices for Social and Emotional Learning, Forum for Youth Investment.
9. USAID Workforce Connections (2015). Key "Soft Skills" that Foster Youth Workforce Success: Toward a Consensus across Fields.
10. Kautz,T., et al. (2014), Fostering and Measuring Skills: Improving Cognitive and Non-cognitive Skills to Promote Lifetime Success
11. IREX (2012). 21st Century Youth Competencies Assessment.

***Monitoring and Evaluation***

12. MEASURE Evaluation. (2007, revised 2016) M&E Fundamentals: A Self-Guided Mini-course.
13. World Bank. (2007) Monitoring and Evaluation (M&E): Some Tools, Methods and Approaches
14. W.K. Kellogg Foundation (2004) Logic Model Development Guide.
15. InterAction. (2012) Impact Evaluation Guidance Note And Webinar Series
16. USAID (2010). TIPS on Selecting Performance Indicators
17. Better Evaluation (2011). Equal Access Participatory Monitoring and Evaluation Toolkit.

***Dissemination and adaptation***

18. USAID Program Cycle
    a. USAID Learning Lab
    b. Collaboration, Learning and Adapting: Framework and Key Concepts
    c. USAID (2016) ADS Chapter 201: Program Cycle Operational Policy
19. UNICEF (2004). Bridging the gap: The role of monitoring and evaluation in Evidence-based policy making.

# CHAPTER 3

# ADAPTING PYD MEASUREMENT TO DIFFERENT CONTEXTS

Photo credit: © Albert González Farran/ UNAMID

## Objectives of Chapter 3

After reviewing this chapter, you will:

- Understand some of the challenges and considerations of adapting scales to new contexts, and potential ways to mitigate these challenges;
- Be introduced to the ethical responsibilities of doing research with youth; and
- Know more about how to engage youth in the research process for PYD programs.

This chapter introduces the major considerations that are needed in adapting the PYD indicators to different contexts. It starts with a section on methodological issues that affect adaptation of measures, followed by a larger section on key considerations. Next, this chapter will cover ethical issues for PYD measurement, including a section on how to engage young people as researchers and evaluators. It concludes with a list of "dos and don'ts" for adaptation across contexts.

## Measurement

Many of the measures included in this toolkit are scales that were originally developed in English-speaking countries. For implementers of youth programs, including USAID, staff, time and resources must be invested to validate and pilot test PYD tools. To be used as intended, scales must be both validated and assessed for reliability. Scale reliability is the degree to which the items on the scale are measured consistently and predictably, both across items and over time. Scale validity is the extent to which the scale measures what it says it will measure. Further details about scale reliability and validity are beyond the scope of this toolkit, but there are key aspects that should be considered for adaptation of measures. Changes and revisions to measures must be done with careful consideration to preserve the integrity of the original items while ensuring their relevance for the target population and purpose.

*For more information on scale measurement, see resource section at the end of the chapter.*

Cross-cultural adaptation is a process that looks at both language (i.e. translation) and cultural adaptation of measures (i.e. culturally relevant content) for use in another setting (Beaton et al., 2000). The cross-cultural adaptation of measures for use in a new country, culture, and/ or language requires use of multiple validation methods to reach equivalence between the original source and the adapted version of the measure. There are several challenges to adapting and developing measures that are reliable and valid for diverse populations with regard to item complexity, item ordering, item wording, and response choice categories. If measures are to be used across cultures, the items must both be translated well and adapted culturally to maintain the content validity or meaning of the measure. If the questions don't mean the same thing in the two different languages, a translated question may elicit a very different response from what was originally intended. An instrument lacking content validity results in poor reliability of the data and a tool that fails to measure its intended constructs. Even within the same culture, subculture differences in ethnicity, and dialects or languages can influence conceptual equivalence.

A formal review process can be established by which expert judges review the measures, identify problematic areas, document their findings and suggest revisions. Several qualitative (cognitive interviews, interviewer and respondent debriefing, back translation) and quantitative (statistical tests) approaches can be used in the review process. Simply deleting items do not reflect the cultural context is not recommended because this could reduce the reliability of the measure, and/or compromise the scoring method (making it impossible to compare to other evaluations using the same measure). Whenever possible, it is best to collect test cases or small batches of data from informants similar (in gender, age, experience, etc.) to those to be used as sources of data for the evaluation (e.g. small number of students from a school not participating in the project) including all of the original items. This allows for some testing of the impact of retaining or removing problematic items. It also allows you to ask respondents if they understood the questions and to provide feedback on their interpretation.

## Key Considerations for Adapting Measures into New Contexts

There are key aspects to consider when selecting and developing indicators – which are meant to be applicable to the majority of youth programming, across program activities, program outcomes, and context – for a PYD program. They can be organized into the following categories:

- Age, developmental stage, and life stage considerations
- Gender considerations
- Cultural considerations
- Language and literacy considerations
- Physical and social position considerations

These considerations will likely be relevant at all phases of the program lifecycle, including program design (e.g. relevant target population of youth), program implementation (e.g. reach, coverage and accessibility of program activities), program outcomes (e.g. what is relevant and feasible for programs to see change in), evaluation design (e.g. who should be targeted for the surveys to measure the outcomes), and measurement (e.g. having realistic indicators to measure the right people and the right outcomes).

All the aforementioned considerations – age, developmental and life stage, gender, culture, language and literacy, and political and social position – are intertwined. Though presented separately in this chapter, they should be assessed as a package of considerations, and the linkages among them acknowledged.

*For more information about Age, Developmental Stage, and Life stage, see resource section at the end of the chapter.*

### Age, Developmental Stage, and Life Stage Considerations

Adolescence is defined by the World Health Organization (WHO) and the United Nations Children's Fund (UNICEF) as between 10-19 years with two distinct stages: early adolescence (ages 10-14) and late adolescence (ages 15-19). These age spans are arguably connected with some of the most significant physical and psychological changes in a person's development.

USAID programming engages a broad range of youth between 10 and 29 years old with the critical understanding that the transition from childhood to adulthood varies across and within countries. Emerging adulthood has been described as the phase of life from late teens to the late twenties when an individual acquires some of the characteristics of adulthood. Understanding the distinctions between the stages within adolescence and emerging adulthood, and taking them into account in targeted programming that is responsive to youths' needs, will be crucial to developing more effective programs and creating conditions in which youth can thrive.

Project results should be disaggregated into multiple age ranges (at a minimum five-year age bands e.g., 10-14, 15-19, 20-24, 25-29). There are many diverse needs for youth at different ages and PYD programming should customize the programs accordingly. It may not be appropriate, for example, to offer job training to youth aged 10-14, but youth from ages 15-29 may. Monitoring and evaluation will need to reflect these variations and should be able to measure and report results in various age ranges--even more narrowly than the five-year age bands, if possible. Furthermore, M&E should be designed so that it can be customized to account for diverse needs among age groups.

In addition, youth experience many different factors that may affect them, including socioeconomic status, marital status, school enrollment etc. Young people are a diverse, transitioning group: they are moving in and out of educational systems, getting and leaving various jobs, learning to grow up, and becoming parents. A 17 year-old girl who is married, pregnant with her second child, and not in school in a rural area may have very different needs and assets than a single, 17 year old girl who lives with her parents in a large city and is preparing to be admitted to a university.

### Box 3: Age and Lifestage Considerations in Action

**Age, Developmental Stage and Life Stage Considerations in Action:** In the PYD Illustrative Indicators Table in Annex E, there is a construct of "ability/plan ahead/ goalsetting. This attribute is crucial for all youth; however, it will not be manifested equally among all youth. How a 10-year-old plans will likely look quite different from how a 24-year-old youth plans; life goals and abilities to achieve those goals may vary greatly depending on lifestage.

## Gender Considerations

Gender considerations are essential to effective PYD programming and M&E. There are significant differences in developmental changes and social experiences among girls, boys and LGBTI individuals during adolescence. In many countries, women, men, girls, boys and sexual minority youth and adults have different needs and face different social, economic, and cultural barriers that can affect their ability to access and benefit from services and programs.

The effects of gender norms, discrimination, poverty and abuse can leave some groups more vulnerable to negative consequences than others (Lloyd & Young, 2009). The best time to plan for addressing gender considerations is prior to program development. Conducting a gender analysis can identify the inequalities, constraints, opportunities, and unintended consequences that contribute to or affect how male, female and LGBTI individuals access and benefit from a service or program, as well as issues that may affect program outcomes. By identifying important gender-related issues before a program is developed or implemented, implementers can foresee and address gender-related issues proactively and ensure that they stratify the data appropriately.

Ensuring that M&E frameworks and approaches are gender-sensitive requires an assessment with a focused gender lens in all phases of research. During the M&E phase, ensure that assessment tools are measuring gender-related issues, work equally well for males, females and LGBTI individuals, and that data can be disaggregated by gender and analyzed to determine gender differences related to program impact.

After you identify gender-related issues associated with the targeted outcomes, you can develop measures that assess gender dynamics, norms, roles or attitudes. Gender-sensitive indicators account for the status and roles of gender over time and therefore measure whether gender equity is being achieved. In general, gender-sensitive indicators are gender-specific, account for existing gender differences in the targeted outcome, and address risk and vulnerability factors for each group separately. Developing gender-sensitive indicators will allow programs and governments to view male, female, and LGBTI individuals' access to, utilization of, and retention in programs and services separately and to identify and address

any issues one group is facing that causes them to be less likely to access or benefit from services over time. Gender-sensitive indicators can also be related to both quality and quantity of programs and services. For example, indicators of attendance, utilization, participation and decision-making may all differ by gender.

While collecting and analyzing gender-disaggregated data is extremely useful at any stage of the program, it is a critical part of M&E activities because it identifies quantifiable differences between gender groups. Without gender-disaggregated data, vital information is missed about differences and gaps among girls, boys, women, men, and LGBTI individuals and important opportunities to adapt programs to meet their unique needs can be overlooked. Disaggregated data also provide valuable information to countries and donors about gender-related barriers in various sectors.

*For more information about gender transformative and PYD programming see resource section at the end of the chapter.*

Within the PYD Measurement Framework, the YouthPower Learning Team identified gender-responsive services and gender equitable laws and policies as critical components of positive youth development. However, program developers and implementers should identify gender issues within programs and access gender-related issues across the PYD constructs. Regularly monitoring and analyzing sex-disaggregated data will also help to improve access, services and outcomes for everyone. Choosing measures that assess gender-related issues will take into account how gender impacts targeted outcomes, and analyzing program impact based on gender will provide information on whether the program affected participants differently.

*For more on gender considerations, including the full report from IRH's work in Uganda and a link to the Search Institutes DAP tools, see resource section at the end of the chapter.*

### Box 4: Gender Considerations in Action

Gender Considerations in Action: Georgetown University's Institute for Reproductive Health (IRH) and the Search Institute collaborated to test whether developmental assets, measured by the Developmental Assets Profile (DAP), are significantly associated with sexual and reproductive health (SRH) indicators; and if these associations differ for girls versus boys. IRH added SRH indicators to the original 55-item DAP survey, which was implemented among 10 to 14-year-old in-school girls and boys in Northern Uganda.

The DAP measures eight categories of assets covering social assets or resources in the community or family; and individual assets, such as attitudes or qualities. There were 38 significant correlations between DAP assets and 8 SRH outcomes, 16 of which were for girls only and 8 for boys only. One of the key constructs measured was having a trusted adult to talk to about body changes during puberty and about romantic feelings. This construct was significantly associated with higher levels of DAP assets for girls and for boys, but only half as many boys as girls had someone with whom they could talk.

These findings highlight the importance of ensuring programs are sensitive to the differential vulnerabilities of both boys and girls; in this case, addressing boys' limited social support. For further information on gender transformative PYD programs, please refer to the gender checklist which is intended for use by development practitioners who want to ensure their programs incorporate good practices for gender transformative and positive youth development (PYD) programming.

## Cultural Considerations

Culture is a broad term that encompasses mores, practices, religious beliefs and customs that guide what is socially acceptable in a community. Culture defines what kinds of activities are perceived as being appropriate or taboo. For example, in some communities, it is not considered appropriate to physically interact with a partner in public to show romantic affection; in other communities, looking someone in the eye is seen as disrespectful.

Most cultures have norms around how young people interact with and engage others in society, and often they differ from other age groups. Some of the core PYD constructs – such as communication, recognizing emotions and decision-making – will take different forms for young people according to their surrounding culture. Program implementers must

review every item in a scale or measurement tool so they can assess whether the items are asking about a practice or belief that is culturally relevant and appropriate. For example, the Chinese Positive Youth Development Scale (CPYDS) has a subscale that measures emotional competence by assessing how an individual recognizes and manages emotions. One item in the subscale states, "When I am unhappy, I can appropriately show my emotions." Cultures interpret, express and experience emotions in different ways, and when choosing a measure, one has to ensure that the items reflect the target population. When adapting measures during the testing and piloting phase for the indicators, individuals from the population can provide valuable feedback on item relevance. In some cases, the entire scale may not be appropriate for a particular context.

### Language and Literacy considerations

The majority of tools and measures for PYD are in English. However, most USAID and other foreign assistance programs take place in contexts where national and local languages other than English are used, necessitating translation of these tools and measures. While some measures and tools have been translated to and validated in other languages, program designers and implementers will likely need to do their own translation.

To ensure the question items will be understood in a comparable way within and across countries that use different languages and dialects, have a translation procedure that yields equivalent versions of the questions across a variety of settings and cultures. However, note that strict translation does not necessarily capture the underlying concept to be measured. Each time a measure is translated, it will need to be validated in that language to ensure that the items in that measure still reflect the same underlying construct. Further tests should be conducted on the psychometric properties of the adapted questionnaire after the translation is complete (Beaton et al., 2000). Pilot testing within the target population is essential for establishing cultural equivalence, reliability and validity of any translated measurement tool.

Literacy issues will also impact which measures you use, and how. In many places of the world, a young person's age does not correspond with a certain level of literacy. Just because a youth is 15 and still in school does not mean s/he can read and write. It is essential to understand the target population of these measures and ensure the measures can be successfully implemented to get the data you need. Administering survey questions verbally when the survey was designed to be written may produce different results. This is especially true if measuring something sensitive, taboo or complicated. Again, testing, making changes, and testing again is essential.

### Physical and Social Position considerations

Where youth are in the world – both physically and socially – directly influences their ability to participate in programs and understand the questions embedded in the measures you use to collect data from them. Geographic considerations include whether young people are living in rural or urban areas, or whether they are living in refugee camps or war zones. The surrounding environment will affect how they understand program activities and consider questions asked of them.

Social class, too, matters for PYD measurement. It goes beyond wealth quintile, including social/ethnic caste and power systems. Again, youth of different class systems, and in different positions in that class system, may differentially receive the program, and thus differentially change as a result of PYD programming. M&E personnel must thoughtfully consider which measures are selected and how those measures are administered to those youth of different physical and social positions.

There are many other types of youth to consider when measuring PYD for your program, such as ethnically diverse youth, LGBTI youth, youth living in refugee settings, youth with mental health issues, youth with disabilities, etc. Much of this is beyond the scope of this toolkit.

*For more on language and literacy considerations and youth, see resource section at the end of the chapter.*

*For more on working with refugees, please see resource section at the end of the chapter.*

*For more information on other considerations for PYD measurement in multiple settings, see resource section at the end of the chapter.*

## Other Considerations for PYD Measurement

*For more on ethics, research and youth, please see resource section at the end of the chapter.*

### Ethical Considerations

Ethical considerations are paramount to any program with young people, especially minors. The basic ethical principles that must be considered are respect for persons (individuals should be treated as autonomous agents), beneficence ("do no harm" and maximize possible benefits), and justice (those who bear the burden of the research ought to receive the benefit of the research). For all programs and research involving young people, the principle of "do no harm" is paramount. Young people are especially vulnerable and their welfare must be safeguarded. For example, minors have diminished autonomy, are entitled to protection, and the potential of harm for minors is often greater than for adults.

Even more stringent guidance should be put in place when conducting human subject research involving youth. Research is defined as a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge. A human subject is a living individual about whom an investigator conducting research obtains data through intervention or interaction with the individual and/or Identifiable private information. All human subject research should have a thorough protocol that undergoes ethical review by an established Institutional Review Board (IRB) or Ethical Review Committee (ERC). The process is required for projects funded by the U.S. government and is also required in many countries. Many colleges, universities, think tanks, pharmaceutical companies, and medical and government agencies have IRB/ERC and can provide good guidelines on protection of human subjects. IRB approval timelines need to be factored into research planning. It could take months after the development of data collection protocols and measures are complete to receive approval.

In general, research that involves youth under the age of 18 years will be flagged as "research with minors" and reviewed more stringently, as minors are considered a vulnerable population and more regulations/laws apply. Reviewers will evaluate whether it is appropriate to involve minors in the research and whether the manner in which you recruit, consent and collect data from participants will cause any undue burden or increase young people's risk. Reviewers assess all data collection instruments, including survey and interview questions and focus group or observational protocols, to make these determinations.

All research with young people will require informed consent, or, in the case of minors, parental informed consent and minor assent. Assent indicates a willingness to participate and an ability to understand the proposed research for people too young to provide informed consent. In the case where young people are below the age of legal consent and not emancipated, they will be required to give assent as appropriate given age and mental capacity. Assent generally needs to be accompanied by informed consent from a parent or guardian for all research involving minors. Keeping young people safe during research is critical and will also increase the likelihood of getting reliable and valid data from them.

It is possible that some of the measures you select will involve asking young people about sensitive issues. During the interview, some of the questions may cause the young person to become emotionally distressed. It is also possible that the young person may reveal personal information during an interview, such as being a victim of rape or violence. This type of information must be reported to authorities and must be appropriately addressed by the researchers. Most research protocols ask the researchers to outline potential risks to participants and ways the researchers plan to mitigate this risk.

### Youth Engagement

Because meaningful youth engagement is a key component of PYD programs, it is important to consider how to measure the level and value of their participation. This measurement not only helps track the results of such engagement on youth and other program outcomes, but also helps ensure that the opportunities provided for participation are constructive

and substantial. USAID's report on youth engagement in development (2014), supports the notion that youth participation occurs when youth are informed, consulted, provide leadership, and participate in decision-making. A measurement feedback loop that includes indicators of such activities is essential to ensuring that youth are partners in the programs that serve them.

Youth involvement in programming can take place at all phases including design, implementation and evaluation. While program developers often consult youth to assess their experiences and needs for design purposes, fewer include youth in actively participating or leading implementation or evaluation activities. Training youth for active participation has direct skill building benefits in addition to many other benefits. There are a number of resources that talk about how to engage youth more effectively and others that provide information on youth participatory evaluation strategies.

*For more information on youth engagement, see resource section at the end of the chapter.*

While youth should be involved in program design, implementation and M&E, it is also important to also be aware of what is being asked of them. Most youth around the world are busy, and taking time away from school, family, friends or work to help, oftentimes without pay, can be a burden.

Although much programming works directly for and with youth, training the adults in their lives – including program staff – is essential. This is especially true for PYD programs, which shifts the paradigm of not only how to involve youth in and design programs, but also how society views youth. A PYD approach demands that youth voices be heard, that they have agency and can make their own decisions, and that they are fully valued and respected. Around the world, many adults are not accustomed to some of these fundamental ideas of PYD, including staff who are implementing youth programing. Therefore, training them to understand and buy into a PYD approach will be critical to the success of the program.

### Box 5: Key dos and don'ts for adapting PYD measures to new contexts

***Do:***

- Budget time, financial resources, and if needed, technical assistance to the adaptation process.
- Consider how age, development and life stage, gender, language and literacy, culture, and geographic and social position will impact measurement in your program.
- Assess literacy and adapt measurement, as needed.
- Understand the ethical issues or potential harm that may arise in measurement, and have plans to mitigate them.
- Include youth as much as possible in the measurement process.
- Train your staff and other key adult stakeholders in PYD principles
- Consult with many appropriate sources while considering adaptations.
- Test, adapt, and test again before using an adapted measure in your evaluation.

***Don't:***

- Simply cut and paste measures that you find into a survey.
- Remove items from a scale without full consideration of scale validity and reliability.
- Translate from one language to another and assume the measure will be equally valid in both languages.
- Involve youth as an afterthought.

## Additional resources for Chapter 3

### *Validation and Reliability of Scales*


1. DeVellis, R.F (2016). Scale Development: Theory and Applications (Applied Social Research Methods), 4th Edition.
2. Save the Children (forthcoming). The Children Reliability Protocol.


### *Age, Developmental Stage, and Life Stage*


3. NIH (2011). The Teen Brain: Still under Construction.
4. Child Trends (2015). The Developing Brain: Implications for Youth Programs.
5. FHI 360 (2016). Looking through the Lens of Adolescent Development to Strengthen Secondary Education.


### *Gender, Culture, Language and Literacy*


6. YouthPower Learning (2016). Does Your Program Reflect Gender Transformative or Positive Youth Development Practices? A Checklist.
7. Measure Evaluation (2016). Guidelines for Integrating Gender into an M&E Framework and System Assessment.
8. Health Communication Capacity Collaborative (2014). Gender Transformative Approaches, An HC3 Primer.
9. Institute for Reproductive Health (2014). Developmental Assets and Sexual and Reproductive Health among 10 to14 Year Olds in Uganda.
10. Search Institute, (n.d) Developmental Assets Profile


### *Ethical and other key considerations*


11. BRYCS (2009). Growing Up in a New Country: A Positive Youth Development Toolkit for Working with Refugees and Immigrants.
12. Youth.gov (n.d.). LGBT Youth - A resource repository on Youth.gov
13. USAID (n.d.). LGBT Vision for Action: Promoting and Supporting Inclusion of Lesbian, Gay, Bisexual, and Transgendered Individuals (Chapters 4 and 6)
14. USAID (n.d.). Advancing disability inclusive development?
15. EQUIP1 (2011). Access to Quality Education for Children and Youth With Disabilities in Conflict, Crisis and Stable Countries
16. Search Institute (2010). Strong Staff, Strong Students: Professional Development in Schools and Youth Programs.
17. Schenk, K. and Williamson J. (2005). Ethical Approaches to Gathering Information from Children and Adolescents in International Settings: Guidelines and Resources.
18. UNICEF (2016). What we know about ethical research involving children in humanitarian settings: An overview of the principles, the literature and case studies


### *Youth Engagement*


19. YouthPower Learning (2016). Youth Engagement Community of Practice. Join the CoP at YouthPower.org
20. USAID (2014). Youth Engagement in Development: Effective Approaches and Action-Oriented Recommendations for the Field.
21. Restless Development (2012). Literature Review: What evidence is there to suggest that engaging young people in development enhances or limits development outcomes across different contexts and in different geographical locations?

22. Dolan, P., et al. (2015). Youth as Researcher Training Manual. UNESCO, Child and Family Research Centre.
23. Powers, J. and Tiffany, J.S. (2006). Engaging Youth in Participatory Research and Evaluation. J Public Health Management Practice, 2006, November (Suppl), S79–S87
24. DFID (2010). Youth Participation in Development Guide
25. YouthPolicy (2010). Youth Participation in Development – A Guide for Development Agencies.
26. DFID (2016). Putting young people at the heart of development: The Department for International Development's Youth Agenda.

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# GLOSSARY

Photo credit: © David Snyder/ICRW

## Domains
In this toolkit, domains refer to the four larger, overarching themes of a PYD approach. Under each domain, there are a number of key constructs for PYD, and associated indicators.

## Feature
An approach or activity that a program can implement with youth.

## Indicator
A specific, observable and measurable characteristic used to demonstrate changes or progress in a program toward a specific outcome. In this toolkit, the indicators map to specific PYD constructs.

## Construct
An attribute of a person or group of people that often cannot be measured directly, but can be assessed using a number of indicators or variables (for example, self-regulation).

## Tool
A scale, index or method of measuring indicators.

## Youth
Individuals between the ages of 10 and 29, which is the age band for youth and young people in USAID programs.

Photo credit: © Robyne Hayes/ICRW

# ANNEX A:

# USAID AND POSITIVE YOUTH DEVELOPMENT

With more than half of the global population under the age of 30 and a majority residing in low- to middle-income countries (LMICs), USAID believes that young people are not simply program beneficiaries but valuable assets in society. USAID launched its seminal Youth in Development Policy in 2012, making a commitment to strengthen youth participation and partnership by integrating youth issues into its programming and engaging young people across Agency initiatives (USAID, 2012). Based on a Positive Youth Development approach, the Youth in Development Policy represents a paradigm shift toward viewing youth as assets and resources, and working with them comprehensively across various sectors rather than focusing on single-sector issues.

*https://www.usaid.gov/policy/youth.*

In the policy, USAID identifies critical priorities for mainstreaming youth across program portfolios. The policy provides guidance on how to intentionally target youth development efforts based on the recognition that, historically, young people have been central to bringing about social, political and economic change to their countries. Furthermore, USAID seeks to strengthen and ensure the effectiveness of youth programming by moving investments from single sector, problem-focused responses toward cross-sectoral PYD investments that help countries support youth in reaching their full potential.

While many youth development programs focus on young people in the 15 to 24 year age range, USAID recognizes that youth programs are likely to engage a broader cohort of 10- to 29-year-olds. This expanded age range recognizes that the transition from childhood to adulthood varies across and within countries and sectors. In its Youth in Development Policy, USAID asks all Missions to consider how youth should be supported to be actively involved in and lead initiatives that contribute to their well-being and the development of their societies.

## What does PYD mean for USAID and its Missions?

Both the PYD field and USAID's Youth in Development Policy recognize youth participation as vital to development. Youths' full participation in development efforts can contribute to more sustainable investments to end cycles of poverty; to build resilient, democratic societies; to improve health and nutrition outcomes; and to strengthen economies (Scales, Roehlkepartain & Fraher, 2012). USAID Missions can enact and reinforce the broader Agency's efforts to empower youth by advancing programs which: 1) recognize that youth participation is essential for effective programming; 2) invest in youth's assets; 3) foster healthy relationships by involving mentors, families and communities; 4) account for differences and commonalities among youth; 5) pursue gender equality; 6) harness youth innovation and technology; and 7) create second-chance opportunities for youth. Investments in youth translate to benefits for society by increasing youth's connections to civil society and helping youth make successful transitions to adulthood (World Bank, 2007). The PYD approach can inform evidence-based design of future USAID youth-focused programing, and it can inform evaluation design for such programs.

## What does PYD mean for implementers of USAID programming?

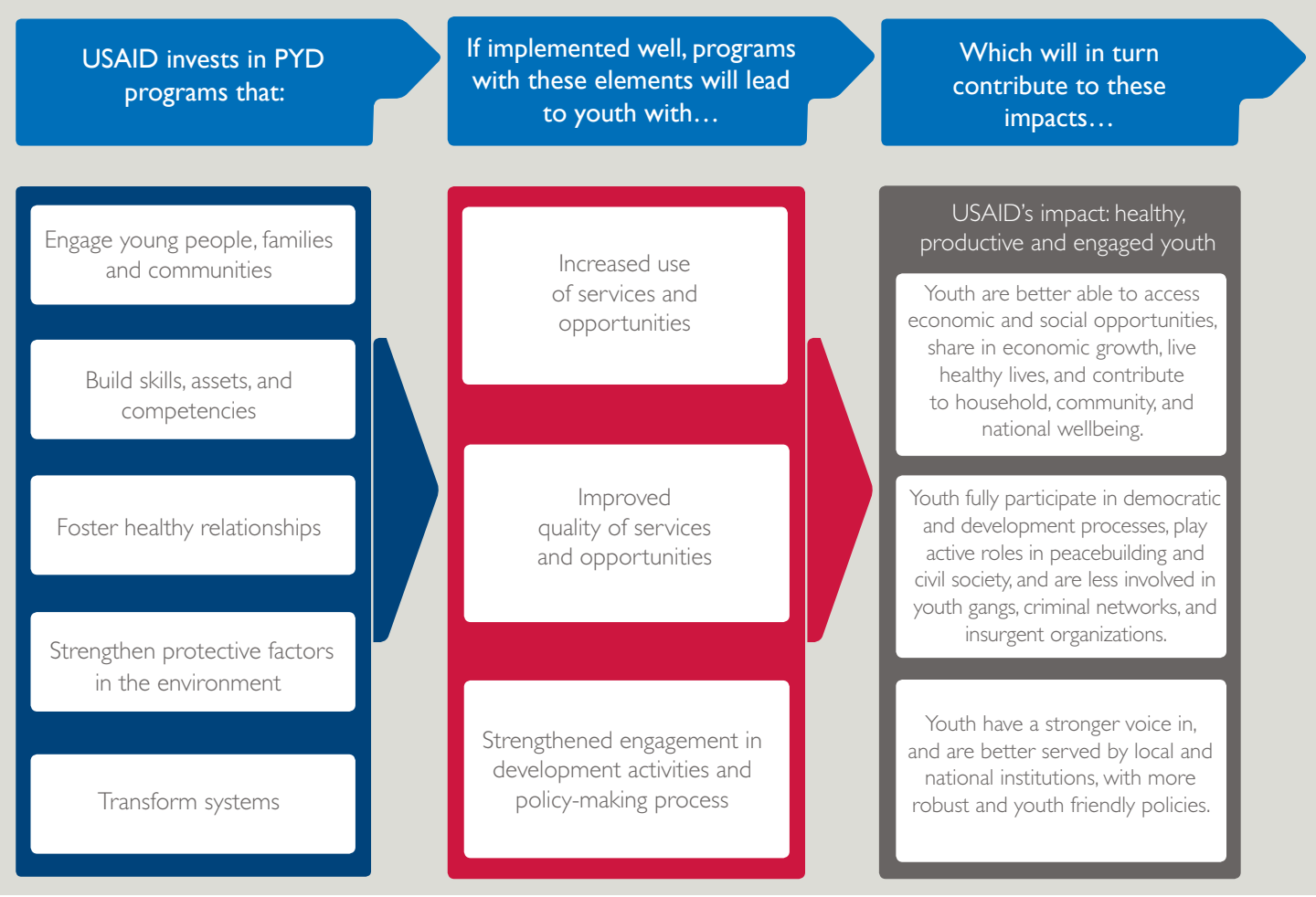
Programs that utilize a PYD approach have increasingly demonstrated that building the intellectual, physical, social, and emotional competence of youth is a more effective

development strategy than one that focuses solely on correcting problems (Scales, Roehlkepartain, & Fraher, 2012). Incorporating a PYD approach during program design and using indicators of positive development to evaluate the program can help to assess trends in positive outcomes over the life of a project. When applied across multiple projects and sectors, implementers can ensure PYD program effectiveness within and across sectors, provide evidence for increased funding, and set the stage for program sustainability and scale-up. Implementers can incorporate and measure PYD in youth programming to improve program performance over time, contribute to the body of evidence on PYD, and ultimately influence multi-sector outcomes and impact.

## Theory of Change for USAID's investments in Positive Youth Development

Building on USAID's Youth in Development Policy, the definition of PYD **Figure A** visualizes how investments in PYD programming lead to long-term impacts for young people. The blue arrows reflect the key elements of the PYD definition. If programs include these elements and are implemented well, they are expected to produce the Intermediate Results (IRs) outlined for YouthPower, in the red boxes. These, in turn, contribute to the overall impact of healthy, productive and engaged youth, as envisioned in the USAID Youth in Development Policy. Change can be measured across four broad domains, which will be discussed next.

Figure A: Theory of Change: How investments in PYD programming lead to lasting change for young people



# ANNEX B:

# USAID'S YOUTHPOWER INITIATIVE

One of USAID's means to achieve the objectives established in the Youth in Development Policy is through YouthPower. USAID's YouthPower program strengthens local, national, and global systems to achieve sustainable, positive youth outcomes in health, education, and political and economic empowerment. The program consists of two complementary, Agency-wide global indefinite delivery indefinite quantity (IDIQ) contracts, **YouthPower: Implementation** and **YouthPower: Evidence and Evaluation**. These IDIQs are mutually reinforcing, with task orders under each IDIQ learning from and integrating the experiences of other task orders.

YouthPower uses a PYD approach to implement programs within and across sectors. As a USAID agency-wide project, YouthPower seeks to improve the capacity of youth-led and youth-serving institutions and engage young people, their families and communities so that youth can reach their full potential. As a whole, YouthPower supports cross-sectoral PYD investments by focusing on improving the capacities and enabling the aspirations of youth so that they can contribute to and benefit from more stable and prosperous communities. **YouthPower: Implementation** focuses on the design and implementation of PYD programming and policies; capacity-strengthening of youth-serving institutions, including governmental and civil society organizations; and promotion of increased youth engagement in development efforts. **YouthPower: Evidence and Evaluation** focuses on research and evaluation of youth programming; assessment to inform program design; and dissemination of knowledge in the field of PYD. **YouthPower Learning**, as the foundational project within YouthPower: Evidence and Evaluation, leads research, evaluations, and events designed to build and disseminate the evidence base for what works in PYD. To improve PYD practice, YouthPower Learning develops guidance for measuring PYD, builds the evidence of PYD practice, and organizes and disseminates results of activities from across YouthPower. The Learning Network, including a website and communities of practice, engages and informs the global community to help advance solutions to improve young lives.

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# ANNEX C:

# KEY INDIVIDUALS ENGAGED DURING INDICATOR AND TOOLKIT DEVELOPMENT

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# ANNEX D:

# OVERVIEW OF THE PYD FIELD – PAST AND PRESENT

The field of youth development has moved away from a problem behavior-based approach—which focused narrowly on adolescent behavioral health problems, including delinquency and violence, mental health problems, risky sexual behavior and substance use—to a strengths-based approach, which focuses on promoting protective factors and positive outcomes for youth in areas such as health and education (Catalano & Hawkins, 2002; Pittman, O'Brien & Kimball, 1993). Studies of programs that take this more positive approach to youth development are relatively new and have been primarily conducted in high-income countries, including Australia and, most commonly, in the United States (Patton 2000; 2006).

In 1990, the Search Institute put forth a list of 40 assets or skills, experiences, relationships and behaviors which were deemed essential to positive development for children and youth (Benson et al., 1998). Progress was made in the early 2000s in defining developmental assets, and in clarifying and honing the essential components of what was becoming known as a PYD framework. Richard Lerner developed the Five Cs model, which focuses on developmental assets organized into five core constructs (Lerner, 2004). A sixth C was later added as Contribution. Additionally, research by Catalano and colleagues (2002) identified 18 core concepts essential to PYD, which were organized under the domains of positive skills/competencies, agency and enabling environment. The National Research Council and the Institute of Medicine also identified components or features of successful PYD programs (Eccles & Gootman, 2002). The table below summarizes the key constructs, concepts and features of leading PYD models and frameworks from the literature of the 1990s and 2000s and shows the various ways that different scholars in the United States have conceptualized PYD.

| Evolution of PYD Models and Frameworks in the United States | |
|---|---|
| **Developmental Assets Profile (Benson et al., 1998)** | Focus on 40 developmental assets across eight broad areas of human development:<br>• Support<br>• Empowerment<br>• Boundaries & Expectations<br>• Constructive Use of Time<br>• Commitment to Learning<br>• Positive Values<br>• Social Competencies<br>• Positive identity |
| **Five Cs Model of PYD (Lerner 2002, 2004)** | Focus on developmental assets<br>Core constructs:<br>• **Competence**: social, cognitive, behavioral, emotional and moral<br>• **Confidence:** self-efficacy, self-determination, belief in the future and clear and positive identity<br>• **Connection:** bonding<br>• **Character:** prosocial norms, spirituality<br>• **Caring:** empathy and sympathy for others. |

*Continued from page 65*

| | |
|---|---|
| **18 Core constructs of PYD (Catalano et al., 2002)** | • Social, emotional, behavioral, cognitive and moral competencies<br>• Clear and positive identity<br>• Strength of character<br>• Self-efficacy<br>• Self-determination<br>• Belief in the future<br>• Positive emotions<br>• Bonding<br>• Positive norms<br>• Opportunities for positive social involvement<br>• Recognition for positive behavior<br>• Spirituality<br>• Resiliency<br>• Life satisfaction |
| **Key features of successful PYD programs from the National Research Council & the Institute of Medicine (Eccles & Gootman, 2002)** | • Opportunities for skill building and mastery<br>• Supportive adult relationships<br>• Engagement not only in community activities, but in program design, implementation and evaluation<br>• Clear expectations for behavior, as well as increasing opportunities to make decisions, to participate in governance and rule-making and to take on leadership roles as one matures and gains more expertise<br>• A sense of belonging and personal value<br>• Opportunities to develop social values and norms<br>• Opportunities to make a contribution to their community and to develop a sense of mattering<br>• Strong links between families, schools and broader community resources<br>• Physical and psychological safety |

From *YouthPower Learning (2016). Positive Youth Development Measurement Toolkit: A practical guide for implementers of USAID youth programming.* Washington, DC: U.S. Agency for International Development.

The framework of developmental assets posits a theoretically based and research-grounded set of opportunities, experiences, and supports that are related to promoting school success, reducing risk behaviors, and increasing positive outcomes (Catalano, 2002). Research has demonstrated that the more of these assets that young people have, the less likely they are to engage in a wide range of high-risk behaviors and the more likely they are to be prepared for life (Catalano, 2002; Scales, Roehlkepartain & Fraher, 2012). Youth with the most assets are more likely to do well in school, be civically engaged, and value diversity (Scales, Roehlkepartain, & Fraher, 2012). Studies of LMICs have found a direct correlation between developmental assets and better literacy, numeracy, and availability of human, social, financial, and physical capital to generate income (Scales, Roehlkepartain, & Fraher, 2012).

## Current Application of PYD Measurement

In the PYD field, it has been difficult to agree on what defines positive youth development and consequently how to measure it (Peterson and Seligman 2004). Different measures highlight slightly different elements of youth development and use slightly different labels (Almerigi, Theokas & Lerner, 2005). In spite of the challenges, three seminal contributions to the PYD measurement field have emerged: the Developmental Assets Survey from the Search Institute (P L. Benson, Scales & Syvertsen, 2011), the Five Cs Model of PYD (Lerner, et al., 2005), and the Communities That Care Youth Survey (CTCYS) (Glaser, Van Horn,

Arthur, Hawkins & Catalano, 2005). The Search Institute's Developmental Asset framework is among the most popular asset-building approaches and has been validated in LMICs. The CTCYS assesses a wide range of risk factors and nine protective factors (Arthur, Hawkins, Pollard, Catalano & Baglioni, 2002) and has been validated in some LMICs (Baheiraei et al., 2014; Catalano et al., 2012; Shek Daniel & Yu, 2011).

Based on these earlier efforts and the PYD constructs identified in earlier reviews, Daniel Shek and colleagues developed and validated a 90-item survey instrument designed to measure 15 PYD constructs among Chinese youth (CPYDS). This instrument has subsequently been found to provide stable estimates of the 15 dimensions measured which fit into four higher-order factors (i.e., cognitive-behavioral competencies, pro-social attributes, positive identity and general positive youth development qualities). Given these findings, the CPYDS is one of the very few validated measures of PYD constructs in a non-Western culture.

## Gaps in the PYD Field

Despite what is known about PYD in terms of what it is, how to measure it, and what works, there are still significant gaps in understanding. Four areas have been identified for further research in the field of positive youth development measurement (Lippman et al, 2009; Guerra et al., 2013):

- **Develop a positive youth development framework for LMICs.** Nearly the entire history of PYD has been in the Western context. Little attention has been paid to PYD in low-in come and middle-income countries for a variety of reasons. In these countries, economic conditions have somewhat delayed the recognition of adolescence as a life stage distinct from adulthood. As these countries develop economically, with population shifts to urban centers, there is a growing recognition of need for supports specifically designed to foster positive development among young people.
- **Develop reliable, valid and culturally adaptable and customized measures for PYD for diverse populations.** While a number of comprehensive PYD measurement frameworks exist, as referenced previously, many of these cannot be holistically applied in low- and middle-income settings.
- **Develop a standard set of common indicators that can be used across various sectors.** Common indicators within programs would make it easier to compare effectiveness across programs and countries.
- **Invest in rigorous evaluation for programs to increase the evidence base for PYD programs internationally.** The research developed in high-income countries has recently begun to be applied to LMICs through translation of existing approaches and developing and testing new preventive interventions in these countries. However, only a few of them have been evaluated for impact on relevant outcomes (Scales et al., 2013; Shek Daniel & Yu, 2011). Youth-focused programs must be evaluated rigorously to yield information for policymakers and other stakeholders for terminating, revising, or scaling up specific interventions.

## Implications for USAID and other donors

Building the assets and skills of adolescents has potentially both immediate and long-term positive effects on the mental and physical health, economic development, and overall well-being of adolescents, their families and communities (Patton et al., 2016). However, while the adolescent experience has many shared elements globally, there are important variations in the needs and vulnerabilities of adolescents according to age, gender, and developmental stage, as well as cultural, socio-economic and environmental factors. It is therefore crucial that interventions take into account the distinct and diverse age-specific and context-specific needs of youth to create conditions in which youth can thrive (Patton et al., 2016).

There is also tremendous variation from culture to culture about whether adolescence is formally recognized as a distinct stage of life, and progression toward adulthood is often dependent on cultural and historical contexts (Patton et al., 2016). This, in part, reflects the tremendous diversity of the youth experience globally, as well as in cultural and social conceptualizations of how transitions are made between adolescence and adulthood (Crocket & Silbereisen, 2000). As a result, few programmatic and policy approaches have effectively and comprehensively addressed the needs of all youth, and rarely reach the most marginalized, including very young youth, those living in extreme poverty, married youth, out-of-school youth, and others.

USAID seeks to strengthen and ensure the effectiveness of youth programming by moving investments from single-sector, problem-focused responses toward cross-sectoral PYD investments that help countries support youth in reaching their full potential. Building on the theoretical and empirical work on positive youth development and USAID's Youth and Development Policy, YouthPower Learning developed a conceptual framework of positive youth development that is contextually relevant and provides a basis for the use of positive indicators across multiple sectors in LMICs. A targeted PYD approach will enable USAID to understand what components work best for specific segments of youth across sectors.

# ANNEX E:
# POSITIVE YOUTH DEVELOPMENT ILLUSTRATIVE INDICATORS

| Guidance for Using Positive Youth Development Illustrative Indicators | |
|---|---|
| Purpose of the indicators | • To help program implementers identify PYD indicators that can be used across multiple sectors. Use of these indicators in low-to-middle income countries can provide additional data on how PYD approaches and outcomes can be linked to sector-specific outcomes. Often, these PYD indicators serve as intermediate indicators, linking activities from a PYD program to long-term outcomes in specific sectors, such as workforce development, democracy and governance.<br>• To provide implementers of USAID youth programs with two youth-specific Foreign Assistance Indicators (i.e. "F-indicators"), which are mandatory. In addition, we provide two pilot USAID youth indicators.<br>• Reference Sheets for each measurement source for indicators listed in the PYD Illustrative Indicators Table contain information such as a brief description, target age group for the tool, the relevant tool items that link to the illustrative indicators and the citation for the source (Annex F). |
| When to use the indicators | • During program design and Monitoring and Evaluation (M &E) preparation to guide the situational/needs analysis to inform the Theory of Change.<br>• During the development of the M&E plan to identify sources of data to inform the development of project/program baseline and follow-up.<br>• During M&E, to monitor and evaluate progress towards achieving specific outcomes and outputs. |

## Positive Youth Development Illustrative Indicators[1]

| FEATURE | CONSTRUCT | DEFINITION | ILLUSTRATIVE INDICATORS |
|---|---|---|---|
| **DOMAIN: ASSETS** | | | |
| Skill building | Training | Training in skills specific to vocation, employment or financial capacity (e.g. money management, business development and marketing). | • Number/proportion (%) of youth enrolled in vocational or other training<br>• Number/proportion (%) of youth who completed vocational or other training |
| Skill building | Formal education | Exposure to formal education. | • Number/proportion (%) of youth who have completed primary education<br>• Number/proportion (%) of youth who have completed secondary education<br>• Number/proportion (%) of youth who have completed post-secondary/ tertiary education<br>• Number of months youth attended school<br>• Number/proportion (%) of youth enrolled in education<br>• Number/proportion (%) of youth re-enrolled in education |

[1] These PYD illustrative indicators should be reviewed with the PYD Measurement Toolkit. In addition, most of the illustrative indicators provided corresponds to a specific tool that can be found in Annex F of the Toolkit.

*Continued from page 69*

| | | | |
|---|---|---|---|
| **Skill building** | Interpersonal skills (social and communication skills) | The range of skills used to communicate and interact with others, including communication (verbal and non-verbal and listening), assertiveness, conflict-resolution and negotiation strategies. These are skills that help to integrate feelings, thinking and actions to achieve specific social and interpersonal goals. | • Increased interpersonal skills at the conclusion of training/programming* |
| **Skill building** | Higher-order thinking skills | The ability to identify an issue, absorb information from multiple sources and evaluate options to reach a reasonable conclusion. It includes problem-solving, planning, decision-making and critical thinking. | • Increased higher-order thinking skills at the conclusion of training/programming* |
| **Skill building** | Recognizing emotions | The ability to identify and respond positively to feelings and emotional reactions in oneself and others. | • Increased ability to recognize and respond positively to emotions at the conclusion of training/programming* |
| **Skill building** | Self-control | The ability to delay gratification, control impulses, direct and focus attention, manage emotions and regulate one's own behaviors. | • Increased self-control skills at the conclusion of training/programming* |
| **Skill building** | Academic achievement | Knowledge and mastery of academic subjects such as math, written and spoken language, history, geography and sciences. | • Increased academic achievement at the conclusion of training/programming* |
| | | **DOMAIN: AGENCY** | |
| **Skill building** | Positive identity | Positive and coherent attitudes, beliefs and values that one holds about him/herself and his/her future. | • Increased positive identity at the conclusion of training/ programming* |
| **Skill building** | Self-efficacy | Belief in one's abilities to do many different things well (particularly the things that are the focus of the intervention). | • Increased self-efficacy at the conclusion of training/programming* |
| **Skill building** | Ability to plan ahead/goal-setting | The motivation and ability to make plans and take action towards meeting a personal goal. | • Increased ability to plan and set goals at the conclusion of training/programming*<br>• Number/proportion (%) of youth who developed a plan |

*Continued from page 70*

| | | | |
|---|---|---|---|
| **Skill building** | Perseverance (diligence) | The capacity to sustain both effort and interest in long-term projects regardless of perceived or real difficulties. Perseverance is the act of continual attempts to meet goals despite difficulties. | • Increased perseverance of effort at the conclusion of training/programming* |
| **Skill building** | Positive beliefs about the future | Having hope and optimism about one's future potential, goals, options, choices or plans. | • Increased positive beliefs about own future at the conclusion of training/ programming* |
| **DOMAIN: CONTRIBUTION** | | | |
| **Youth engagement and contribution** | Youth engagement | Meaningful youth engagement is an inclusive, intentional, mutually-respectful partnership between youth and adults whereby power is shared, respective contributions are valued, and young people's ideas, perspectives, skills and strengths are integrated into the design and delivery of programs, strategies, policies, funding mechanisms and organizations that affect their lives and their communities, countries and globally. Meaningful youth engagement recognizes and seeks to change the power structures that prevent young people from being considered experts in regard to their own needs and priorities, while also building their leadership capacities. Youth includes a full spectrum of the population aged 10-29 regardless of socioeconomic status, ethnic identity, sexual orientation and gender identity, disability, political affiliation or physical location.[2] | • Number/proportion (%) of youth participating in one or more of the following (select all that apply):<br>Advocacy<br>Mentorship (youth as mentors)<br>Volunteering<br>Youth-focused clubs<br>Other activity: _____<br><br>• Number/proportion (%) of youth with leadership roles in one or more the following (select all that apply):<br>Advocacy<br>Mentorship (youth as mentors)<br>Volunteering<br>Youth-focused clubs<br>Other activity: _____<br><br>• Number/proportion (%) of youth represented in_____ (i.e. youth council, municipal, local, Parliament, etc.)<br><br>• Number/proportion (%) of youth participating in: _____ (i.e. community decision-making processes, program design, implementation, community service, etc.)<br><br>• Number/proportion (%) of youth invited to contribute to _____ by local and national youth serving organizations or institutions (i.e. advisory boards, panels, teams, program planning, etc.) |

[2] Definition developed by the YouthPower Youth Engagement Community of Practice

| DOMAIN: ENABLING ENVIRONMENT | | | |
|---|---|---|---|
| **Healthy relationships and bonding** | Bonding | The emotional attachment and commitment made to social relationships in the family, peer group, school or community. | • Improved bonding with members of family at the conclusion training/programming*<br>• Improved bonding with members of peer group at the conclusion of training/programming*<br>• Improved bonding with members of school at the conclusion of training/programming*<br>• Improved bonding with members of community at the conclusion of training/programming* |
| **Healthy relationships and bonding** | Opportunities for prosocial[3] involvement | Opportunities for positive interactions and participation in family, peer groups, school, or community. | • Increased opportunities for prosocial involvement in family at the conclusion of training/programming*<br>• Increased opportunities for prosocial involvement in peer groups at the conclusion of training/programming*<br>• Increased opportunities for prosocial involvement in school at the conclusion of training/programming*<br>• Increased opportunities for prosocial involvement in the community at the conclusion of training/programming* |
| **Belonging and membership** | Support | The perception that one is cared for and supported by family, peer group, school or community. | • Increased family support at the conclusion of training/programming *<br>• Increased peer support at the conclusion of training/programming *<br>• Increased support at the conclusion of training/programming *<br>• Increased support from_____ (mentor, religious leader, traditional leader etc.) at the conclusion of training/programming*<br>• Number/proportion (%) of youth with mentors at the conclusion of training/programming. |
| **Norms, expectations, and perceptions** | Prosocial[3] norms | Youth hold healthy beliefs and clear standards for positive behavior and prosocial engagement.[3] | • Increased prosocial norms at the conclusion of training/programming * |
| **Norms, expectations, and perceptions** | Value and recognition | Youth believe that they are of value in society and their positive contributions are recognized and rewarded. | • Increased youth report of positive value and/or recognition by adults at the conclusion of training/programming* |

[3] The term prosocial refers to voluntary actions that primarily benefit others and can involve cooperativeness, helpfulness, sharing and empathy.

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| | | | |
|---|---|---|---|
| **Norms, expectations, and perceptions** | Youth-friendly laws and policies | Youth have a stronger voice in, and are better served by, local and national institutions, with more robust and youth-friendly policies. Youth are aware of these policies and believe that their implementation is effective, reliable, fair and consistent. | • Number of youth-friendly laws and policies<br>• Number/proportion (%) of youth who report living in a society with youth-friendly laws and policies |
| **Norms, expectations, and perceptions** | Gender-responsive policies | Societies in which young people live have balanced and fair gender norms and policies. Youth are aware of these policies and believe that their implementation is effective, reliable, fair and consistent. | • Number of laws, policies or procedures that include balanced and fair gender norms based on policy review<br>• Number/proportion (%) of youth who report living in a society with balanced and fair gender norms. |
| **Access to age appropriate and youth-friendly services; integration among services** | Youth-responsive services | Services are based on a comprehensive understanding of what young people want and need and aim to deliver safe, affordable, accessible and essential care. | • Increased number of services/facilities with improved youth-responsive characteristics at the conclusion of training/programming<br>• Increase in the youth-responsive characteristics for a single service/facility at the conclusion of training/programming |
| **Access to age appropriate and youth-friendly services; integration among services** | Gender-responsive services | Services intentionally allow youth-identified gender issues to guide services, creating through every stage of programming (site selection, staff selection, program development, content and material) an understanding of how gender affects the realities of young people's lives. | • Increase in the number of services/facilities with improved gender-responsive characteristics at the conclusion of training/programming<br>• Increase in the gender- responsive characteristics for a single service/facility at the conclusion of training/programming |
| **Safe space** | Physical safety | Youth feel safe in their immediate environment. Physical environment is free from violence, conflict and crime. | • Increased feeling of safety in their physical environment *<br>• Reduced rates of _____ (i.e. bullying, psychological distress, interpersonal violence, gender-based violence, abuse etc.)* |
| | Psychological safety | Youth feel free to express their ideas, thoughts and feelings in their environment. | • Increased feeling of psychological safety in their environment* |

*In order to measure changes over time, these indicators generally should be measured before the intervention, immediately after the intervention and then, if possible, (depending on the funds and project life span) at future follow-up(s) (e.g. 3 months, 6 months, 1 year post-intervention, or longer). Statistically significant differences in the levels of each indicator between baseline and follow-up(s) should be reported.

## Foreign Assistance and Pilot USAID Youth Indicators

| FEATURE | CONSTRUCT | DEFINITION | ILLUSTRATIVE INDICATORS |
|---|---|---|---|
| **FOREIGN ASSISTANCE INDICATORS[4]** | | | |
| **Skill building** | Training | For definition, please refer to Annex F in the PYD Measurement Toolkit. | Number of youth at risk of violence trained in social or leadership skills through United States Government (USG) assisted programs. |
| **Norms, expectations, and perceptions** | Youth-friendly laws and policies | For definition, please refer to Annex F in the PYD Measurement Toolkit.. | Number of laws, policies or procedures adopted and implemented with United States Government (USG) assistance designed to promote and improve youth participation at the regional, national or local level. |
| **PILOT USAID YOUTH INDICATORS[5]** | | | |
| **Skill building** | Self-efficacy | For definition, please refer to Annex F in the PYD Measurement Toolkit. | Number of youth who report increased self-efficacy at the conclusion of United States Government (USG) assisted training/programming |
| **Youth engagement and contribution** | Youth engagement with civil society | For definition, please refer to Annex F in the PYD Measurement Toolkit. | Number of youth who participate in civil society activities following social or leadership skills training or initiatives from United States Government (USG) assisted programs. |

[4] The Foreign Assistance indicators (i.e. F indicator) will be used by USAID implementers of youth programming to monitor progress towards the Agency 2012 Youth in Development Policy

[5] The Pilot USAID Youth indicators will be used use to monitor progress towards the Agency 2012 Youth in Development Policy

# ANNEX F:
# REFERENCE SHEETS

Annex F compiles tools that can be used to help program implementers measure PYD effectiveness within youth-focused programs. Most of the tools identified are relatively low in cost, easy to use, have good evidence of reliability and validity and either have already been used in the international context or have potential to be used in developing countries. Each reference sheet should be used in conjunction with the PYD Measurement Toolkit, specifically the PYD Illustrative Indicators Table (Annex E) and the PYD Measurement Sources Table (Annex G).

The measures and indicators in the PYD Measurement Toolkit are designed to be used across multiple sectors and within a variety of programs for youth – from those implementing a sexual and reproductive health program to those implementing a democracy and governance program. In most cases, the toolkit includes more than one measure for any particular indicator. Selecting a measure or measures should be based on its appropriateness to the context (culture, age, gender, circumstances of participants) and any previous evidence of validity in this context. Many of the measures are scales that were originally developed and validated in English-speaking countries. Most scales have been validated with a fixed set of specific items to measure a construct. **It is not recommended to delete or change items from a scale.** However, there might be rare situations where some of the items are not relevant or appropriate and program implementers need to consider modifications. In these cases, changes and revisions made to measures must be done with careful consideration to preserve the integrity of the original items while ensuring their relevance for the target population and purpose. Scales revised in this matter require new validation. It is important to note that some items in scales may need to be reverse coded during scoring. Most of the selected indicators are designed to track change in PYD constructs and generally should be measured pre-intervention, immediately post-intervention and at future follow-ups (e.g. 3 months, 6 months, 1 and 2 years, or longer) depending on the funds and project life span. Statistically significant differences in the levels of each indicator between baseline and follow-up(s) should be reported. Further details about adaptation of measures can be found in the PYD Measurement Toolkit.

Section 1 contains information on the measurement sources including a brief description, target age group for the tool, the relevant tool items that link to the illustrative indicators and source citation. Section 2 lists illustrative indicators that were created by the YouthPower Learning Team and the Youth Engagement Community of Practice. Section 3 presents two youth-specific Foreign Assistance Indicators (also called "F-indicators"), which are mandatory in USAID programs. Two pilot USAID youth indicators are also included.

Complementing YouthPower Learning's comprehensive PYD Measurement framework, YouthPower Action has conducted two forthcoming studies focused specifically on "soft skills" for cross-sectoral youth development. Based on a systematic review of the evidence and stakeholder consultation, YouthPower Action has recommended a set of key soft skills supported by a strong research base as being  important elements of workforce development, violence prevention and sexual and reproductive health. These skills are applicable across sectors and diverse world regions. In addition, YouthPower Action has identified and systematically reviewed a range of measurement tools that can be used to assess key soft skills in international youth program settings, and developed a comprehensive inventory of such tools. More information about the YouthPower Action research can be found at https://www.fhi360.org/resource/key-soft-skills-cross-sectoral-youth-outcomes and http://www.childtrends.org/publications/key-soft-skills-that-foster-youth-workforce-success-toward-a-consensus-across-fields/.

# SECTION 1

**NAME OF TOOL:** The Chinese Positive Youth Development Scale (CPYDS)

**Developer:** Daniel Shek, The Hong Kong Polytechnic University

**Brief Description of Tool:** The CPYDS contains 90 items, which are grouped into 15 sub-scales measuring aspects of positive youth development.

**Constructs Measured:**

| PYD Construct from the PYD Measurement Toolkit | CPYDS Scale Constructs |
|---|---|
| 1. Interpersonal Skills (social and communication skills) | 1. Social Competence |
| 2. Higher-order thinking skills | 2. Cognitive Competence |
| 3. Recognizing emotions | 3. Emotional Competence |
| 4. Positive identity | 4. Clear and positive identity |
| 5. Self-efficacy | 5. Self-efficacy |
| 6. Positive beliefs about future | 6. Beliefs in the future |
| 7. Prosocial norms | 7. Prosocial norms |

**Targeted Age Group:** Ages 12-18 years

**Availability of Tool:** Developer has provided permission to use.

**Locations and Languages in which tool has been used:** Hong Kong, Macau – English, Chinese

**How to Administer:** Self-report questionnaire administered directly to youth. Tool can also be completed in interview format.

**PYD Measurement Toolkit Illustrative Indicator and Corresponding description of CPYDS scale item:**

Response Options for all CPYDS subscales: Strongly Disagree = 1; Disagree = 2; Slightly Disagree = 3; Slightly Agree = 4; Agree = 5; Strongly Agree =6

**1. Interpersonal Skills:** Increased interpersonal skills at the conclusion of training/programming

*CPYDS subscale on Social Competence*

1. I can actively talk to a stranger.
2. I know how to communicate with others.
3. I understand the rules and expectations in interacting with others.
4. I can interact with others in a harmonious manner.
5. I enjoy joining social activities.
6. I know how to differentiate good and bad friends.
7. I know how to listen to others.

**2. Higher-Order Thinking Skills:** Increased higher-order thinking skills at the conclusion of training/programming

*CPYDS subscale on Cognitive Competence*

1. I believe there is a solution for any problem.
2. I know how to see things from different angles.
3. I will try new ways to solve my problems.
4. I know how to find the causes of and solutions to a problem.
5. I know how to develop plans to achieve my objectives.
6. I can differentiate the good and bad aspects of things.

**3. Recognizing Emotions:** Increased ability to recognize and respond positively to emotions at the conclusion of training/programming

*CPYDS subscale on Emotional Competence*

1. I am a pleasant person.
2. When I am unhappy, I can appropriately show my emotions.
3. When I am angry, I can rationally describe my feelings.
4. When I have conflict with others, I can manage my emotions.
5. I can see the world from the perspectives of other people.
6. I will let other people know my emotions.

**4. Positive identity:** Increased positive identity at the conclusion of training/programming

*CPYDS subscale on Clear and Positive Identity*

1. I can do things as good as others.
2. Compared with my classmates, I am satisfied with my performance.
3. I am satisfied with my body and appearance.
4. I feel that I am welcomed by others.
5. I am a person with self-confidence.
6. I am a filial person.
7. I know my strengths and weaknesses.

**5. Self-efficacy:** Increased self-efficacy at the conclusion of training/programming

*CPYDS subscale on Self-efficacy*

1. I have little control of things that happen in my life.
2. I do not have any solutions for some of the problems I am facing.
3. I cannot do much to change things in my life.
4. When I face life difficulties, I feel helpless.
5. I feel my life is determined by others and fate.
6. I believe things happening in my life are mostly determined by me.
7. I can finish almost everything that I am determined to do.

**6. Positive Beliefs about Future:** Increased positive beliefs about their own future at the conclusion of training/programming

*CPYDS subscale on Beliefs in the Future*

1. I have confidence to solve my future problems.
2. I have confidence to be admitted to a university.
3. I have confidence that I will be a useful person when I grow up.
4. I do not expect to get what I want.
5. I can see that my future is unpleasant.
6. It is not possible for me to have satisfaction in future.
7. It is very probable that I will not get things that I want in future.

**7. Prosocial Norms: Increased self-reported prosocial norms at the conclusion of training/programming**

*CPYDS subscale on Prosocial norms*

1. I care about unfortunate people in the society.
2. If there are opportunities, I will take up voluntary work.
3. I agree that everybody should be constrained by laws.
4. It is my pleasure to obey school rules.

***Scoring Information for all scales:*** Scale score is average of items.

## REFERENCES:

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## **NAME OF TOOL:** The Communities That Care Youth Survey (CTCYS)

**Developer:** The Social Development Research Group (SDRG) at the University of Washington (United States)

**Brief Description of Tool:** The Communities that Care Youth Survey was designed to assess adolescent prevention needs in order to support strategic community prevention planning. It measures adolescent problem behaviors such as drug use, delinquency, and violence and the risk and protective factors that predict those problems in communities. The CTCYS has been used in the Community Youth Development Study (CYDS) which was an efficacy trial of the Communities that Care operating system in reducing youth drug use and problem behaviors at the community level. Many of the CTCYS measures have been used in the International Youth Development Study Youth Survey.

**Constructs Measured:**

| PYD Construct from the PYD Measurement Toolkit | CTCYS Scale Constructs |
|---|---|
| 1. Opportunities for prosocial involvement | 1a. Opportunities for pro-social involvement -Family<br>1b. Interaction with prosocial peers<br>1c. Opportunities for pro-social involvement - School<br>1d. Opportunities for prosocial involvement-Community |
| 2.Value and recognition | 2a. Rewards for prosocial family involvement<br>2b. Rewards for prosocial peer involvement<br>2c. Rewards for prosocial school involvement<br>2d. Rewards for prosocial community involvement |
| 3. Bonding | 3a. Family attachment<br>3b. Commitment to school<br>3c. Neighborhood attachment |

**Targeted Age Group:** Ages 11-18 years

**Availability of Tool:** Publicly available at no cost through the Center for Substance Abuse Prevention in the office of the United States Government's Substance Abuse and Mental Health Services Administration (http://store.samhsa.gov/product/Communities-That-Care-Youth-Survey/CTC020).

**Locations and Languages in which tool has been used:** This tool is well validated in the United States, Australia, Croatia, Cyprus, Germany, the Netherlands, the United Kingdom, Iran, India, Trinidad & Tobago and South Africa. It has been translated in multiple languages including Persian, Dutch and South African languages.

**How to Administer:** Self-report questionnaire administered directly to youth (paper)

**PYD Measurement Toolkit Illustrative Indicator and Corresponding description of CTCYS scale item:**

**1a. Opportunities for Prosocial Involvement-Family:** Increased opportunities for prosocial involvement in family at the conclusion of training/programming.

*CTCYS subscale on Opportunities for Prosocial Involvement – Family*

**Instructions:** Please tell us how true each of the following statements is for you by answering BIG YES!, little yes, little no, or BIG NO!

Mark (the big) YES! (Y) if you think the statement is definitely true of you
Mark (the little) yes (y) if you think the statement is mostly true of you
Mark (the little) no (n) if you think the statement is mostly not true of you
Mark (the big) NO! (N) if you think the statement is definitely not true of you

**Response Options:** NO! (1) no (2) yes (3) YES! (4)

1. If I had a personal problem, I could ask my mom or dad for help.
2. My parents give me lots of chances to do fun things with them.
3. My parents ask me what I think before most family decisions affecting me are made.

**Scoring Information:** Scale score is average of 3 items (possible range 1-4). Higher score indicates higher opportunities for prosocial family involvement.

**1b. Opportunities for Prosocial Involvement – Peers:** Increased opportunities for prosocial involvement in peer groups at the conclusion of training/programming.

*CTCYS subscale on Interaction with Prosocial Peers*

**Response Options:** None of my friends (0) 1 of my friends (1) 2 of my friends (2) 3 of my friends (3) 4 of my friends (4)

1. In the past year (12 months), how many of your best friends have:
   .....participated in clubs, organizations or activities at school?
   .....made a commitment to stay drug free?
   .....liked school?
   .....regularly attended religious services?
   .....tried to do well in school?

**Scoring Information:** Scale score is average of 5 items (possible range 0-4). Higher score indicates higher interaction with prosocial peers.

**1c. Opportunities for Prosocial Involvement – School:** Increased opportunities for prosocial involvement in school at the conclusion of training/programming.

*CTCYS subscale on Opportunities for Prosocial Involvement – School*

**Instructions:** Please tell us how true each of the following statements is for you by answering BIG YES!, little yes, little no, or BIG NO!

Mark (the big) YES! (Y) if you think the statement is definitely true of you
Mark (the little) yes (y) if you think the statement is mostly true of you
Mark (the little) no (n) if you think the statement is mostly not true of you
Mark (the big) NO! (N) if you think the statement is definitely not true of you

**Response Options:** NO! (1) no (2) yes (3) YES! (4)

1. In my school, students have lots of chances to help decide things like class activities and rules.
2. Teachers ask me to work on special classroom projects.
3. There are lots of chances for students in my school to get involved in sports, clubs, or other school activities outside of class.
4. There are lots of chances for students in my school to talk with a teacher one-on-one.
5. There are lots of chances to be part of class discussions or activities.

**Scoring Information:** Scale score is average of 5 items (possible range 1-4). Higher score indicates higher opportunities for prosocial involvement at school. Note: If one of the items was not completed, the scale score can be calculated as the mean of the 4 completed items. If two or more items are missing then the scale score cannot be calculated.

**1d. Opportunities for Prosocial Involvement-Community:** Increased opportunities for prosocial involvement in community at the conclusion of training/programming.

*CTCYS subscale on Prosocial Involvement – Community*

**Instructions:** Please tell us how true each of the following statements is for you by answering BIG YES!, little yes, little no, or BIG NO!

Mark (the big) YES! (Y) if you think the statement is definitely true of you
Mark (the little) yes (y) if you think the statement is mostly true of you

Mark (the little) no (n) if you think the statement is mostly not true of you
Mark (the big) NO! (N) if you think the statement is definitely not true of you

**Response Options:** NO! (1) no (2) yes (3) YES! (4)

1. There are lots of adults in my neighborhood I could talk to about something important.
2. Adults in my community create organized activities for people my age.
3. Adults in my community provide ways for people my age to develop new skills.
4. People my age are given useful roles in this community.
5. In my neighborhood, kids can help decide which activities are provided and how they are run.
6. In my neighborhood, adults pay attention to what kids have to say.
7. There are a lot of chances in my community for someone my age to get a good education.

**Scoring Information:** Scale score is average of 5 items (possible range 1-4). Higher score indicates higher opportunities for prosocial involvement at school.

**2. Value and Recognition:** Increased youth self-report of positive value and recognition at the conclusion of training/ programming.

### 2a. CTCYS subscale on rewards for Prosocial Family Involvement

**Response Options:**
Items 1 and 2: Never or Almost Never (1) Sometimes (2) Often (3) All the Time (4)
Items 3 and 4: NO! (1) no (2) yes (3) YES! (4)

1. My parents notice when I am doing a good job and let me know about it.
2. How often do your parents tell you they're proud of you for something you've done?
3. Do you enjoy spending time with your mother?
4. Do you enjoy spending time with your father?

**Scoring Information:** Scale score is average of 4 items (possible range 1-4). Higher score indicates higher levels of prosocial family involvement.

### 2b. CTCYS subscale on rewards for Prosocial Peer Involvement

**Response Options:** No or Very Little Chance (1) Little Chance (2) Some Chance (3) Pretty Good Chance (4) Very Good Chance (5)

What are the chances you would be seen as cool if you…
1. .....worked hard at school?
2. .....defended someone who was being verbally abused at school?
3. .....regularly volunteered to do community service?

**Scoring Information:** Scale score is average of 3 items (possible range 1-5). Higher score indicates higher levels of prosocial peer involvement.

### 2c. CTCYS subscale on rewards for Prosocial School Involvement

**Instructions:** Please tell us how true each of the following statements is for you by answering BIG YES!, little yes, little no, or BIG NO!

Mark (the big) YES! (Y) if you think the statement is definitely true of you
Mark (the little) yes (y) if you think the statement is mostly true of you
Mark (the little) no (n) if you think the statement is mostly not true of you
Mark (the big) NO! (N) if you think the statement is definitely not true of you

**Response Options:** NO! (1) no (2) yes (3) YES! (4)

1. My teacher(s) notices when I am doing a good job and lets me know about it.
2. I feel safe at my school.
3. The school lets my parents know when I have done something well.
4. My teachers praise me (tell me I'm doing well) when I work hard in school.

**Scoring Information:** Scale score is mean of 4 items (possible range 1-4). Higher score indicates higher levels of prosocial school involvement.

### 2d. CTCYS subscale on rewards for Prosocial Community Involvement

**Instructions:** Please tell us how true each of the following statements is for you by answering BIG YES!, little yes, little no, or BIG NO!

Mark (the big) YES! (Y) if you think the statement is definitely true of you
Mark (the little) yes (y) if you think the statement is mostly true of you
Mark (the little) no (n) if you think the statement is mostly not true of you
Mark (the big) NO! (N) if you think the statement is definitely not true of you

**Response Options:** NO! (1) no (2) yes (3) YES! (4)

1. There are people in my neighborhood who are proud of me when I do something well.
2. There are people in my neighborhood who encourage me to do my best.
3. My neighbors notice when I do a good job and let me know about it.

**Scoring Information:** Scale score is mean of 3 items (possible range 1-4). Higher score indicates higher levels of prosocial community involvement.

### 3a. Bonding: Improved bonding with members of family at the conclusion of training/programming

*CTCYS subscale on Family Attachment*

**Instructions:** Please tell us how true each of the following statements is for you by answering BIG YES!, little yes, little no, or BIG NO!

Mark (the big) YES! (Y) if you think the statement is definitely true of you
Mark (the little) yes (y) if you think the statement is mostly true of you
Mark (the little) no (n) if you think the statement is mostly not true of you
Mark (the big) NO! (N) if you think the statement is definitely not true of you

**Response Options:** NO! (1) no (2) yes (3) YES! (4)

1. Do you feel very close to your mother?
2. Do you share your thoughts and feelings with your mother?
3. Do you feel very close to your father?
4. Do you share your thoughts and feelings with your father?

**Scoring Information:** Scale score is mean of 4 items (possible range 1-4). Higher score indicates higher levels of family attachment.

### 3b. Bonding: Improved bonding with members of school at the conclusion of training/programming

*CTCYS subscale on Commitment to School*

**Response Options:**
**Item 1:** None (5) 1 (4.33) 2 (3.67) 3 (3) 4-5 (2.33) 6-10 (1.67) 11 or more (1)
**Item 2:** Never (1) Seldom (2) Sometimes (3) Often (4) Almost Always (5)
**Item 3:** Very Interesting and stimulating (5) Quite Interesting (4) Fairly Interesting (3) Slightly Boring (2) Very Boring (1)
**Item 4:** Very Important (5) Quite Important (4) Fairly Important (3) Slightly Important (2) Not at all Important (1)
**Items 5, 6 and 7:** Never (1) Seldom (2) Sometimes (3) Often (4) Almost Always (5)

1. During the past four weeks [school was in session], how many whole days have you missed because you skipped or "cut/wagged"?
2. How often do you feel that the schoolwork you are assigned is meaningful and important?
3. How interesting are most of your courses/school subjects to you?
4. How important do you think the things you are learning in school are going to be for your later life?

5. In the past year [Since the last survey], how often did you: Enjoy being in school?
6. In the past year [Since the last survey], how often did you: Hate being in school?
7. In the past year [Since the last survey], how often did you: Try to do your best work in school?

**Scoring Information:** Scale score is average of 7 items (possible range 1-5). Higher score indicates higher levels of commitment to school.

**3c. Bonding:** Improved bonding with members of community at the conclusion of training/programming

*CTCYS subscale on Neighborhood Attachment:*

**Instructions:** Please tell us how true each of the following statements is for you by answering BIG YES!, little yes, little no, or BIG NO!

Mark (the big) YES! (Y) if you think the statement is definitely true of you
Mark (the little) yes (y) if you think the statement is mostly true of you
Mark (the little) no (n) if you think the statement is mostly not true of you
Mark (the big) NO! (N) if you think the statement is definitely not true of you

**Response Options:**
**Item 1:** NO! (4) no (3) yes (2) YES! (1)
**Items 2 and 3:** NO! (1) no (2) yes (3) YES! (4)
1. I'd like to get out of my neighborhood.
2. If I had to leave, I would miss the neighborhood I live in.
3. I like my neighborhood.

**Scoring Information:** Scale score is mean of 3 items (possible range 1-4). Higher score indicates higher neighborhood attachment.

## REFERENCES:

**Arthur, M.W., Hawkins, J.D., Pollard, J.A., R.F. & Baglioni, A.J. (2002).** Measuring risk and protective factors for substance use, delinquency, and other adolescent problem behaviors. The Communities That Care Youth Survey. *Eval Rev, 26,* 575-601.

**Hawkins, J.D., et al. (2014).** Youth problem behaviors 8 years after implementing the communities that care prevention system: A community-randomized trial. *JAMA Pediatrics, 168(2),* 122-129.

## NAME OF TOOL: The International Youth Development Survey (IYDS)

**Developer:** The IYDS youth survey is largely based on the Communities That Care Youth Suvey (CTCYS) that was extended and adapted for use in Australia.

**Brief Description of Tool:** The International Youth Development Youth Survey is based on the CTCYS.

**Constructs measured:**

| PYD Construct from the PYD Measurement Toolkit | IYDS Scale Constructs |
|---|---|
| 1. Self-control | 1a. Emotional control<br>1b. Impulsivity |
| 2. Academic achievement | 2a. Academic success (Youth-self-report)<br>2b. Academic success (Teacher report) |
| 3. Positive identity | 3. Optimism |
| 4. Support | 4. Poor family management |
| 5. Prosocial Norms | 5. Belief in the moral order |

**Targeted Age Group:** Ages 10-18 years

**Availability of Tool:** Permission by developer needed.

**Locations and Languages in which tool has been used:** IYDS has been used in the United States, Australia, India. Available in English.

**How to Administer:** Self-report questionnaire administered directly to youth (paper, online or telephone interview)

**PYD Measurement Toolkit Illustrative Indicator and Corresponding description of IYDS scale item:**

**1. Self-control: Increased self-control skills at the conclusion of training/programming.**

*1a. IYDS subscale on Emotional Control*

**Response Options:** NO! (1) no (2) yes (3) YES! (4)

1. I know how to relax when I feel tense.
2. I am always able to keep my feelings under control.
3. I know how to calm down when I am feeling nervous.
4. I control my temper when people are angry with me.

**Scoring Information:** Scale score is mean of 4 items (possible range 1-4). Higher score indicates higher emotional control. Note: If one of the items was not completed, the scale score can be calculated as the mean of the 3 completed items. If two or more items are missing then the scale score cannot be calculated.

*1b. IYDS subscale on Impulsivity*

**Response Options:**
Item 1: NO! (4) no (3) yes (2) YES! (1)
Items 2 and 3: NO! (1) no (2) yes (3) YES! (4)

1. It's important to think before you act.
2. I rush into things, starting before I know what to do.
3. I answer without thinking about it first.

**Scoring Information:** Scale score is mean of 3 items (possible range 1-4). Higher score indicates higher impulsivity. Note: If one of the items was not completed the scale score can be calculated as the mean of the 2 completed items. If two or more items are missing then the scale score cannot be calculated.

## 2a. Academic Achievement: Increased academic achievement at the conclusion of training/programming

*IYDS subscale on Academic success (youth report):*

**Response Options:**
**Item 1:** Very poor (1) Poor (1.75) Average (2.5) Good (3.75) Very good (4)
**Item 2:** NO! (1) no (2) yes (3) YES! (4)

1. Putting them all together, what were your grades/marks like last year?
2. Are your school grades better than the grades/marks of most students in your class?

**Scoring Information:** Scale score is mean of 2 items (possible range 1-4). Higher score indicates higher academic success. Note: If one of the items was not completed the scale score cannot be calculated.

## 2b. IYDS subscale on Academic success (teacher report):

**Item 1:** Very poor (1) Poor (1.75) Average (2.5) Good (3.75) Very good (4)
**Item 2:** NO! (1) no (2) yes (3) YES! (4)

1. Putting them all together, what were <<STUDENT'S>> grades/marks like last year?
2. Are <<STUDENT'S>> school grades better than the grades/marks of most students in your class?

**Scoring Information:** Scale score is mean of 2 items (possible range 1-4). Higher score indicates higher academic success. Note: If one of the items was not completed the scale score cannot be calculated.

## 3. Positive Identity: Increased positive identity at the conclusion of training/programming (youth self-report)

*IYDS subscale on Optimism:*

**Response Options:** Never (1) Rarely (2) Sometimes (3) Often (4) Almost Always (5)
For the following questions, please think about yourself and your future:

1. When I think about the future, I feel optimistic.
2. I know what kind of person I am.
3. I really believe in myself.
4. Things usually turn out well for me.
5. I think the world and people in it are basically good.
6. I feel okay about the way I've handled myself so far.

**Scoring Information:** Scale score is mean of 6 items (possible range 1-5). Higher score indicates higher optimism. Note: If two or more of the items were not completed the scale score cannot be calculated.

## 4. Support: Improved family support at the conclusion of training/programming

*IYDS subscale on Family Management:*

**Response Options:** NO! (1) no (2) yes (3) YES! (4)

1. My parents ask if I've gotten my homework done.
2. Would your parents know if you did not come home on time?
3. The rules in my family are clear.
4. When I am not at home, one of my parents knows where I am and who I am with.
5. My parents want me to call if I am going to be late getting home.
6. My family has clear rules about alcohol and drug use.
7. If you drank some alcohol (like beer, wine or liquor/spirits) without your parents' permission, would you be caught by your parents?
8. If you carried a weapon without your parents' permission, would you be caught by your parents?
9. If you skipped school without your parents' permission, would you be caught by your parents?

**Scoring Information:** Scale score is mean of 9 items (possible range 1-4). Higher score indicates higher levels of family management. Note: If four or more of the items were not completed the scale score cannot be calculated.

**5. Prosocial norms:** Increased prosocial norms at the conclusion of training/programming

*IYDS subscale on Belief in the moral order*

**Response Options:** YES, yes, no, NO

1. It is important to be honest with your parents, even if they become upset or you get punished?
2. I think sometimes it's okay to cheat at school.
3. I think it is okay to take something without asking if you can get away with it.
4. It is all right to beat up people if they start the fight.

**Scoring Information:** Scale score is mean of 4 items (possible range 1-4). Higher score indicates higher levels of family management. Note: If less than 3 items were not completed the scale score cannot be calculated.

## REFERENCES:

**Arthur, M.W., Hawkins, J.D., Pollard, J.A., R.F. & Baglioni, A.J.** (**2002**) Measuring risk and protective factors for substance use, delinquency, and other adolescent problem behaviors. The Communities That Care Youth Survey. *Eval Rev, 26,* 575-601.

**Bond, l.T., Toumbourou, J., Patton, G., & Catalano, R.** (**2000**). *Improving the Lives of Young Victorians in Our Community: a survey of risk and protective factors*, Melbourne: Centre for Adolescent Health.

**McMorris, B. J., Hemphill, S. A., Toumbourou, J. W., Catalano, R. F., & Patton, G. C.** (**2007**). Prevalence of substance use and delinquent behavior in adolescents from Victoria, Australia and Washington State, United States. *Health Education & Behavior, 34,* 634-650.

**NAME OF TOOL:** The Developmental Assets Profile (DAP)

**Developer:** Search Institute

**Brief Description of Tool:** Search Institute's Developmental Assets survey is a 58-item survey for youth that provides a brief, standardized description of young people's strengths and supports (developmental assets). The DAP measures 8 categories of developmental assets (including internal strengths and external supports) using reliable and valid scales. The DAP has been adapted for international settings and has acceptable reliabilities similar to US samples.

**Constructs measured:**

| PYD Construct from the PYD Measurement Toolkit | DAP Scale Construct |
|---|---|
| 1. Support | 1. Support |
| 2. Prosocial Norms | 2. Boundaries |

**Targeted Age Group:** Ages 9-18 years; Grade 4-12

**Availability of Tool:** Cost associated with use per report or according to need. Contact developer. (http://www.search-institute.org/surveys/DAP)

**Locations and Languages in which tool has been used:** Measure has been used in multiple countries: United States, Albania, Armenia, Azerbaijan, Bangladesh, Bolivia, Brazil, China, Colombia, the Dominican Republic, Egypt, Gaza, Iraq, Japan, Jordan, Lebanon, Mexico, Morocco, Nepal, the Philippines, Rwanda and Yemen. Available in multiple languages.

**How to Administer:** Self-report questionnaire administered directly to youth (paper or online)

**PYD Measurement Toolkit Illustrative Indicator and Corresponding description of DAP scale item:**

**1. Support:** Increased support at the conclusion of training/programming

*DAP subscale on Support:*

1. I ask my parents for advice.
2. I have parent(s) who try to help me succeed.
3. I have good neighbors who care about me.
4. I have a school that cares about kids and encourages them.
5. I have support from adults other than my parent(s).
6. I have a family that gives me love and support.
7. I have parent(s) who are good at talking with me about things.

**2. Prosocial Norms: Increased prosocial norms at the conclusion of training/programming**

*DAP subscale on Boundaries and Expectations:*

1. I have friends who set good examples for me.
2. I have a school that gives students clear rules.
3. I have adults who are good role models for me.
4. I have teachers who urge me to do well in school.
5. I have a family that provides me with clear rules.
6. I have parent(s) who urge me to do well in school.
7. I have neighbors who help watch out for me.
8. I have a school that enforces rules fairly.
9. I have a family that knows where I am and what I am doing.

## REFERENCES:

**Scales, P.C. (2011).** Youth developmental assets in global perspective: Results from international adaptations of the Developmental Assets Profile. *Child Indicators Research. 4:619–645.*

**Scales, P.C., E.C. Roehlkepartain, and K. Fraher. (2012).** *Do Developmental Assets Make a Difference in Majority-World Contexts? A Preliminary Study of the Relationships Between Developmental Assets and Selected International Development Priorities,* Education Development Center.

**NAME OF TOOL:** Profile of Student Life—Attitude and Behavior (PSL-AB)

**Developer:** Search Institute

**Brief Description of Tool:** The PSL-AB survey measures eight principal asset domains: support, empowerment, boundaries and expectations, constructive use of time, commitment to learning, positive values, social competencies, and positive identity.

**Construct Measured:**

| PYD Construct from the PYD Measurement Toolkit | PSL-AB Scale Construct |
|---|---|
| Physical Safety | Safety |

**Targeted Age Group:** Ages 9-18 years

**Availability of Tool:** Cost associated with use per report or according to need. Contact developer. (http://www.search-institute.org/sites/default/files/a/A%26B%20Administration%20Manual%202012.pdf)

**Locations and Languages in which tool is available:** The measure was used in multiple countries (United States, Albania, Armenia, Azerbaijan, Bangladesh, Bolivia, Brazil, China, Colombia, the Dominican Republic, Egypt, Gaza, Iraq, Japan, Jordan, Lebanon, Mexico, Morocco, Nepal, the Philippines, Rwanda and Yemen). Available in multiple languages.

**How to Administer:** Self-report questionnaire administered directly to youth (paper or online)

**PYD Measurement Toolkit Illustrative Indicator and Corresponding description of PSL-AB scale item:**

**1. Physical Safety:** Increased feeling of safety in their physical environment

*How often do you feel afraid of...*

1. Walking around your neighborhood?
2. Getting hurt by someone at your school?
3. Getting hurt by someone in your home?

## REFERENCES:

**Bowers, E.P., et al. (2010).** The Five Cs Model of Positive Youth Development: A Longitudinal Analysis of Confirmatory Factor Structure and Measurement Invariance. *Journal of Youth & Adolescence, 2010. 39,* p. 720–735.

**Benson, P.L., et al. (1998).** Beyond the 'Village' Rhetoric: Creating Healthy Communities for Children and Adolescents. *Applied Developmental Science, 1998. 2(3),* p. 138-159.

## NAME OF TOOL: Fast Track

**Developer:** Conduct Problems Prevention Research Group (CPPRG)

**Brief overview of tool:** Fast Track is a comprehensive intervention project designed to look at how children develop across their lives by providing academic tutoring and lessons in developing social skills and regulating their behaviors. The scales within the program were created for the Fast Track Project.

**Constructs measured:** Interpersonal skills; Self-regulation; Safety

| PYD Construct from the PYD Measurement Toolkit | Fast Track Scale Construct |
|---|---|
| 1. Interpersonal skills | 1. Social Competence scale: Prosocial communication skills (Teacher report) |
| 2. Self-control | 2. Social Competence Scale: Emotional self-regulation (Teacher report) |

**Targeted Age Group:** Grades 3 and 4 in United States

**Availability of Tool:** Scale is downloadable for free from the website and can be used with permission from the developer (http://fasttrackproject.org/data-instruments.php).

**Locations and Languages in which tool has been used:** Used in the United States and available in English

**How to Administer:** Administered to parent, sibling and teacher

**PYD Measurement Toolkit Illustrative Indicator and Corresponding description of Fast Track scale item:**

**1. Interpersonal skills:** Increased interpersonal skills at the conclusion of training/programming

*Please rate each of the listed behaviors according to how well it describes the child.*

**Response Options:** Not at all (0), A little (1), Moderately well (2), Well (3), Very well (4)

*Fast Track subscale on Prosocial communication skills (Teacher report)*

1. Resolves Peer Problems on His/Her Own
2. Very Good at Understanding Other People's Feelings
3. Shares Materials With Others
4. Cooperates with Peers without Prompting
5. Is Helpful to Others
6. Listens to Other Points of View
7. Can Give Suggestions or Opinions Without Being Bossy
8. Acts Friendly Towards Others

**2. Self-control:** Increased self-control skills at the conclusion of training/programming.

*Please rate each of the listed behaviors according to how well it describes the child.*

**Response Options:** Not at all (0), A little (1), Moderately well (2), Well (3), Very well (4)

*Fast Track subscale on Emotional self-regulation (Teacher report)*

1. Can Accepts Things Not Going His/Her Way
2. Copes Well with Failure
3. Accepts Legitimate Imposed Limits
4. Expresses Needs and Feelings Appropriately
5. Thinks Before Acting
6. Can Calm Down when Excited or All Wound Up
7. Can Wait in Line Patiently when Necessary
8. Is Aware of the Effect of His/Her Behavior on Others
9. Plays by Rules of the Game
10. Controls Temper When there is a Disagreement

**Scoring information:** Subscale scores are calculated as the average of responses. A score for the combined Prosocial/ Communication items and Emotional Regulation items can be calculated, If more than half of the items on a subscale score are missing responses, the score is not calculated. Measures with all responses missing are not scored.

## REFERENCES:

**Conduct Problems Prevention Research Group (CPPRG). (1990).** Social Competence Scale (Teacher Version). Available from the Fast Track Project Web site, http://www.fasttrackproject.org

**Conduct Problems Prevention Research Group (CPPRG). (1995).** *Psychometric Properties of the Social Competence Scale – Teacher and Parent Ratings. (Fast Track Project Technical Report.)* University Park, PA, Pennsylvania State University.

**NAME OF TOOL:** California Healthy Kids Survey (CHKS)

**Developer:** The California Healthy Kids Survey – along with the California School Climate Survey and the California School Parent Survey – is part of the comprehensive Cal–SCHLS data system, developed for the California Department of Education.

**Brief Description of Tool:** The CHKS is a comprehensive student self-report tool for monitoring the school environment and student health risks. It was developed to assist school districts to accurately identify areas of student and school strengths and weaknesses, and address related needs. Some of the key areas assessed by the survey are school connectedness, developmental supports and opportunities, safety, violence and harassment, substance use, and physical and mental health. A large number of supplementary modules are offered in addition to the core survey. The scales below have been used in the Resilience and Youth Development module (RYDM) which assesses environmental and internal assets associated with positive youth development and school success.

**Note of caution:** The secondary school RYDM scales ex¬hibit low test-retest reliability, which suggests that the module is not well suited for examining student-level changes over time. The instrument was not designed to examine individual differences across students and should not be used this way.

**Constructs measured:**

| PYD Construct from the PYD Measurement Toolkit | CHKS Scale Construct |
|---|---|
| 1. Self-efficacy | 1. Self-efficacy |
| 2. Bonding | 2. Caring relationships with peers |

**Targeted Age Group:** Grade 7-12 in the United States

**Availability of Tool:** Scale is downloadable for free from the website and can be used with permission from the California Department of Education (http://surveydata.wested.org/resources/mshs-resilienceyd-1516_watermark.pdf).

**Locations and Languages in which tool has been used:** United States, Australia, China, Jamaica, South Africa and Turkey. Available in English and Spanish
How to Administer: Self-report questionnaire administered directly to youth (paper or online)

**PYD Measurement Toolkit Illustrative Indicator and Corresponding description of CHKS scale item:**

**1. Self-efficacy:** Increased self-efficacy skills at the conclusion of training/programming. CHKS Subscale on Self-efficacy

**Response options:** Not At All True (1), A Little True (2), Pretty Much True (3), Very Much True (4)

*How true do you feel these statements are about you personally?*

1. I can work out my problems.
2. I can do most things I try.
3. There are many things I do well.
4. I can work with someone who has different opinions than mine.

**Scoring information:** Scale score is mean of items

**2. Bonding:** Improved bonding with members of a peer group at the conclusion of training/programming

*CHKS subscale on Caring relationships with peers*

**Response options:** Not At All True (1), A Little True (2), Pretty Much True (3), Very Much True (4)

I have a friend about my own age:
1. Who really cares about me.
2. Who talks with me about my problems.
3. Who helps me when I'm having a hard time.

**Scoring information:** Scale score is mean of 4 items

## REFERENCES:

**Hanson, T. L., & Kim, J. O.** (2007). Measuring resilience and youth development: the psychometric properties of the Healthy Kids Survey (Issues & Answers Report, REL 2007–No. 034). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory West. Retrieved from http://surveydata.wested.org/resources/REL_RYDM2007034.pdf

**NAME OF TOOL:** The Flourishing Children Project (FCP)

**Developer:** Child Trends

**Brief Description of Tool:** The Flourishing Children Project is part of a major initiative by Child Trends to develop rigorous national indicators of flourishing among children and youth for inclusion in national surveys, research studies, and program evaluations.

**Constructs Measured:**

| PYD Construct from the PYD Measurement Toolkit | FCP Scale Construct |
|---|---|
| 1. Ability to plan ahead/Goal-setting | 1a. Goal Orientation (Parent report)<br>1b. Goal Orientation (Adolescent report) |
| 2. Perseverance | 2a. Diligence (Parent report)<br>2b. Diligence (Adolescent report) |

**Targeted Age Group:** Adolescents (12-17 years)

**Availability of Tool:** Publicly available at website for no cost (http://www.performwell.org).

**Locations and Languages in which tool has been used:** Administered in United States. Available in English.

**How to Administer:** Self-report questionnaire administered directly to youth and parents

**PYD Measurement Toolkit Illustrative Indicator and Corresponding description of FCP scale item:**

**1. Ability to plan ahead/Goal-setting:** Increased ability to plan and set goals at the conclusion of training/programming

*1a. The Flourishing Children Project subscale on Goal Orientation (Parent report)*

**Instructions:** Please indicate how much these statements describe your child.

**Response options:** Not at all like my child (0), A little like my child (1), Somewhat like my child (2), A lot like my child (3), Exactly like my child (4)

1. My child develops step-by-step plans to reach his/her goals.
2. My child has goals in his/her life.
3. If my child sets goals, he/she takes action to reach them.
4. It is important to my child that he/she reaches his/her goals.
5. My child knows how to make his/her plans happen.

**Instructions:** Please indicate how often this happens.

**Response options:** None of the time (0), A little of the time (1), Some of the time (2), Most of the time (3), All of the time (4)

6. How often does your child have trouble figuring out how to make his/her goals happen?
7. How often does your child try a different approach if he/she has trouble reaching his/her goals?
8. How often does your child make plans to achieve his/her goals?

**Scoring information:** A total score is calculated with a maximum score of 32.

*1b. The Flourishing Children Project subscale on Goal Orientation (Adolescent report)*

**Instructions:** Please indicate how much these statements describe you

**Response options:** Not at all like me (0), A little like me (1), Somewhat like me (3), A lot like me (4), Exactly like me (5)

1. I develop step-by-step plans to reach my goals.
2. I have goals in my life.
3. If I set goals, I take action to reach them.
4. It is important to me that I reach my goals.
5. I know how to make my plans happen.

**Instructions:** Please indicate how often this happens.

**Response options:** None of the time (0), A little of the time (1), Some of the time (2), Most of the time (3), All of the time (4)

6. How often do you make plans to achieve your goals?
7. How often do you have trouble figuring out how to make your goals happen?

**Scoring information:** A total score is calculated with a maximum score of 28.

**2. Perseverance:** Increased perseverance of effort at the conclusion of training/programming

*2a.The Flourishing Children Project subscale on Diligence (Parent Report)*

**Instructions:** Please indicate how often this happens

**Response Options:** None of the time (0), A little of the time (1), Some of the time (2), Most of the time (3), All of the time (4)

1. Does your child work harder than others his/her age?
2. Does your child do as little work as he/she can get away with?
3. Does your child finish the tasks he/she starts?
4. Does your child give up when things get difficult?
5. Can people count on your child to get tasks done?
6. Does your child do what he/she says he/she is going to do?

**Scoring information:** A total score is calculated with a maximum score of 24.

*2b.The Flourishing Children Project subscale on Diligence (Adolescent Report)*

**Instructions:** Please indicate how often this happens

**Response Options:** None of the time (0), A little of the time (1), Some of the time (2), Most of the time (3), All of the time (4)

1. Do you work harder than others your age?
2. Do you do as little work as you can get away with?
3. Do you finish the tasks you start?
4. Is it hard for you to finish the tasks you start?
5. Do you give up when things get difficult?
6. Can people count on you to get tasks done?
7. Do you do the things that you say you are going to do?

**Scoring information:** A total score is calculated with a maximum score of 28.

## REFERENCE:

**Lippman, L.H., Moore, K.A., Guzman, L., Ryberg, R., McIntosh, H., Ramos, M., Caal, S., Carle, A., Kuhfeld, M. (2014)** *Flourishing Children: Defining and Testing Indicators of Positive Development.* Springer Science and Business Media.

**NAME OF TOOL:** Multidimensional Scale of Perceived Social Support (MSPSS)

**Developer:** Zimet, G.D.

**Brief Description of Tool:** The MSPSS is a brief research tool designed to measure perceptions of support from 3 sources: Family, Friends, and a Significant Other. The scale is composed of a total of 12 items, with 4 items for each subscale.

**Construct measured:**

| PYD Construct from the PYD Measurement Toolkit | MSPSS Scale Construct |
|---|---|
| 1. Support | 1a. Family Support<br>1b. Peer Support |

**Targeted Age Group:** Ages 15-16 years

**Availability of Tool:** Publicly available at no cost

**Locations and Languages in which tool has been used:** Tool used in the United States and Ghana. Available in English.

**How to Administer:** Self-report questionnaire administered directly to youth

**PYD Measurement Toolkit Illustrative Indicator and Corresponding description of MSPSS scale item:**

### 1a. Support: Increased family support at the conclusion of training/programming

*1a. MSPSS subscale on Family Support*

**Instructions:** We are interested in how you feel about the following statements. Read each statement carefully. Indicate how you feel about each statement.

**Response Options:**
Circle the "1" if you Very Strongly Disagree
Circle the "2" if you Strongly Disagree
Circle the "3" if you Mildly Disagree
Circle the "4" if you are Neutral
Circle the "5" if you Mildly Agree
Circle the "6" if you Strongly Agree
Circle the "7" if you Very Strongly Agree

1. My family really tries to help me.
2. I get the emotional help and support I need from my family.
3. I can talk about my problems with my family.
4. My family is willing to help me make decisions.

**Scoring Information:** Scale score is mean of 4 items.

### 1b. Support: Increased peer support at the conclusion of training/programming

*1b. MSPSS subscale on Peer Support*

**Instructions:** We are interested in how you feel about the following statements. Read each statement carefully. Indicate how you feel about each statement.

**Response Options:**
Circle the "1" if you Very Strongly Disagree
Circle the "2" if you Strongly Disagree
Circle the "3" if you Mildly Disagree
Circle the "4" if you are Neutral
Circle the "5" if you Mildly Agree
Circle the "6" if you Strongly Agree
Circle the "7" if you Very Strongly Agree

1. My friends really try to help me.
2. I can count on my friends when things go wrong.
3. I have friends with whom I can share my joys and sorrows.
4. I can talk about my problems with my friends.

**Scoring information:** Scale score is mean of 4 items.

## REFERENCES:

**Canty-Mitchell, J. & Zimet, G.D. (2000).** Psychometric Properties of the Multidimensional Scale of Perceived Social Support in Urban Adolescents. *American Journal of Community Psychology, 28,* 391-400.

**Zimet, G.D., Dahlem, N.W., Zimet, S.G. & Farley, G.K. (1988).** The Multidimensional Scale of Perceived Social Support. *Journal of Personality Assessment, 52,* 30-41.

**Zimet, G.D., Powell, S.S., Farley, G.K., Werkman, S. & Berkoff, K.A. (1990).** Psychometric characteristics of the Multidimensional Scale of Perceived Social Support. *Journal of Personality Assessment, 55,* 610-17.

**NAME OF TOOL:** The Jamaican Youth Survey (JYS)

**Developer:** Nancy Guerra, Kirk Williams, Julie Meeks-Gardener, Ian Walker-University of Delaware

**Brief Description of Tool:** The Jamaica Youth Survey measures youth knowledge, attitudes and behaviors, and practices in like skill areas, including: positive sense of self; self-control; moral system of beliefs; prosocial connectedness; and decision-making skills.

**Construct Measured:**

| PYD Construct from the PYD Measurement Toolkit | JYS Scale Construct |
|---|---|
| 1. Higher order thinking skills | 1. Decision-making |

**Targeted Age Group:** Ages 12-18 years

**Availability of Tool:** Publicly available at no cost

**Locations and Languages:** The tool has been used in Jamaica and is available in English

**How to Administer:** Self-report questionnaire directly to youth; developers recommend it be administered in person by a trained interviewer

**PYD Measurement Toolkit Illustrative Indicator and Corresponding description of JYS scale item:**

**1. Higher-order Skills:** Increased higher-order thinking skills at the conclusion of training/programming

*1. JYS subscale on Decision-making: (Items were adapted from the Cognitive Autonomy and Self-Evaluation (CASE) Inventory)*

These next questions ask about making decisions, that is, the things that you make up your mind about.

**Response options:** Strongly Disagree (1), Disagree (2), Agree (3), Strongly Agree (4)

1. When I am making up my mind about something, I think about all the things that could happen (I think about the consequences of my decisions).
2. I think of all the bad things that could happen before I make up my mind about something.
3. I consider different choices before making up my mind about something.
4. I think about how the things I do will affect others.
5. I think about how the things I do will affect me in the long run (i.e. in the future or "down the road").
6. Sometimes I will take chances just for the fun of it.
7. When making up my mind about something, I like to collect a lot of information.
8. When I think about what I have made up my mind to do, I focus mainly on the good things that could happen (When I think about my decisions, I focus mainly on the positive consequences).

**Scoring Option:** For each of these items, respondents answered on a 4-point scale ranging from "1" (strongly disagree) to "4" (strongly agree). Higher scores indicate higher levels of competency.

## REFERENCE:

**Meeks-Gardner, J., Williams, K.R. &Nancy G. Guerra (2011).** The Jamaica Youth Survey: Assessing Core Competencies and Risk for Aggression Among Jamaican Youth. *Caribbean Quarterly, 57(1),* 35-53.

**NAME OF TOOL:** Perceived Social Support Questionnaire (PSS)

**Developer:** Procidano, M.E. & Heller, K.

**Brief Description of Tool:** Scales were developed to asses an individual's perceived level of social support from family and friends. Measure is used as a part of a system of assessment tools as provided by the Centre of Addictions and Mental Health.

**Construct measured:**

| PYD Construct from the PYD Measurement Toolkit | PSS Scale Construct |
|---|---|
| 1. Support | 1a. Support (Family)<br>1b. Support (Peer) |

**Targeted Age Group:** Validated for older adolescents, 18 years and over

**Availability of Tool:** Free, but a license agreement must first be filled out (http://www.camh.net/Publications/Resources_for_Professionals/ADAT/adat_license.html).

**Locations and Languages in which tool has been used:** English, Swedish and Turkish.

**How to Administer:** Self-report questionnaire administered directly to youth.

**PYD Measurement Toolkit Illustrative Indicator and Corresponding description of PSS scale item:**

**1a. Support: Increased family support at the conclusion of training/programming**

**Response Options:** Yes, No, Don't know.

*PSS subscale of Family Support*

1. My family gives me the moral support I need.
2. Most other people are closer to their family than I am.
3. I rely on my family for emotional support.
4. My family and I are very open about what we think about things.
5. My family is sensitive to my personal needs.
6. Members of my family are good at helping me solve problems.
7. I wish my family were much different.

**1b. Support: Increased peer support at the conclusion of training/programming**

**Response Options:** Yes, No, Don't know.

*PSS subscale on Peer Support*

1. My friends give me the moral support I need.
2. Most other people are closer to their friends than I am.
3. I rely on my friends for emotional support.
4. My friends and I are very open about what we think about things.
5. My friends are sensitive to my personal needs.
6. My friends are good at helping me solve problems.
7. I wish my friends were much different.

**Scoring information:** Measure is scored manually. Responses that indicate the perceived presence of social support are given a score of 1. The total score is then calculated by summing the points for all items. Higher scores indicate higher levels of perceived social support.

## REFERENCES:

**Procidano, M.E., & Heller, K. (1983).** Measures of perceived social support from friends and from family: Three validation studies. *American Journal of Community Psychology, 11(1),* 1-24.

**Eskin, M. (1993a).** Swedish translations of the Suicide Probability Scale, Perceived Social Support from Friends and Family Scales, and the Scale for Interpersonal Behavior: A reliability analysis. *Scandinavian Journal of Psychology, 34(3),* 276-281.

**Eskin, M. (1993b).** Reliability of the Turkish version of the Perceived Social Support from Friends and Family Scales, Scale for Interpersonal Behavior, and Suicide Probability Scale. *Journal of Clinical Psychology, 49(4),* 515-522.

The table below lists illustrative Indicators that have been developed by the YouthPower Learning Team.

| CONSTRUCT | INDICATOR | QUESTION | SCORING INFORMATION/DATA SOURCE |
|---|---|---|---|
| **Training** | Number/proportion (%) of youth enrolled in vocational or other training | Not applicable | Count the number of youth enrolled in vocational or other training. |
| | Number/proportion (%) of youth who completed vocational or other training | Not applicable | Count the number of youth who completed vocational or other training. |
| **Formal Education** | Number/proportion (%) of youth completed primary education<br>Number/proportion (%) of youth completed secondary education<br>Number/proportion (%) of youth completed post-secondary/tertiary education | How many years of education have you completed? (Youth report)<br>How many years of education has youth completed? (Implementer report) | Count the number of youth who completed primary, secondary and tertiary education. |
| | Number of months youth attended school | Not applicable | School record |
| | Number/proportion (%) of youth enrolled in education | Are you currently enrolled in school (primary, secondary, or post-secondary)? (Youth report)<br>Is youth currently enrolled in school (primary, secondary, or post-secondary)? (Implementer report) | Count the number of youth enrolled in school |
| | Number/proportion (%) of youth re-enrolled in education | Have you re-enrolled in school? (Youth report) | Count the number of youth who re-enrolled in school. |
| **Academic Achievement** | Increased academic achievement at the conclusion of training/ programming | Not applicable | School record |
| **Ability to plan ahead/ goal-setting** | Number/proportion (%) of youth who developed a plan | Not applicable | Count the number of youth who developed a plan. |
| **Youth engagement** | Number/proportion of youth (%) participating in one or more of the following (select all that apply):<br>• Advocacy<br>• Mentorship (youth as mentors)<br>• Volunteering<br>• Youth-focused clubs<br>• Other activity: _____ | Not applicable | Count the number of youth in activity. |

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| | | | |
|---|---|---|---|
| | Number/proportion of youth (%) with leadership roles in one or more the following (select all that apply):<br>• Advocacy<br>• Mentorship (youth as mentors)<br>• Volunteering<br>• Youth-focused clubs<br>• Other activity: _____ | Not applicable | Count the number of youth in activity. |
| | Number/proportion of youth (%) represented in_____ (e.g. youth council, local government, Parliament, etc.) | Not applicable | Count the number of youth in activity. |
| | Number/proportion of youth (%) participating in _____ (e.g. community decision-making processes, program design, implementation, community service, etc.) | Not applicable | Count the number of youth in activity. |
| | • Number/proportion (%) of youth invited to contribute to _____ by local and national youth-serving organizations or institutions (e.g., advisory boards, panels, teams, program planning, etc.) | Not applicable | Count the number of youth invited to activity. |
| **Support** | Number/proportion (%) of youth with mentors at the conclusion of training/programming | Not applicable | Count the youth with mentors |
| **Youth-friendly laws and policies** | Number of youth-friendly laws and policies | Not applicable | Count the youth-friendly laws and policies. |
| | Number/proportion (%) of youth who report living in a society with youth-friendly laws and policies | Do you live in a society with youth friendly laws and policies? Yes/No | Count the youth who report living in a society with youth-friendly laws and policies |
| **Gender-responsive policies** | Number of laws, policies or procedures that include balanced and fair gender norms based on policy review | Not applicable | Count the laws, policies or procedures that include balanced and fair gender norms based on policy review |
| | Number/proportion (%) of youth who report living in a society with balanced and fair gender norms | Not applicable | Count the youth- who report living in a society with balanced and fair gender norms |
| **Physical Safety** | Reduced rates of _____ (i.e. bullying, psychological distress, interpersonal violence, gender-based violence, abuse etc.) | Not applicable | Publicly available data |

| Support | |
|---|---|
| **Indicators** | Increased support from _____ (mentor, religious leader, traditional leader etc.) at the conclusion of training/programming |
| **Definition** | The perception that one is cared for and supported by family, peer group, school or community. |
| **Brief overview of indicator** | Indicator was adapted from the Multidimensional Scale of Perceived Social Support.<br><br>Procidano, M.E., & Heller, K. (1983). Measures of perceived social support from friends and from family: Three validation studies. *American Journal of Community Psychology*, 11(1), 1-24. |
| **Data Source** | **Response options:** Very Strongly Disagree (1), Strongly Disagree (2), Mildly Agree (3), Neutral (4), Mildly Agree (5), Strongly Agree (6), Very Strongly Agree (7)<br>1. My _____ (i.e. mentor, religious leader, traditional leader etc.) really tries to help me.<br>2. I get the emotional help and support I need from my _____ (mentor, religious leader, traditional leader etc.)<br>3. I can talk about my problems with my _____ (mentor, religious leader, traditional leader etc.)<br>4. My _____ (mentor, religious leader, traditional leader etc.) is willing to help me make decisions. |
| **Scoring Information** | Scale score is mean of 4 items. |

| Youth-responsive services | |
|---|---|
| **Indicators** | Increase in the youth-responsive characteristics for a single service/facility at the conclusion of training/ programming<br><br>Increased number of services/facilities with improved youth-responsive characteristics at the conclusion of training/programming |
| **Definition** | Services are based on a comprehensive understanding of what young people want and need and aim to deliver safe, affordable, accessible and essential care. |
| **Brief overview of indicator** | Indicator was adapted from an indicator developed by Measure Evaluation that assesses youth-friendly services (https://www.measureevaluation.org/prh/rh_indicators/specific/arh/percent-service-delivery-points-providing-youth) |
| **Data Source** | Checklist of characteristics that make facilities/services "youth responsive" such as:<br>1) Location is convenient<br>2) Hours convenient for youth<br>3) Adequate space and sufficient privacy<br>4) Comfortable surroundings for youth<br>5) Cost of service is affordable<br>6) Staff have been specially trained to work with or to provide services to youth<br>7) Staff treat youth with respect<br>8) Staff honor privacy of youth<br>9) Staff honor confidentiality of youth<br>10) Staff allow adequate time for youth and adult interaction<br>11) Youth perceive they have sufficient involvement in decisions about themselves<br>12) Youth feel they can trust the staff of the service<br>13) Youth group discussions are available<br>14) Youth perceive that they are welcome regardless of their age and marital status<br>15) Youth perceive that staff will be attentive to their needs<br>16) Youth are aware of service availability for their needs and rights |
| **Additional Data Source** | Facility/Service records; facility inventories; interviews with youth and staff |
| **Scoring Information** | Implementers create this index by assigning a score to each item: 2 points for complete fulfillment of the condition, 1 point for partial fulfillment of the condition, and 0 for lack of fulfillment. Implementers may derive a total facility score if they first sum the actual item scores and then divide that result by the maximum number of points possible. |

| Gender-responsive services | |
|---|---|
| **Indicators** | Increase in the number of services/facilities with improved gender-responsive characteristics at the conclusion of training/programming<br><br>Increase in the gender-responsive characteristics for a single service/facility at the conclusion of training/programming |
| **Definition** | Societies in which young people live have balanced and fair gender norms and policies. Youth are aware of these policies and believe that their implementation is effective, reliable, fair and consistent. |
| **Brief overview of indicator** | Indicator was adapted from an indicator developed by Measure Evaluation that assesses youth friendly services (https://www.measureevaluation.org/prh/rh_indicators/specific/arh/percent-service-delivery-points-providing-youth). Gender may refer to male, female, lesbian, gay, bisexual, transgender, intersex and other gender identities. |
| **Data Source** | Checklist of characteristics that make facilities/services "gender-responsive" such as:<br>1) Location is convenient<br>2) Hours convenient<br>3) Adequate space and sufficient privacy<br>4) Comfortable surroundings for specific gender<br>5) Specific gender perceive surroundings as a safe space<br>6) Staff have been specially trained to work with or to provide services to specific gender<br>7) Staff treat specific gender with respect<br>8) Staff honor privacy of specific gender<br>9) Staff honor confidentiality of specific gender<br>10) Staff allow adequate time for youth and adult interaction<br>11) Specific gender perceive they have sufficient involvement in decision about themselves<br>12) Specific gender feel they can trust the staff of the service<br>13) Specific gender discussions are available<br>14) Specific gender perceive that they are welcome regardless of their age and marital status<br>15) Specific gender perceive that staff will be attentive to their needs<br>16) Specific gender awareness of service availability for their needs and rights |
| **Additional Data Source** | Facility/Service records; facility inventories; interviews with youth and staff |
| **Scoring Information** | Implementers create this index by assigning a score to each item: 2 points for complete fulfillment of the condition, 1 point for partial fulfillment of the condition, and 0 for lack of fulfillment. Implementers may derive a total facility score if they first sum the item scores and then divide that result by the total number of points possible |

| Psychological safety | |
|---|---|
| Indicators | Increased feeling of psychological safety in their environment |
| Definition | Youth feel free to express their ideas, thoughts and feelings in their environment. |
| Brief overview of indicator | Indicator is related to psychological safety within the program.<br>Indicator was adapted from Edmondson, A. (1999). Psychological Safety and Learning Behavior in Work Teams. *Administrative Science Quarterly,* 44, 350. |
| Data Source | Response options: Strongly Disagree (1), Disagree (2), Agree (3), Strongly Agree (4)<br>1. If you make a mistake in the program it is often held against you.<br>2. Members in this program are able to bring up problems and tough issues.<br>3. People in this program sometimes reject others for being different<br>4. It is safe to take a risk in this program.<br>5. It is difficult to ask other members in this program for help.<br>6. No one in this program would deliberately act in a way that undermines my efforts.<br>7. Working with members of this program, my unique skills and talents are valued and utilized. |
| Scoring Information | For each of these items, respondents will answer on a 4-point scale ranging from "1" (strongly disagree) to "4" (strongly agree). Scale score is average of items. |

| Psychological safety | |
|---|---|
| Indicators | Increased feeling of psychological safety in their environment |
| Definition | Youth feel free to express their ideas, thoughts and feelings in their environment. |
| Brief overview of indicator | Indicator is related to psychological safety outside the program.<br>Indicator was adapted from Edmondson, A. (1999). Psychological Safety and Learning Behavior in Work Teams. *Administrative Science Quarterly,* 44, 350. |
| Data Source | Response options: Strongly Disagree (1), Disagree (2), Agree (3), Strongly Agree (4)<br>1. If you make a mistake in/in the _____ (i.e. school, family, group, etc.) it is often held against you.<br>2 Members in this _____ (i.e. school, family, group,) are able to bring up problems and tough issues.<br>3. People in this _____ (i.e. school, family, group, etc.) sometimes reject others for being different<br>4 It is safe to take a risk in this _____ (i.e. school, family, group, etc.)<br>5. It is difficult to ask other members of this _____ (i.e. school, family, group, etc.) for help<br>6. No one in this _____ (i.e. school, family, group, etc.) would deliberately act in a way that undermines my efforts<br>7. Working with members in this _____ (i.e. school, family, group, etc.), my unique skills and talents are valued and utilized. |
| Scoring Information | For each of these items, respondents will answer on a 4-point scale ranging from "1" (strongly disagree) to "4" (strongly agree). Scale score is average of items. |

| Foreign Assistance Indicator | |
|---|---|
| Indicator | **YOUTH-1 Number of youth at risk of violence trained in social or leadership skills through USG assisted programs** |
| Definition | Youth: Individuals aged 10 - 29 years of age<br><br>Youth at risk of violence: For the purposes of this indicator, youth at risk of violence are individuals who have associated community and family level stressors that create incentives for them to participate in or leave them vulnerable to recruitment by gangs or violent extremist organizations (VEO) or be victims of violence perpetuated by these groups. These stressors include but are not limited to poverty, poor familial support, poor community participation, being out of school, low employability, having been a victim of violence, physically located in the gang or VEO community, or being marginalized, stigmatized, or discriminated against. Violence is inclusive of all forms, e.g. physical, psychological, and/or sexual.<br><br>Social or leadership skills training: Training that focuses on skills that will enhance youth's ability to interact within their community. This training includes a focus on management, leadership, life and/or soft skills, and/or civic engagement.<br><br>Training: For the purpose of this indicator, training is defined as an intervention/ session (virtual and/or in person) of at least one day that has learning objectives and focuses on enhancing a certain skill. A focus group or meeting can be considered under training if within the listed skills topics.<br><br>Individuals will be considered trained if they complete 80% of the training. Individuals completing less than 80% will not be counted. Count each person once even if they receive multiple interventions. |
| Primary SPS Linkage | Cross-cutting Youth Indicator |
| Linkage to Long-Term Outcome or Impact | This indicator is linked to the USAID 2012 Youth in Development Policy outcome that youth fully participate in democratic and development processes, play active roles in peace¬building and civil society, and are less involved in youth gangs, criminal networks, and insurgent organizations. |
| Indicator Type | Output |
| Reporting Type | Number (Integer) |
| Use of Indicator | This indicator will be used to monitor progress towards the Agency 2012 Youth in Development Policy. The Agency will be able to qualify and quantify its efforts to strategically plan and program for youth, particularly in countries that are experiencing a youth bulge. This indicator will allow for more specific quantifiable results than those captured in the Youth Key Issue Narrative. |
| Reporting Frequency | Annual |
| Data Source | • Direct Observation (As 'at risk' youth may not be able to formally sign up for training activities, this should also be a data source)<br>• Official Government Records<br>• Official reports from Implementing Partner(s)<br>• Qualitative methods such as Focus Groups or Interviews, and Surveys<br>• Direct Observation (As 'at risk' youth may not be able to formally sign up for training activities, this should also be a data source)<br>• Official Government Records<br>• Official reports from Implementing Partner(s)<br>• Qualitative methods such as Focus Groups or Interviews, and Surveys |

*Continued from page 106*

| | |
|---|---|
| **Bureau Owner(s)** | Agency: USAID<br>Bureau and Office: Agency YouthCorps (GH/DCHA/E3)<br>POC: Taly Lind, 202-712-5363, tlind@usaid.gov (DCHA) |
| **Disaggregate(s)** | Number of males age 10-14<br>Number of females age 10-14<br>Number of males age 15-19<br>Number of females age 15-19<br>Number of males age 20-24<br>Number of females age 20-24<br>Number of males age 25-29<br>Number of females age 25-29<br>Geographic location (urban versus rural) |

| Foreign Assistance Indicator | |
|---|---|
| Indicator | **YOUTH-2 Number of laws, policies or procedures adopted or implemented with USG assistance designed to promote youth participation at the regional, national or local level** |
| Definition | Youth: Individuals aged 10 - 29 years of age<br><br>Laws, policies, and procedures that promote youth participation include but are not limited to areas of access (e.g. voting registration, access to loans, or creation of youth or youth--friendly departments), participation (e.g. ability to hold positions on boards or in community groups, run for office), and ability (e.g. to stay in school while pregnant), etc. USG assistance can be financial contributions as well as technical assistance. Technical assistance can include consultancy through individual meetings, virtual and/or in person, by a person or group that without which the law, policy, or procedure, would not have been adopted or implemented. One off meetings do not count unless high level launches or in depth advocacy, etc. For this indicator training is defined as an intervention/ session (virtual and/or in person) of at least two hours that focuses on enhancing a certain skill.<br><br>Adopted means any law, policy, or procedure, at any government level, that is newly drafted or revised and has received official approval (legislation/decree) by the relevant authority (legislative or executive body), even if not yet implemented. Implemented means any law, policy, or procedure, at any government level, that is fully put into effect by the relevant authority. (This includes implementing the effective repeal of a policy that acts to hinder youth participation.) For a law, policy, or procedure to be considered implemented, it must be fully and effectively implemented by meeting the following criteria: (1) The policy must be in force in all intended geographic regions/locations and at all intended administrative levels with all intended regulations/rules in place; (2) Any ongoing activities or tasks required by the policy (e.g., various kinds of inspection, enforcement, collection of information/fees) are being executed at least 80% of the time. For example, a new business registration procedure that has been rolled out to just four of six intended provinces would not meet these criteria (not full), nor would a new customs law that is on the books but is not being regularly enforced at the border (not effective). Partially implemented laws, polices, and procedures will not be counted as implemented.<br><br>A policy is defined as a high-level overall plan embracing the general goals and acceptable procedures, e.g. legal frameworks, regulations, or institutional arrangements. A law is defined as a rule of conduct or action prescribed or formally recognized as binding or enforced by a controlling authority. A procedure is defined as a series of steps followed in a regular definite order, e.g. a legal or administrative procedure.<br><br>Each law, policy, or procedure might be counted in adopted, implemented, or both categories. If a law, policy, or procedure was previously adopted (with or without USG assistance), but implemented due to USG assistance, it should only be counted under 'implemented'. If the law, policy, or procedure has been adopted but not yet implemented, it should only be counted as adopted. A law, policy, or procedure that is replicated can be counted more than once if adopted/implemented specifically for other levels. |
| Primary SPS Linkage | Cross-cutting Youth Indicator |
| Linkage to Long-Term Outcome or Impact | This indicator is linked to the USAID 2012 Youth in Development Policy outcome that youth have a stronger voice in, and are better served by local and national institutions, with more robust and youth friendly policies. |
| Indicator Type | Output |
| Reporting Type | Number (Integer) |
| Use of Indicator | This indicator will be used to monitor progress towards the Agency 2012 Youth in Development Policy. The Agency will be able to qualify and quantify its efforts to strategically plan and program for youth, particularly in countries that are experiencing a youth bulge. This indicator will allow for more specific quantifiable results than those captured in the Youth Key Issue Narrative. |
| Reporting Frequency | Annual |

*Continued from page 108*

| | |
|---|---|
| **Data Source** | Direct Observation: Observation could include a site visit to observe implementation, e.g. if youth-friendly practices are being used at a health facility<br>• Official Government Records<br>• Official reports from Implementing Partner(s)<br>• Qualitative methods such as Focus Groups or Interviews, and Surveys |
| **Bureau Owner(s)** | Agency: USAID<br>Bureau and Office: Agency YouthCorps (GH/DCHA/E3)<br>POC: Taly Lind, 202-712-5363, tlind@usaid.gov (DCHA) |
| **Disaggregate(s)** | Local: adopted<br>Local: implemented<br>Regional: adopted<br>Regional: implemented<br>National: adopted<br>National: implemented |

| Pilot USAID Youth Indicator | |
|---|---|
| Indicator | **Number of youth who participate in civil society activities following social or leadership skills training or initiatives from USG assisted programs** |
| Definition | Youth: Individuals aged 10 - 29 years of age<br><br>Social or leadership skills focuses on skills that will enhance youth's ability to interact within their community. This training includes a focus on management, leadership, life and/or soft skills, and/or civic engagement.<br><br>For the purpose of this indicator, training is defined as an intervention/session (virtual and/or in person) of at least four hours that has learning objectives and focuses on enhancing a certain skill. A focus group, mentoring or coaching activity, apprenticeship, or internship can be considered under training if within the listed skills topics. Individuals will be considered trained if they complete 80% of the training. Individuals completing less than 80% will not be counted.<br><br>For the purpose of this indicator, initiatives are defined as interventions (virtual and/or in person) including but not limited to individual sensitization events or participation in a youth council or club. Initiatives such as media campaigns can only be counted if participants are able to be contacted within 3 months after the event for data collection. The initiative does not have to focus on social or leadership skills.<br><br>Civil society activities include but are not limited to: registering to vote, voting, advocacy work with community and governmental leaders, volunteerism, etc. This can be local, regional, or country specific. The civil society activity does not have to be of a certain amount of time, nor does it have to be repeated.<br><br>Do not count persons who only attend training/initiative or who only participate in civil society activities. The person must have completed both the training/initiative and participated in civil society activities to be counted. Do not count civil society activities that are performed as part of the initial training or initiative. Count each person regardless of multiple trainings/initiatives or participation in multiple civil society activities. The time between training/initiative and participation should not be greater than six months. |
| Primary SPS Linkage | Cross-cutting Youth indicator |
| Linkage to Long-Term Outcome or Impact | This indicator is linked to the USAID 2012 Youth in Development Policy outcome that youth fully participate in democratic and development processes, play active roles in peace¬building and civil society, and are less involved in youth gangs, criminal networks, and insurgent organizations. |
| Indicator Type | Outcome |
| Reporting Type | Number (Integer) |
| Use of Indicator | This indicator will be used to monitor progress towards the Agency 2012 Youth in Development Policy. The Agency will be able to qualify and quantify its efforts to strategically plan and program for youth, particularly in countries that are experiencing a youth bulge. This indicator will allow for more specific quantifiable results than those captured in the Youth Key Issue Narrative. |
| Reporting Frequency | Annual |
| Data Source | Data for this indicator will be collected 6 months after relevant USG-funded training/programming. The survey may be read to program beneficiaries who are illiterate. Each COTR or AOTR would be responsible for ensuring that implementers collect these data.<br>• Official Government Records<br>• Official reports from Implementing Partner(s)<br>• Qualitative methods such as Focus Groups or Interviews, and Surveys |

*Continued from page 110*

| | |
|---|---|
| **Bureau Owner(s)** | Agency: USAID<br>Bureau and Office: Agency YouthCorps (GH/DCHA/E3)<br>POC: Taly Lind, 202-712-5363, tlind@usaid.gov (DCHA) |
| **Disaggregate(s)** | Number of males age 10-14<br>Number of females age 10-14<br>Number of males age 15-19<br>Number of females age 15-19<br>Number of males age 20-24<br>Number of females age 20-24<br>Number of males age 25-29<br>Number of females age 25-29<br>Geographic location (urban versus rural) |

| Pilot USAID Youth Indicator | |
|---|---|
| **Indicator** | **Number of youth who report increased self-efficacy at the conclusion of USG assisted training/programming** |
| **Definition** | Youth: Individuals aged 15 - 29 years of age<br><br>Training topics would include, but not be limited to leadership skills, youth development, conflict resolution, negotiation or mediation skills, communication skills, entrepreneurship, advocacy and networking, management, leadership, and/or civic engagement. This indicator is not meant to capture sector specific technical training topics.<br><br>For the purpose of this indicator, training is defined as an intervention/session (virtual and/or in person) of at least five full days that has learning objectives and focuses on enhancing a certain skill.<br><br>A focus group, mentoring or coaching activity, apprenticeship, or internship can be considered under training if within the listed skills topics.<br><br>Individuals will be considered trained if they complete 80% of the training. Individuals completing less than 80% will not be counted.<br><br>Self-efficacy refers to people's beliefs in their capacity to produce actions that are necessary for achieving desired outcomes/attainments. For the purposes of this indicator, self-efficacy is measured via the Generalized Self-Efficacy survey (see Data Source below for survey instructions) administered in conjunction with training or programs in any sector that include goals related to youth empowerment. Missions could use other appropriate tools but should first contact the Indicator Bureau Owner to verify that the proposed approach is appropriate for this indicator.<br><br>Count each person once even if they receive multiple interventions.<br><br>The number reported is those youth who report increased self-efficacy as opposed to the number of youth who attend training (which might be a higher number). |
| **Primary SPS Linkage** | Cross-cutting Youth Indicator |
| **Linkage to Long-Term Outcome or Impact** | This indicator is linked to the USAID 2012 Youth in Development Policy outcomes that<br><br>1) youth are better able to access economic and social opportunities, share in economic growth, live healthy lives, and contribute to household, community, and national well¬being.<br><br>2) youth have a stronger voice in, and are better served by local and national institutions, with more robust and youth friendly policies. |
| **Indicator Type** | Outcome |
| **Reporting Type** | Number (Integer) |
| **Use of Indicator** | This indicator will be used to monitor progress towards the Agency 2012 Youth in Development Policy. The Agency will be able to qualify and quantify its efforts to strategically plan and program for youth, particularly in countries that are experiencing a youth bulge. This indicator will allow for more specific quantifiable results than those captured in the Youth Key Issue Narrative. |
| **Reporting Frequency** | Annual |

*Continued from page 112*

| | |
|---|---|
| **Data Source** | Data for this indicator will be collected by survey, prior to and immediately after relevant USG-funded training/ programming. The survey may be read to program beneficiaries who are illiterate. Each COTR or AOTR would be responsible for ensuring that implementers collect these data. The measure that will be used should include the following items from the Generalized Self-Efficacy or GSE (Judge, Locke, Durham, & Kluger, 1998*).<br>• I am strong enough to overcome life's struggles.<br>• At root, I am a weak person. (r)<br>• I can handle the situations that life brings.<br>• I usually feel that I am an unsuccessful person. (r)<br>• I often feel that there is nothing that I can do well. (r)<br>• I feel competent to deal effectively with the real world.• I often feel like a failure. (r)<br>• I usually feel I can handle the typical problems that come up in life.<br>Respondents will be asked to indicate the extent of their agreement with each item, using the following scale: -2 = Strongly Disagree -1 = Disagree0 = Neither Agree nor Disagree+1 = Agree+2 = Strongly Agree Items with an "r" are to be reverse-scored. In other words, those items followed by an "r" that have a score of -2 should be recoded as a score of +2, -1 should be recoded as +1, +1 as -1 and +2 as -2. For example, for item 2 ("At root, I am a weak person), a response of 'strongly agree' is scored as "- 2" and a response of 'strongly disagree' is scored as "+2." Responses on each item should be added to yield a score between 16 and +16. A higher score indicates more positive feelings of self-efficacy. *Judge, T. T., Locke, E. A., Durham, C. C., & Kluger, A. N. (1998). Dispositional Effects on Job and Life Satisfaction: The Role of Core Evaluations. Journal of Applied Psychology, 83, 17-34. |
| **Bureau Owner(s)** | Agency: USAID<br>Bureau and Office: Agency YouthCorps (GH/DCHA/E3)<br>POC: Annaliese Limb, 571-551-7459, alimb@usaid.gov (GH) |
| **Disaggregate(s)** | Prior to training:<br>Number of males age 15-19<br>Number of females age 15-19<br>Number of males age 20-24<br>Number of females age 20-24<br>Number of males age 25-29<br>Number of females age 25-29<br>Geographic location (urban versus rural)<br>3 months after the end of training:<br>Number of males age 15-19<br>Number of females age 15-19<br>Number of males age 20-24<br>Number of females age 20-24<br>Number of males age 25-29<br>Number of females age 25-29<br>Geographic location (urban versus rural) |

Photo credit: © Robyne Hayes/ICRW

# ANNEX G:

# POSITIVE YOUTH DEVELOPMENT MEASUREMENT SOURCES TABLE

This document lists tools that can be used to help program implementers measure PYD effectiveness within youth-focused programs. The PYD Measurement Sources Table should be used in conjunction with the PYD Measurement Toolkit, PYD Illustrative Indicators (Annex E) and Reference Sheets (Annex F).

| | CPYDS | CTCYS | IYDS | DAP | PSL-AB | Fast Track | CHKS | FCP | MSPSS | JYS | PSS | Indicator created | F indicator | Pilot USAID |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **ASSETS** | | | | | | | | | | | | | | |
| Training | | | | | | | | | | | | x | x | |
| Formal Education | | | | | | | | | | | | x | | |
| Interpersonal skills (social and communication skills) | x | | | | | x | | | | | | | | |
| Higher-order thinking skills | x | | | | | | | | | x | | | | |
| Recognizing emotions | x | | | | | | | | | | | | | |
| Self-control | | | x | | | x | | | | | | | | |
| Academic Achievement | | | x | | | | | | | | | | | |
| **AGENCY** | | | | | | | | | | | | | | |
| Positive identity | x | | x | | | | | | | | | | | |
| Self-efficacy | x | | | | | | x | | | | | | | x |
| Ability to plan ahead/ goal-setting | | | | | | | | x | | | | | | |
| Perseverance (diligence) | | | | | | | | x | | | | | | |
| Positive beliefs about future | x | | | | | | | | | | | | | |
| **CONTRIBUTION** | | | | | | | | | | | | | | |
| Youth engagement | | | | | | | | | | | | x | | x |
| **ENABLING ENVIRONMENT** | | | | | | | | | | | | | | |
| Bonding | | x | | | | | x | | | | | | | |
| Prosocial Involvement | | x | | | | | | | | | | | | |
| Support | | | x | x | | | | | x | | x | | | |
| Prosocial norms | x | | x | x | | | | | | | | | | |
| Value and recognition | | x | | | | | | | | | | | | |
| Youth-friendly laws and policies | | | | | | | | | | | | x | x | |
| Gender-responsive policies | | | | | | | | | | | | x | | |
| Youth-responsive services | | | | | | | | | | | | x | | |
| Gender-responsive services | | | | | | | | | | | | x | | |
| Physical Safety | | | | | x | | | | | | | x | | |
| Psychological Safety | | | | | | | | | | | | x | | |

Photo credit: © Sarah-Jane Saltmarsh/ ILO in Asia and the Pacific

# ANNEX H:
# STUDY DESIGN

When designing an evaluation or research study on a PYD program, the following tips are useful to keep in mind:

## Selecting the right design

Several qualitative and quantitative M&E approaches can be used to measure the results of your PYD program. A **mixed methods approach** using both qualitative and quantitative strategies is often ideal because it provides a balanced and richer (i.e., in-depth) analysis of the program. By using both qualitative and quantitative data, the evaluation can offer more practical and reliable insights on the program's results.

Demonstrating change in PYD constructs is essential to establish that the program is having some impact or result. At a minimum, obtaining baseline and endline data (i.e., data collected before and after program implementation) will ensure more rigorous measurement of change over time for targeted program beneficiaries.

## Quantitative data and study designs

Each program evaluator must obtain the data to answer the research questions in a way that is rigorous, ethical, feasible, valid and reliable. Random assignment of program beneficiaries to either participate in the program or not participate (i.e., **a randomized control trial** or RCT) is often considered the "gold standard" of experimental study designs, used to generate the most rigorous evidence for youth programming. An RCT reduces many biases and threats to validity so that the inferences observed between your program and the changes you want to see can be more believable.

However, an RCT design is not always the best or most feasible choice. First, RCTs are costly, and they can present ethical and logistical difficulties during implementation. Also, by design, RCTs are less flexible, making adaptive management and improvement throughout the program life cycle less feasible. While establishing causality of the program's effect is an important program goal, adapting and changing the program to meet dynamic needs is also important, and the team should weigh the pros and cons of project needs to make a decision on which design to choose. Often a more flexible design is appropriate for pilot or feasibility studies when the program is still somewhat under development. An RCT is then more appropriate at a later stage when a program has become stable and manualized to a standard of implementation.

Evaluators can choose from many non-RCT designs and approaches for PYD programs. A **quasi-experimental evaluation** is a rigorous impact evaluation in which beneficiaries participate in the program either by self-selection or administrator assignment (as opposed to beneficiaries being randomly assigned to participate in the program). When evaluators choose a quasi-experimental design, they define a comparison group that is similar to the experimental group. The comparison group captures what would have been the outcomes if the program had not been implemented (i.e., the counterfactual). The rigor of quasi-experimental designs is enhanced by using statistical techniques such as propensity score matching, regression discontinuity, interrupted time series, and others. When using these statistical techniques with a quasi-experimental design, the program can be said to have caused any difference in outcomes between the experimental and comparison groups. However, there is more potential bias to making causal claims using a quasi-experimental evaluation design compared to an RCT.

A **non-experimental design** is defined as any type of evaluation without experimental and comparison groups. These can include performance evaluations, meta-evaluations, case studies, and others. These evaluations often meet the needs of the program funders, and stakeholders and can offer practical recommendations and conclusions to improve program implementation and to inform the design and implementation of future programs.

## Qualitative data and study designs

Numbers (or quantitative data) can often tell us about the outcome, but seldom provide useful insight into how or why the outcome occurred. For example, a quantitative evaluation may demonstrate declining literacy rates for primary school students, but it cannot necessarily describe the reasons behind the declining rates or the unfolding of multiple events that lead to this decline. Often, there are underlying constraints and challenges that are not quantifiable including the ability of the teachers to instruct well or a classroom that does not have the adequate resources for students (e.g., a blackboard or even a roof).

**Qualitative data** can provide this type of information. Program evaluations need to include data on how and why the outcomes are or are not achieved. Qualitative data are especially valuable to reveal useful information that was not necessarily expected, unlike quantitative data which is designed to test a hypothesis (do the data support what we think is happening). Qualitative data are best assessed using techniques such as in-depth interviews, focus group discussions, key informant interviews, and participant observation.

Qualitative data can also be used to document the "unintended consequences" of a program. To comply with the ethical concept of beneficence, i.e. "do no harm," exploratory qualitative approaches can monitor the unfolding of events and their immediate impact on beneficiaries so that any harmful effects of the program are immediately detected and understood before further harm is done.

# ANNEX I:

# TEN SEMINAL READINGS ON POSITIVE YOUTH DEVELOPMENT


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## All Children are Born Healthy and Remain Healthy

*Child health begins with maternal health and perinatal status and continues throughout*

| Indicator | Variable |
|---|---|
| Childhood Span | |
| Dental Health | Untreated Cavities, Caries Experience, Sealants (Dr. Scott Tomar, UF Dentistry) |

| Year | Untreated cavities | Caries Experience | No Obvious Problem | Need Early Dental Care | Urgent Needs | Sealants |
|---|---|---|---|---|---|---|
| 2016 | 38.52% | 55.75% | 62.61% | 29.26% | 8.13% | 42.46% |
| 2017 | 29.49% | 45.08% | 71.38% | 21.28% | 7.34% | 42.42% |
| 2018 | 35.5% | 52.7% | 64.7% | 28.4% | 6.9% | 41.3% |
| **2018 Race/Ethnicity** | | | | | | |
| White, non-Hispani | 799 | 25.2% | 43.1% | 74.7% | 21.2% | 4.1% |
| Black/African Amer | 786 | 47.8% | 61.8% | 52.9% | 36.3% | 10.8% |
| Hispanic | 184 | 33.7% | 54.4% | 66.9% | 27.7% | 5.4% |
| Multiple/Other/Not | 312 | 32.1% | 53.2% | 67.3% | 27.6% | 5.1% |

Insured Children

Children on Medicaid

Access to Nutrition

Pre- and Peri-natal

*During this period access to pre-natal care and supports, including a healthy diet and a safe*

Pre-natal Care — Mother's Receiving Prenatal Care (FL Health Charts)

| **Alachua Year** | Count | Denominator | Rate | **Florida Year** | Count | Denominator | Rate |
|---|---|---|---|---|---|---|---|
| 2016 | 2,501 | 2,514 | 99% | 2016 | 196,322 | 200,296 | 98 |
| 2017 | 2,492 | 2,510 | 99% | 2017 | 194,225 | 199,076 | 97.6 |
| 2018 | 2,382 | 2,398 | 99% | 2018 | 194,998 | 199,490 | 97.7 |

Fetal Deaths — Fetal Deaths Per 1,000 Deliveries (FL Health Charts)

| **Alachua Year** | Count | Denominator | Rate | **Florida Year** | Count | Denominator | Rate |
|---|---|---|---|---|---|---|---|
| 2016 | 20 | 2,882 | 6.9 | 2016 | 1,548 | 226,566 | 6.8 |
| 2017 | 18 | 2,844 | 6.3 | 2017 | 1,553 | 225,132 | 6.9 |
| 2018 | 14 | 2,745 | 5.1 | 2018 | 1,495 | 223,003 | 6.7 |

SUIDS Deaths — SUIDS Deaths per 1,000 Live Births (FL Health Charts)

| **Alachua Year** | Count | Denominator | Rate | **Florida Year** | Count | Denominator | Rate |
|---|---|---|---|---|---|---|---|
| 2016 | 6 | 2,862 | 2.1 | 2016 | 203 | 225,018 | 0.9 |
| 2017 | 6 | 2,826 | 2.1 | 2017 | 239 | 223,579 | 1.1 |
| 2018 | 4 | 2,731 | 1.5 | 2018 | 206 | 221,508 | 0.9 |

**Alachua Year, White** **Alachua Year, Black & Other**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 2016 | 1 | 1,711 | 0.6 | 2016 | 5 | 1,151 | 4.3 |
| 2017 | 1 | 1,646 | 0.6 | 2017 | 5 | 1,178 | 4.2 |
| 2018 | 1 | 1,600 | 0.6 | 2018 | 3 | 1,123 | 2.7 |

Healthy Birthweight Live Births Over 2500 Grams (FL Health Charts)

| **Alachua Year** | Count | Denominator | Rate, per 100 | **Florida Year** | Count | Denominator | Rate, per 100 |
|---|---|---|---|---|---|---|---|
| 2016 | 2,572 | 2,862 | 89.9 | 2016 | 205,357 | 225,018 | 91.3 |
| 2017 | 2,519 | 2,826 | 89.1 | 2017 | 203,880 | 223,579 | 91.2 |
| 2018 | 2,412 | 2,731 | 88.3 | 2018 | 202,237 | 221,508 | 91.3 |
| **Alachua Year, White** | | | | **Alachua Year, Black & Other** | | | |
| 2016 | 1,591 | 1,711 | 93 | 2016 | 981 | 1,151 | 85.2 |
| 2017 | 1,512 | 1,646 | 91.8 | 2017 | 1,006 | 1,178 | 85.4 |
| 2018 | 1,482 | 1,600 | 92.6 | 2018 | 926 | 1,123 | 82.5 |

Inter-Preganancy In Births with Inter-Pregnancy Intervals <18 Months (FL Health Charts)

| **Alachua Year** | Count | Denominator | Rate | **Florida Year** | Count | Denominator | Rate |
|---|---|---|---|---|---|---|---|
| 2016 | 625 | 1,628 | 38.4 | 2016 | 43,778 | 125,690 | 34.8 |
| 2017 | 599 | 1,596 | 37.5 | 2017 | 43,645 | 125,442 | 34.8 |
| 2018 | 564 | 1,527 | 36.9 | 2018 | 43,080 | 125,047 | 34.5 |
| **Alachua Year, White** | | | | **Alachua Year, Black & Other** | | | |
| 2016 | 402 | 985 | 38.5 | 2016 | 223 | 643 | 34.7 |
| 2017 | 349 | 906 | 38.5 | 2017 | 250 | 689 | 36.3 |
| 2018 | 340 | 883 | 40.8 | 2018 | 222 | 639 | 34.7 |

Breastfeeding Mothers Initiating Breastfeeding (FL Health Charts)

| **Alachua Year** | Count | Denominator | Rate, per 100 | **Florida Year** | Count | Denominator | Rate, per 100 |
|---|---|---|---|---|---|---|---|
| 2016 | 2,438 | 2,862 | 85.2 | 2016 | 193,508 | 225,018 | 86 |
| 2017 | 2,411 | 2,826 | 85.3 | 2017 | 192,199 | 223,579 | 86 |
| 2018 | 2,334 | 2,731 | 85.5 | 2018 | 190,949 | 221,508 | 86.2 |

Postnatal Screening Postnanatal Screening (WellFlorida)

| Year | % infants screened | % positive screens | total infants | total screened | positive screens | based on other factors | consented to particiapte |
|---|---|---|---|---|---|---|---|
| 2016-2017 | 94.30% | 20.10% | 2,874 | 2,711 | 546 | 462 | 695 |
| 2017-2018 | 94.00% | 21.40% | 2,778 | 2,611 | 560 | 651 | 995 |
| 2018-2019 | 92.90% | 19.70% | 2,726 | 2,532 | 499 | 556 | 856 |

Postnatal Support Services

## Early Childhood Age

*This period is critical to identifying developmental delays, problems with eyesight, hearing,*

| Mental Health | Childrean Ages 1-5 Receiving Mental Health Services (FL Health Charts) | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Alachua Year** | Count | Denominator | Rate, per 1000 | | **Florida Year** | Count | Denominator | Rate, per 1000 |
| 2016 | 8 | 13,934 | 0.6 | | 2016 | 3,063 | 1,116,069 | 2.7 |
| 2017 | 4 | 14,066 | 0.3 | | 2017 | 2,802 | 1,132,217 | 2.5 |
| 2018 | 4 | 14,014 | 0.3 | | 2018 | 3,279 | 1,151,424 | 2.8 |

Post-Birth Screening and Support

EPSDT Screening

## Elementary School Age

*As children develop and expand their interactions, they need to have access to services and activities that promote their growth and health.*

| Mental Health | Estimated Seriously Emotionally Disturbed Youth 9-17 (FL Health Charts) | | |
|---|---|---|---|
| **Alachua Year** | Count | **Florida Year** | Count |
| 2016 | 1,949 | 2016 | 187,075 |
| 2017 | 1,976 | 2017 | 188,528 |
| 2018 | 1,993 | 2018 | 191,546 |

## Middle School Age

*As children enter their preteen and teen years, children need healthy diet, exercise, and access to health care as well as education about the health risks they will incre*

Avoiding Drug Use % of children who are avoiding tobacco, alcohol, other drugs

## High School Age

*High school-aged youth encounter growing risks and independence. They need to be able to access health care and information to help them make good choices.*

| Teen Mothers | Births to Mothers Ages 15-19 (FL Health Charts) | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Alachua Year** | Count | Denominator | Rate, per 1000 | | **Florida Year** | Count | Denominator | Rate, per 1000 |
| 2016 | 124 | 10,897 | 11.4 | | 2016 | 11,176 | 574,259 | 19.5 |
| 2017 | 128 | 10,902 | 11.7 | | 2017 | 10,709 | 578,679 | 18.5 |
| 2018 | 116 | 11,282 | 10.3 | | 2018 | 9,828 | 587,489 | 16.7 |
| **Alachua Year, White** | | | | | **Alachua Year, Black & Other** | | | |
| 2016 | 46 | 7,325 | 6.3 | | 2016 | 78 | 3,572 | 20.5 |
| 2017 | 50 | 7,314 | 6.8 | | 2017 | 78 | 3,588 | 21.7 |
| 2018 | 40 | 7,581 | 5.3 | | 2018 | 76 | 3,701 | 21.8 |

## Data Agenda

% of children able to regulate emotion and behavior at age appropriate level

% of children refered for mental health

% of Pre-K children who are able to self-soothe and use words appropriately to communicate

% of children who are a healthy weight
% of children receiving mental health services
% of children with access to school nurse or clinic
% of schools offering PE or a period of physical activity to all students

## All children can learn what they need to be successful

*All students should have access to quality education that provides them basic skills, enriching, culturally broad experiences that maximize their potential.*

| Indicator | Variable |
|---|---|
| Childhood Span | |
| Engaged Students | % students haven't missed 21+ days (FL DOE) |

| Alachua, Year | Enrollments | Absent 21+ Days | % Absent 21+ Days | Enrollments 10 days or more | Absent more than 10% of days | % Absent more than 10% of days |
|---|---|---|---|---|---|---|
| 2015-16 | 33,428 | 4,646 | 13.90% | | | |
| 2016-17 | 33,472 | 2,129 | 6.36% | | | |
| 2017-18 | 33,207 | 3,906 | 11.8% | 32,789 | 6,652 | 20.3% |

Disciplinary Actions — Disciplinary Actions by Type (FL DOE)

| Alachua, Year | Type | Total Incidents | Incidents Reported to Law Enforcemen | Gang Related Incidents | Alcohol Related Incidents | Bullying Related Incidents | Hate Crime Related Incidents | Injury Related Incidents | Hazing Related | Weapon Related Incidents | Firearms Involved | Other Weapons Involved | Drug Related | Marijuana, Hashish | Other Illicit Drugs | OTC Drug |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2015-16 | ALCOHOL | 8 | 8 | 0 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2015-16 | ARSON | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2015-16 | BATTERY | 170 | 170 | 0 | 0 | 0 | 0 | 170 | 0 | 5 | 0 | 5 | 0 | 0 | 0 | 0 |
| 2015-16 | BREAKING AND ENTERING/BURGLARY | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2015-16 | BULLYING | 91 | 7 | 0 | 0 | 91 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 |
| 2015-16 | DISRUPTION ON CAMPUS | 127 | 127 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2015-16 | DRUG SALES, EXCEPT ALCOHOL | 10 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 8 | 1 | 1 |
| 2015-16 | DRUG USE/POSSESS, EXCEPT ALCOHOL | 80 | 80 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 80 | 67 | 10 | 3 |
| 2015-16 | FIGHTING | 302 | 25 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2015-16 | HARASSMENT | 91 | 6 | 0 | 0 | 91 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2015-16 | HAZING | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2015-16 | HOMICIDE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2015-16 | KIDNAPPING | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2015-16 | LARCENY/THEFT/MOTOR VEHICLE | 118 | 118 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2015-16 | OTHER MAJOR OFFENSES | 126 | 126 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| 2015-16 | PHYSICAL ATTACK | 247 | 17 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2015-16 | ROBBERY | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2015-16 | SEXUAL ASSAULT | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2015-16 | SEXUAL BATTERY | 2 | 2 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2015-16 | SEXUAL HARASSMENT | 40 | 6 | 0 | 0 | 40 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2015-16 | SEX OFFENSES | 26 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2015-16 | THREAT/INTIMIDATION | 375 | 375 | 0 | 0 | 375 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 |
| 2015-16 | TOBACCO | 21 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2015-16 | TRESPASSING | 13 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2015-16 | VANDALISM | 25 | 25 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2015-16 | WEAPONS POSSESSION | 41 | 41 | 0 | 0 | 0 | 0 | 0 | 0 | 41 | 3 | 38 | 1 | 1 | 0 | 0 |
| **2015-16** | **DISTRICT TOTAL** | **1,919** | **1,192** | **8** | **9** | **597** | **0** | **174** | **0** | **48** | **3** | **45** | **92** | **76** | **11** | **5** |
| 2016-17 | ALCOHOL | 14 | 14 | 0 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2016-17 | ARSON | 5 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2016-17 | BATTERY | 53 | 53 | 0 | 0 | 0 | 0 | 53 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2016-17 | BREAKING AND ENTERING/BURGLARY | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2016-17 | BULLYING | 37 | 2 | 0 | 0 | 37 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2016-17 | DISRUPTION ON CAMPUS | 167 | 167 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2016-17 | DRUG SALES, EXCEPT ALCOHOL | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 2 | 2 | 0 |
| 2016-17 | DRUG USE/POSSESS, EXCEPT ALCOHOL | 92 | 92 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 92 | 85 | 7 | 0 |
| 2016-17 | FIGHTING | 203 | 11 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2016-17 | HARASSMENT | 103 | 2 | 0 | 0 | 103 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2016-17 | HAZING | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2016-17 | HOMICIDE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2016-17 | KIDNAPPING | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2016-17 | LARCENY/THEFT/MOTOR VEHICLE | 92 | 92 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2016-17 | OTHER MAJOR OFFENSES | 106 | 106 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2016-17 | PHYSICAL ATTACK | 202 | 28 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2016-17 | ROBBERY | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2016-17 | SEXUAL ASSAULT | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2016-17 | SEXUAL BATTERY | 2 | 2 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2016-17 | SEXUAL HARASSMENT | 44 | 11 | 0 | 0 | 44 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2016-17 | SEX OFFENSES | 36 | 36 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2016-17 | THREAT/INTIMIDATION | 256 | 256 | 0 | 0 | 256 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2016-17 | TOBACCO | 25 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2016-17 | TRESPASSING | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2016-17 | VANDALISM | 20 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2016-17 | WEAPONS POSSESSION | 50 | 50 | 0 | 0 | 0 | 0 | 0 | 0 | 50 | 2 | 48 | 0 | 0 | 0 | 0 |
| **2016-17** | **DISTRICT TOTAL:** | **1,515** | **959** | **1** | **14** | **440** | **0** | **56** | **0** | **50** | **2** | **48** | **96** | **87** | **9** | **0** |
| 2017-18 | ALCOHOL | 18 | 1 | 0 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2017-18 | ARSON | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2017-18 | BATTERY | 49 | 49 | 0 | 0 | 1 | 0 | 49 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2017-18 | BREAKING AND ENTERING/BURGLARY | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2017-18 | BULLYING | 32 | 2 | 0 | 0 | 32 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2017-18 | DISRUPTION ON CAMPUS | 81 | 44 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2017-18 | DRUG SALES, EXCEPT ALCOHOL | 11 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 9 | 2 | 0 |
| 2017-18 | DRUG USE/POSSESS, EXCEPT ALCOHOL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2017-18 | FIGHTING | 342 | 24 | 0 | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2017-18 | HARASSMENT | 53 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2017-18 | HAZING | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2017-18 | HOMICIDE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2017-18 | KIDNAPPING | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2017-18 | LARCENY/THEFT/MOTOR VEHICLE | 83 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2017-18 | OTHER MAJOR OFFENSES | 86 | 13 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2017-18 | PHYSICAL ATTACK | 239 | 3 | 0 | 0 | 3 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2017-18 | ROBBERY | 5 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2017-18 | SEXUAL ASSAULT | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2017-18 | SEXUAL BATTERY | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2017-18 | SEXUAL HARASSMENT | 46 | 2 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2017-18 | SEX OFFENSES | 40 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2017-18 | THREAT/INTIMIDATION | 163 | 23 | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 0 |
| 2017-18 | TOBACCO | 48 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 |
| 2017-18 | TRESPASSING | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2017-18 | VANDALISM | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2017-18 | WEAPONS POSSESSION | 40 | 40 | 1 | 0 | 0 | 0 | 1 | 0 | 40 | 6 | 34 | 0 | 0 | 0 | 0 |
| **2017-18** | **DISTRICT TOTAL:** | **1,351** | **231** | **3** | **18** | **39** | **0** | **55** | **1** | **42** | **6** | **36** | **12** | **10** | **2** | **0** |
| 2018-19 | ALCOHOL | 20 | 2 | 0 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2018-19 | ARSON | 4 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2018-19 | BATTERY | 88 | 88 | 0 | 0 | 1 | 0 | 88 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 |
| 2018-19 | BREAKING AND ENTERING/BURGLARY | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2018-19 | BULLYING | 39 | 1 | 0 | 0 | 39 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2018-19 | DISRUPTION ON CAMPUS | 94 | 63 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2018-19 | DRUG SALES, EXCEPT ALCOHOL | 18 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 16 | 1 | 1 |
| 2018-19 | DRUG USE/POSSESS, EXCEPT ALCOHOL | 122 | 61 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 122 | 115 | 4 | 3 |
| 2018-19 | FIGHTING | 327 | 12 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2018-19 | HARASSMENT | 106 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2018-19 | HAZING | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2018-19 | HOMICIDE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2018-19 | KIDNAPPING | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2018-19 | LARCENY/THEFT/MOTOR VEHICLE | 64 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2018-19 | OTHER MAJOR OFFENSES | 98 | 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2018-19 | PHYSICAL ATTACK | 225 | 3 | 0 | 0 | 0 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2018-19 | ROBBERY | 13 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2018-19 | SEXUAL ASSAULT | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2018-19 | SEXUAL BATTERY | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2018-19 | SEXUAL HARASSMENT | 57 | 15 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2018-19 | SEX OFFENSES | 24 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2018-19 | THREAT/INTIMIDATION | 183 | 21 | 0 | 0 | 4 | 2 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 |
| 2018-19 | TOBACCO | 175 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2018-19 | TRESPASSING | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2018-19 | VANDALISM | 24 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2018-19 | WEAPONS POSSESSION | 25 | 25 | 0 | 0 | 0 | 0 | 0 | 0 | 25 | 3 | 22 | 0 | 0 | 0 | 0 |
| **2018-19** | **DISTRICT TOTAL:** | **1,714** | **354** | **0** | **20** | **46** | **3** | **96** | **0** | **26** | **3** | **23** | **141** | **132** | **5** | **4** |

Early Childhood Age

*Birth to Pre-School: Many parents need childcare while they work, and as children reach ages 3 and 4, they need a Pre-K*

Child Care Selection, Infrastructure, Programs, etc.
Children enrolled in VPK
Children enrolled in SR
Children enrolled in Head Start
SR waiting list
Head Start Waiting list

## Elementary School Age

*Kindergarten to 10 years: Elementary school success – particularly by 3rd grade – is very predictive of graduation and successful transitions later in life.*

Literacy FSA ELA Scores (FL DOE)

| Year | | 2016-17 # of Students | 2016-17 # of Students (Level 3 and Above) | 2016-17 % of Students (Level 3 and Above) | 2016-17 # of Students (Level 4 and Above) | 2016-17 % of Students (Level 4 and Above) | 2017-18 # of Students | 2017-18 # of Students (Level 3 and Above) | 2017-18 % of Students (Level 3 and Above) | 2017-18 # of Students (Level 4 and Above) | 2017-18 % of Students (Level 4 and Above) | 2018-19 # of Students | 2018-19 # of Students (Level 3 and Above) | 2018-19 % of Students (Level 3 and Above) | 2018-19 # of Students (Level 4 and Above) | 2018-19 % of Students (Level 4 and Above) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Total District Scores** | | | | | | | | | | | | | | | | |
| **03-Third** | | **2,457** | **1,383** | **56.3%** | **757** | **30.8%** | **2,376** | **1,331** | **56.0%** | **733** | **30.9%** | **2,333** | **1,321** | **56.6%** | **704** | **30.2%** |
| **08-Eighth** | | **1,888** | **1,052** | **55.7%** | **671** | **35.5%** | **1,957** | **1,196** | **61.1%** | **803** | **41.0%** | **2,046** | **1,241** | **60.7%** | **792** | **38.7%** |
| **10-Tenth** | | **1,915** | **1,078** | **56.3%** | **691** | **36.1%** | **1,839** | **1,105** | **60.1%** | **747** | **40.6%** | **1,846** | **1,018** | **55.1%** | **677** | **36.7%** |
| **Race/Ethnicity** | | | | | | | | | | | | | | | | |
| 03-Third | 1-White | 992 | 770 | 77.6% | 486 | 49.0% | 944 | 709 | 75.1% | 432 | 45.8% | 892 | 690 | 77.4% | 436 | 48.9% |
| 03-Third | 2-Hispanic | 247 | 130 | 52.6% | 64 | 25.9% | 245 | 141 | 57.6% | 73 | 29.8% | 258 | 142 | 55.0% | 72 | 27.9% |
| 03-Third | 3-Black | 915 | 284 | 31.0% | 99 | 10.8% | 877 | 264 | 30.1% | 90 | 10.3% | 880 | 278 | 31.6% | 71 | 8.1% |
| 03-Third | 4-Two or More Races | 176 | 103 | 58.5% | 48 | 27.3% | 181 | 116 | 64.1% | 65 | 35.9% | 166 | 103 | 62.0% | 52 | 31.3% |
| 03-Third | 5-Asian | 98 | 80 | 81.6% | 52 | 53.1% | 112 | 94 | 83.9% | 67 | 59.8% | 118 | 100 | 84.7% | 71 | 60.2% |
| 03-Third | 6-American Indian | ** | ** | **.* | ** | **.* | ** | ** | **.* | ** | **.* | ** | ** | **.* | ** | **.* |
| 03-Third | 7-Pacific Islander | ** | ** | **.* | ** | **.* | ** | ** | **.* | ** | **.* | ** | ** | **.* | ** | **.* |
| 03-Third | Not Reported | 17 | 6 | 35.3% | 6 | 35.3% | 11 | 4 | 36.4% | 4 | 36.4% | 17 | 6 | 35.3% | 1 | 5.9% |
| 08-Eighth | 1-White | 856 | 632 | 73.8% | 444 | 51.9% | 885 | 708 | 80.0% | 516 | 58.3% | 899 | 707 | 78.6% | 490 | 54.5% |
| 08-Eighth | 2-Hispanic | 192 | 101 | 52.6% | 63 | 32.8% | 181 | 110 | 60.8% | 68 | 37.6% | 236 | 137 | 58.1% | 74 | 31.4% |
| 08-Eighth | 3-Black | 611 | 155 | 25.4% | 57 | 9.3% | 619 | 174 | 28.1% | 67 | 10.8% | 650 | 200 | 30.8% | 87 | 13.4% |
| 08-Eighth | 4-Two or More Races | 121 | 74 | 61.2% | 39 | 32.2% | 125 | 79 | 63.2% | 48 | 38.4% | 136 | 92 | 67.6% | 62 | 45.6% |
| 08-Eighth | 5-Asian | 95 | 81 | 85.3% | 62 | 65.3% | 126 | 116 | 92.1% | 98 | 77.8% | 108 | 94 | 87.0% | 75 | 69.4% |
| 08-Eighth | 6-American Indian | ** | ** | **.* | ** | **.* | ** | ** | **.* | ** | **.* | ** | ** | **.* | ** | **.* |
| 08-Eighth | 7-Pacific Islander | ** | ** | **.* | ** | **.* | ** | ** | **.* | ** | **.* | ** | ** | **.* | ** | **.* |
| 08-Eighth | Not Reported | ** | ** | **.* | ** | **.* | 10 | 4 | 40.0% | 2 | 20.0% | ** | ** | **.* | ** | **.* |
| 10-Tenth | 1-White | 909 | 661 | 72.7% | 471 | 51.8% | 922 | 691 | 74.9% | 490 | 53.1% | 860 | 617 | 71.7% | 446 | 51.9% |
| 10-Tenth | 2-Hispanic | 219 | 114 | 52.1% | 64 | 29.2% | 175 | 95 | 54.3% | 56 | 32.0% | 224 | 108 | 48.2% | 60 | 26.8% |
| 10-Tenth | 3-Black | 567 | 157 | 27.7% | 59 | 10.4% | 538 | 166 | 30.9% | 77 | 14.3% | 526 | 131 | 24.9% | 59 | 11.2% |
| 10-Tenth | 4-Two or More Races | 119 | 63 | 52.9% | 35 | 29.4% | 96 | 64 | 66.7% | 50 | 52.1% | 115 | 70 | 60.9% | 45 | 39.1% |
| 10-Tenth | 5-Asian | 90 | 77 | 85.6% | 60 | 66.7% | 94 | 84 | 89.4% | 71 | 75.5% | 110 | 88 | 80.0% | 66 | 60.0% |
| 10-Tenth | 6-American Indian | ** | ** | **.* | ** | **.* | ** | ** | **.* | ** | **.* | ** | ** | **.* | ** | **.* |
| 10-Tenth | 7-Pacific Islander | ** | ** | **.* | ** | **.* | | | | | | ** | ** | **.* | ** | **.* |
| 10-Tenth | Not Reported | ** | ** | **.* | ** | **.* | ** | ** | **.* | ** | **.* | ** | ** | **.* | ** | **.* |
| **Economic Status** | | | | | | | | | | | | | | | | |
| 03-Third | Eco. Disadvantaged | 1,374 | 545 | 39.7% | 208 | 15.1% | 1,529 | 620 | 40.5% | 258 | 16.9% | 1,261 | 503 | 39.9% | 185 | 14.7% |
| 03-Third | Non-Eco. Disadvantaged | 1,083 | 838 | 77.4% | 549 | 50.7% | 847 | 711 | 83.9% | 475 | 56.1% | 1,072 | 818 | 76.3% | 519 | 48.4% |
| 08-Eighth | Eco. Disadvantaged | 863 | 304 | 35.2% | 146 | 16.9% | 1,067 | 440 | 41.2% | 220 | 20.6% | 859 | 337 | 39.2% | 152 | 17.7% |
| 08-Eighth | Non-Eco. Disadvantaged | 1,025 | 748 | 73.0% | 525 | 51.2% | 890 | 756 | 84.9% | 583 | 65.5% | 1,187 | 904 | 76.2% | 640 | 53.9% |
| 10-Tenth | Eco. Disadvantaged | 839 | 317 | 37.8% | 144 | 17.2% | 983 | 401 | 40.8% | 207 | 21.1% | 660 | 216 | 32.7% | 97 | 14.7% |
| 10-Tenth | Non-Eco. Disadvantaged | 1,076 | 761 | 70.7% | 547 | 50.8% | 856 | 704 | 82.2% | 540 | 63.1% | 1,186 | 802 | 67.6% | 580 | 48.9% |
| **ELL Status** | | | | | | | | | | | | | | | | |
| 03-Third | ELL | 66 | 20 | 30.3% | 3 | 4.5% | 79 | 26 | 32.9% | 10 | 12.7% | 84 | 27 | 32.1% | 5 | 6.0% |
| 03-Third | Non-ELL | 2,391 | 1,363 | 57.0% | 754 | 31.5% | 2,297 | 1,305 | 56.8% | 723 | 31.5% | 2,249 | 1,294 | 57.5% | 699 | 31.1% |
| 08-Eighth | ELL | 46 | 10 | 21.7% | 3 | 6.5% | 33 | 5 | 15.2% | 2 | 6.1% | 45 | 7 | 15.6% | 2 | 4.4% |
| 08-Eighth | Non-ELL | 1,842 | 1,042 | 56.6% | 668 | 36.3% | 1,924 | 1,191 | 61.9% | 801 | 41.6% | 2,001 | 1,234 | 61.7% | 790 | 39.5% |
| 10-Tenth | ELL | 27 | 2 | 7.4% | 1 | 3.7% | 41 | 10 | 24.4% | 3 | 7.3% | 53 | 5 | 9.4% | 0 | 0.0% |
| 10-Tenth | Non-ELL | 1,888 | 1,076 | 57.0% | 690 | 36.5% | 1,798 | 1,095 | 60.9% | 744 | 41.4% | 1,793 | 1,013 | 56.5% | 677 | 37.8% |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Distability Status** | | | | | | | | | | | | | | | | |
| 03-Third | Non-SWD | 2,160 | 1,322 | 61.2% | 732 | 33.9% | 2,060 | 1,251 | 60.7% | 701 | 34.0% | 1,997 | 1,240 | 62.1% | 679 | 34.0% |
| 03-Third | SWD | 297 | 61 | 20.5% | 25 | 8.4% | 316 | 80 | 25.3% | 32 | 10.1% | 336 | 81 | 24.1% | 25 | 7.4% |
| 08-Eighth | Non-SWD | 1,633 | 1,023 | 62.6% | 660 | 40.4% | 1,740 | 1,163 | 66.8% | 795 | 45.7% | 1,807 | 1,201 | 66.5% | 775 | 42.9% |
| 08-Eighth | SWD | 255 | 29 | 11.4% | 11 | 4.3% | 217 | 33 | 15.2% | 8 | 3.7% | 239 | 40 | 16.7% | 17 | 7.1% |
| 10-Tenth | Non-SWD | 1,713 | 1,052 | 61.4% | 676 | 39.5% | 1,648 | 1,070 | 64.9% | 731 | 44.4% | 1,645 | 997 | 60.6% | 669 | 40.7% |
| 10-Tenth | SWD | 202 | 26 | 12.9% | 15 | 7.4% | 191 | 35 | 18.3% | 16 | 8.4% | 201 | 21 | 10.4% | 8 | 4.0% |
| Math Proficiency | FSA Math Scores (FL DOE) | | | | | | | | | | | | | | | |
| | Year | 2016-17 | 2016-17 | 2016-17 | 2016-17 | 2016-17 | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 | 2018-19 |
| | | # of Students | # of Students (Level 3 and Above) | % of Students (Level 3 and Above) | # of Students (Level 4 and Above) | % of Students (Level 4 and Above) | # of Students | # of Students (Level 3 and Above) | % of Students (Level 3 and Above) | # of Students (Level 4 and Above) | % of Students (Level 4 and Above) | # of Students | # of Students (Level 3 and Above) | % of Students (Level 3 and Above) | # of Students (Level 4 and Above) | % of Students (Level 4 and Above) |
| **Total District Scores** | | | | | | | | | | | | | | | | |
| **03-Third** | | **2,483** | **1,492** | **60.1%** | **883** | **35.6%** | **2,399** | **1,442** | **60.1%** | **799** | **33.3%** | **2,327** | **1,353** | **58.1%** | **770** | **33.1%** |
| **08-Eighth** | | **967** | **315** | **32.6%** | **95** | **9.8%** | **913** | **223** | **24.4%** | **54** | **5.9%** | **893** | **237** | **26.5%** | **60** | **6.7%** |
| **Race/Ethnicity** | | | | | | | | | | | | | | | | |
| 03-Third | 1-White | 989 | 764 | 77.2% | 513 | 51.9% | 950 | 725 | 76.3% | 448 | 47.2% | 892 | 670 | 75.1% | 448 | 50.2% |
| 03-Third | 2-Hispanic | 251 | 142 | 56.6% | 66 | 26.3% | 250 | 161 | 64.4% | 91 | 36.4% | 257 | 140 | 54.5% | 66 | 25.7% |
| 03-Third | 3-Black | 920 | 356 | 38.7% | 145 | 15.8% | 880 | 320 | 36.4% | 114 | 13.0% | 872 | 325 | 37.3% | 113 | 13.0% |
| 03-Third | 4-Two or More Races | 177 | 106 | 59.9% | 66 | 37.3% | 179 | 117 | 65.4% | 61 | 34.1% | 166 | 99 | 59.6% | 54 | 32.5% |
| 03-Third | 5-Asian | 110 | 103 | 93.6% | 81 | 73.6% | 118 | 107 | 90.7% | 79 | 66.9% | 118 | 108 | 91.5% | 83 | 70.3% |
| 03-Third | 6-American Indian | ** | ** | **.* | ** | **.* | ** | ** | **.* | ** | **.* | ** | ** | **.* | ** | **.* |
| 03-Third | 7-Pacific Islander | ** | ** | **.* | ** | **.* | ** | ** | **.* | ** | **.* | ** | ** | **.* | ** | **.* |
| 03-Third | Not Reported | 23 | 12 | 52.2% ** | | 30.4% | 16 ** | | 56.3% ** | | 25.0% | 20 | 10 | 50.0% ** | | 25.0% |
| 08-Eighth | 1-White | 302 | 155 | 51.3% | 47 | 15.6% | 250 | 106 | 42.4% | 36 | 14.4% | 232 | 103 | 44.4% | 29 | 12.5% |
| 08-Eighth | 2-Hispanic | 110 | 40 | 36.4% | 14 | 12.7% | 90 | 32 | 35.6% ** | | 5.6% | 128 | 49 | 38.3% | 17 | 13.3% |
| 08-Eighth | 3-Black | 481 | 89 | 18.5% | 19 | 4.0% | 483 | 63 | 13.0% ** | | 1.4% | 463 | 60 | 13.0% ** | | 1.1% |
| 08-Eighth | 4-Two or More Races | 53 | 19 | 35.8% ** | | 13.2% | 62 | 13 | 21.0% ** | | 1.6% | 49 | 14 | 28.6% ** | | 10.2% |
| 08-Eighth | 5-Asian | 14 ** | | 57.1% ** | | 28.6% | 10 ** | | 60.0% ** | | 20.0% | 12 ** | | 50.0% ** | | 16.7% |
| 08-Eighth | 6-American Indian | ** | ** | **.* | ** | **.* | ** | ** | **.* | ** | **.* | ** | ** | **.* | ** | **.* |
| 08-Eighth | 7-Pacific Islander | | | | | | ** | ** | **.* | ** | **.* | | | | | |
| 08-Eighth | Not Reported | ** | ** | **.* | ** | **.* | 12 ** | | 25.0% ** | | 25.0% ** | | ** | **.* | ** | **.* |
| **Economic Status** | | | | | | | | | | | | | | | | |
| 03-Third | Eco. Disadvantaged | 1,380 | 629 | 45.6% | 275 | 19.9% | 1,541 | 720 | 46.7% | 301 | 19.5% | 1,254 | 533 | 42.5% | 224 | 17.9% |
| 03-Third | Non-Eco. Disadvantaged | 1,103 | 863 | 78.2% | 608 | 55.1% | 858 | 722 | 84.1% | 498 | 58.0% | 1,073 | 820 | 76.4% | 546 | 50.9% |
| 08-Eighth | Eco. Disadvantaged | 636 | 170 | 26.7% | 43 | 6.8% | 721 | 143 | 19.8% | 24 | 3.3% | 580 | 119 | 20.5% | 27 | 4.7% |
| 08-Eighth | Non-Eco. Disadvantaged | 331 | 145 | 43.8% | 52 | 15.7% | 192 | 80 | 41.7% | 30 | 15.6% | 313 | 118 | 37.7% | 33 | 10.5% |
| **ELL Status** | | | | | | | | | | | | | | | | |
| 03-Third | ELL | 84 | 49 | 58.3% | 22 | 26.2% | 87 | 45 | 51.7% | 19 | 21.8% | 82 | 36 | 43.9% | 16 | 19.5% |
| 03-Third | Non-ELL | 2,399 | 1,443 | 60.2% | 861 | 35.9% | 2,312 | 1,397 | 60.4% | 780 | 33.7% | 2,245 | 1,317 | 58.7% | 754 | 33.6% |
| 08-Eighth | ELL | 34 ** | | 26.5% ** | | 14.7% | 34 | 10 | 29.4% ** | | 5.9% | 46 | 13 | 28.3% ** | | 13.0% |
| 08-Eighth | Non-ELL | 933 | 306 | 32.8% | 90 | 9.6% | 879 | 213 | 24.2% | 52 | 5.9% | 847 | 224 | 26.4% | 54 | 6.4% |
| **Disability Status** | | | | | | | | | | | | | | | | |
| 03-Third | Non-SWD | 2,189 | 1,431 | 65.4% | 858 | 39.2% | 2,082 | 1,370 | 65.8% | 767 | 36.8% | 1,998 | 1,255 | 62.8% | 734 | 36.7% |
| 03-Third | SWD | 294 | 61 | 20.7% | 25 | 8.5% | 317 | 72 | 22.7% | 32 | 10.1% | 329 | 98 | 29.8% | 36 | 10.9% |
| 08-Eighth | Non-SWD | 730 | 289 | 39.6% | 92 | 12.6% | 718 | 196 | 27.3% | 49 | 6.8% | 675 | 212 | 31.4% | 53 | 7.9% |
| 08-Eighth | SWD | 237 | 26 | 11.0% ** | | 1.3% | 195 | 27 | 13.8% ** | | 2.6% | 218 | 25 | 11.5% ** | | 3.2% |
| School Readiness at Kindergarten Entry | | | | | | | | | | | | | | | | |

Middle School School Age

*Middle School: Middle school is the next significant testing period and often determines the opportunities available in high school .It is critical that students reach 8th grade with skills needed to pursue whatever they choose academically. Children in this group who are active learners and engaged in afterschool activities are less likely to be in trouble, use drugs, or engage in other dangerous activities.*

| | | |
|---|---|---|
| Literacy | FSA ELA Scores (FL DOE) | *See Data Above* |
| Math Proficiency | FSA Math Scores (FL DOE) | *See Data Above* |

High School School Age

*10th grade scores predict graduation and later academic success.*

| | |
|---|---|
| Graduation Rate | High School Graduation Rate (FL Kids Count) |

| **Alachua, Year** | Rate, per 100 | **Florida, Year** | Rate, per 100 |
|---|---|---|---|
| 2016-2017 | 82.7 | 2016-2017 | 82.3 |
| 2017-2018 | 88 | 2017-2018 | 86.1 |
| 2018-2019 | 88.5 | 2018-2019 | 86.9 |

## Data Agenda

Social measure for elementary, middle, and high school children
% children at grade level in science in 8th grade
% children at grade level in grade 10
Post graduation outcomes (college, vocational program, employment, etc.)

## All Children are Born Healthy and Remain Healthy

*Child health begins with maternal health and perinatal status and continues throughout childhood, to include physical activity, healthy*

| Indicator | Source | Years | By Race | By Zip Code | Notes | Obtained? | Resillience |
|---|---|---|---|---|---|---|---|
| Childhood Span | | | | | | | Risk |
| Insured Children (Children with access to healthcare) | WellFlorida U.S. Census Bureau | 2016 | | x - WellFlorida Appendix Tables 72, 73 | Find better source | | |
| % of Children on Medicaid | WellFlorida Department of Children and Families | 2011-2016 | | x - WellFlorida Appendix Tables 165 | Contact office | | |
| Access to nutrition | Food Access Research Atlas (https://www.ers.usda.gov/data-products/food-access-research-atlas/go-to-the-atlas/) | Updated October 2019 | | | Use link to access interactive map | x | |
| Oral Health | UF College of Dentistry | | | | Contact program | | |
| Mental health referral under 18 | ?? | | | | | Data Agenda | |
| % of children able to regulate emotion and behavior at age appropriate level | ?? | | | | (we need proxy measures, to include Baker Act data, referrals for emotional or behavioral outbursts, number of children referred to behavioral health provider. Schools will now have to report number of referrals for BH care.) | Data Agenda | |
| Pre- and Peri-natal | | | | | | | |
| *During this period access to pre-natal care and supports, including a healthy diet and a safe environment, as well as parenting education* | | | | | | | |
| Mom receiving pre-natal care | FL Health CHARTS | 1999-2018 | x | | Listed under "no prenatal care." Need to switch | x | |
| Fetal Deaths | FL Health CHARTS | 1999-2018 | x | | | x | |
| SUIDS Deaths per 1,000 Live Births by Race | FL Health CHARTS | 2002-2017 | x | x - WellFlorida Appendix Table 119 | | x | |
| Live Births Under 2500 Grams (Low Birth Weight) | FL Health CHARTS | 1999-2018 | x | x - WellFlorida Appendix Table 120 | | x | |

| | | | | | | |
|---|---|---|---|---|---|---|
| Births with Inter-Pregnancy Interval < 18 Months | FL Health CHARTS | 1999-2018 | x | x - WellFlorida Appendix Table 123 | | x |
| Mothers Initiate Breastfeeding | FL Health CHARTS | 2004-2018 | | | | x |
| **Early Childhood Age** | | | | | | |
| *This period is critical to identifying developmental delays, problems with eyesight, hearing, bonding and other conditions that can be* | | | | | | |
| Children Ages 1-5 Receiving Mental Health Services | FL Health CHARTS | 2006-2018 | x | x - WellFlorida Appendix Tables 133, 134, 135 | | x |
| Families receiving post birth screening and support | Visitation Program Data | | | | Contact program | |
| EPSDT Screening Rates | Medicaid.gov | 2018 | | | | x |
| % of Pre-K children who are able to self-soothe and use words appropriately to communicate | ?? | | | | ELC has a measuring tool | Data Agenda |
| **Elementary School Age** | | | | | | |
| *As children develop and expand their interactions, they need to have access to services and activities that promote their growth and health.* | | | | | | |
| Estimated Seriously Emotionally Disturbed Youth 9-17 | FL Health CHARTS | 2011-2018 | | | | x |
| Healthy Weight Data (for early childhood too) | Available, Source unknown | | | | | |
| **Middle School Age** | | | | | | |
| *As children enter their preteen and teen years, children need healthy diet, exercise, and access to health care as well as education about the health risks they will increasingly encounter, including drugs, abusive relationships, diet, and sexuality).* | | | | | | |
| % of children who are avoiding tobacco, alcohol, other drugs | Florida Youth Substance Abuse Survey; see pages 9-20 in particular | 2008-2019 | | | https://www.myflfamilies.com/se | x |

| | | | | | |
|---|---|---|---|---|---|
| % of children receiving health and mental health education | ?? | | | | Data Agenda |
| % of children with access to school nurse or clinic | ?? | | | | Data Agenda |
| **High School Age** | | | | | |
| *high school-aged youth encounter growing risks and independence. They need to be able to access health care and information to help them make good choices.* | | | | | |
| % of schools offering PE or a period of physical activity to all students | ?? | | | | Data Agenda |
| Births to mothers age 15-19 | FL Health CHARTS | 1999-2018 | x | | x |

## All children can learn what they need to learn to be successful

*All students should have access to quality education that provides them basic skills, enriching, culturally broad experiences that maximize their potential.*

| Indicator | Source | Years | By Race | By Zip Code | Notes | Resillience |
|---|---|---|---|---|---|---|
| Childhood Span | | | | | | Risk |
| Disciplinary actions by type<br>Discipline referal | FL Department of Education<br>?? | 2015-2019 | | | | |
| % students absent 21+ days | FL Department of Education | 2015-2018 | | | | |
| Early Childhood Age | | | | | | |

*Birth to Pre-School: Many parents need childcare while they work, and as children reach ages 3 and 4, they need a Pre-K environment to prepare them for school.*

| | | | | | |
|---|---|---|---|---|---|
| Child Care Selection, Infrastructure, Programs, etc. | Florida Index for Child Care Access | 2017-2018 | | x | |
| Children enrolled in VPK | Office of Early Learning | through 2019 | | | Change to % utilization -- where can we get this data? |
| Children enrolled in SR | Office of Early Learning | through 2019 | | | Change to % utilization -- where can we get this data? |
| Children enrolled in Head Start | Head Start Office - contact for data PIR Data | | | | Change to % utilization -- where can we get this data? |
| SR waiting list | Office of Early Learning - contact for data | | | | |
| Head Start Waiting list | Head Start - contact for data PIR data | | | | |
| Elementary School Age | | | | | |

*Kindergarten to 10 years: Elementary school success – particularly by 3rd grade – is very predictive of graduation and successful transitions later in life.*

| | | | | | |
|---|---|---|---|---|---|
| School Readiness at Kindergarten Entry | FL Health CHARTS;OEL | 2005-2014;2016-Present | | | |
| Grade 3 Students with Passing Grade on FSA Mathematics | FL Health CHARTS | 2016-2019 | | | |
| Grade 3 Students with Passing Grade on FSA English Language Arts | FL Health CHARTS | 2016-2019 | | | |
| Social Measure? | | | | | Data agenda |

| | | | | |
|---|---|---|---|---|
| **Middle School Age** | | | | |
| *Middle School: Middle school is the next significant testing period and often determines the opportunities available in high school .It is critical that students reach 8th grade with skills needed to pursue whatever they choose academically. Children in this group who are active learners and engaged in afterschool activities are less likely to be in trouble, use drugs, or engage in other dangerous activities.* | | | | |
| % of children reading at or above grade lelve in 8th grade | FL Department of Ed | 2014-2019 | | Data from 1998-2011 available |
| % of children at grade level for math in 8th grade | FL Department of Ed | 2014-2019 | | Data from 1998-2011 available |
| % of childen at grade level in science in 8th grade | ?? | | | request to include |
| Social Measure? | | | | Data agenda |
| **High School Age** | | | | |
| *10th grade scores predict graduation and later academic success.* | | | | |
| Graduation Rate | FL Kids Count | 2001-2019 | x | Speaking with Karen regarding diplomas |
| Post graduation outcomes (College, vocational prog, employment, unemployed and not in school) | ?? | | | |
| % of students at grade level in grade 10 | Available, source unknown | | | request to include |

## All Children have nurturing, supportive caregivers and realtionships

*All children need to have a secure relationship with a caregiver(s) who provide support, guidance, and stability as a foundation for how they go out into the world to develop other healthy relationships.*

| Indicator | Source | Years | By Race | By Zip Code | Notes | Resillience |
|---|---|---|---|---|---|---|
| Childhood Span | | | | | | Risk |
| children in out of home care | Child Welfare Dashboard | 2016-2020 | | | | |
| children receiving in home services | Child Welfare Dashboard | 2016-2020 | | | | |
| children entering out of home care | Child Welfare Dashboard | 2016-2020 | | | | |
| children experiencing verified maltreatment | FL DCF | 2014-2019 | | | | |
| child intakes received by county | | 2016-2020 | | | | |
| children exiting and how | Child Welfare Dashboard | 2016-2019 | | | | |
| Children reentering care | | | | | | |
| Children moving from in home to out of home care | | | | | | |
| Case worker ratio | | | | | | |
| Early Childhood Age | | | | | | |

*Birth to Pre-School: This period is critical creating safe secure bonds that allow the child to develop the first components of healthy self-esteem and trust in the world. This period also sees the roots of autonomy without bullying, necessary for self-confidence, and it includes the preliminary internalization of rules. All of these contribute to being ready for school and the ability to regulate emotional states (to sooth yourself when needed) and to regulate behavior (self-control and delay of gratification).*

| | | | | |
|---|---|---|---|---|
| Children Experiencing Child Abuse Ages 5-11 | FL Health CHARTS | 2003-2018 | | |
| Births to Teen Mothers Ages 15-19 | Understanding Racial Inequity… | 2010, 2015 | x | |
| Births to Mothers Without a HS Degree | FL Health CHARTS | 1999-2018 | x | x - WellFlorida Appendix Table 125 |

## Elementary School Age

*Kindergarten to 10 years: As children develop and expand their interactions, they need to have a secure place from which to explore the world, and a place to come back and process failure – to hone skills and experiment.*

| | | |
|---|---|---|
| % of children refered for problem interacting with their peers | ?? | request to include |
| % of children referred for behavioral problems or significant emotional distress | ?? | request to include |

## Middle School Age

*Middle School: As children enter their preteen and teen years, they begin to test boundaries and develop a sense of self that is increasingly independent of their families. That requires parents with the ability to set boundaries and pick battles.*

| | | |
|---|---|---|
| % of children refered for problem interacting with their peers | ?? | request to include |

## High School Age

*High School: high school-aged youth encounter growing risks and independence. They increasingly make their own decisions, and need a stable anchor from which to move into adulthood.*

| | | |
|---|---|---|
| % of children refered for problem interacting with their peers | ?? | request to include |

| | | |
|---|---|---|
| % of teens refered for relationship with violence | ?? | request to include |

## All children are connecting with and contributing to the community

*Students with meaningful activities are safer and more likely to succeed in school if the activities provide an enriching, active, and team-building environment.*

| Indicator | Source | Years | By Race | By Zip Code | Notes | Resillience |
|---|---|---|---|---|---|---|
| Childhood Life Span | | | | | | Risk |
| Available OST Programs | See "Research Statement Investing in System Wide..." | | | | | |
| Access to public transportation | ?? | | | | | |
| % of teens in extracurricular activities | ?? | | | | | Data Agenda |
| Early Childhood Age | | | | | | |
| % of children with adequet, appropriate child care | ?? | | | | request to include | |
| Elementary School Age | | | | | | |
| % of older children engaging in enriching activites (ex: sports, band, clubs) | ?? | | | | request to include | |
| Middle School Age | | | | | | |
| Youths Arrested | FL Kids Count | 2015-2019 | | | | |
| High School Age | | | | | | |

## All children live in a safe community

*Trauma has been shown to have a myriad of emotional, cognitive, behavioral and physical consequences. While some children experience trauma through abuse or neglect, lack of a safe community can have the same impact.*

| Indicator | Source | Years | By Race | By Zip Code | Notes | Resillience |
|---|---|---|---|---|---|---|
| Childhood Life Span | | | | | | Risk |
| Index crimes | FL Health CHARTS | 2001-2018 | | | By zipcode available? | |
| Violent Crime rates | FL Health CHARTS | 1999-2018 | | | By zipcode available? | |
| School Environment Safety Incidents (sexual battery, batter, weapons, fighting) | FL Health CHARTS | 2006-2018 | | | | |
| Individuals Under 18 Below Poverty Level | FL Health CHARTS | 2009-2018 | | | | |
| % Families with children who are living in poverty | FL Kids Count | 2009-2018 | | | | |
| Alachua County Fire rescue | ?? | | | | | |
| % of arrested youth refered to diversion program | GPD, ASO, SAO should have | | | | reqest to include | |
| % of children in adequet housing | ?? | | | | reqest to include | |
| Monthly Housing Cost >30% income_owned | FL Health CHARTS | 2010-2018 | | | Change to income >30% | |
| Monthly Housing Cost >30% income_renting | FL Health CHARTS | 2012-2018 | | | Change to income >30% | |
| Child Passengers birth to 18 injured or killed in motor vehicle crashes | FL Health CHARTS | 1998-2017 | | | *data for <1 begins 2002 | |
| Early Childhood Age | | | | | | |
| Elementary School Age | | | | | | |

## Middle School Age

## High School Age

**TO:** MEMBERS OF THE CHLDREN'S TRUST OF ALACHUA COUNTY

**FROM:** COLIN MURPHY, EXECUTIVE DIRECTOR

**SUBJECT:** EXECUTIVE DIRECTOR'S REPORT

**DATE:** MAY 18, 2020

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# CTAC GOVERNANCE

## BOARD ORIENTATION

Before July 1, 2020 I would like to have a meeting to give each Trust member a formal orientation. I would like to make sure all members are fully aware of their public financial disclosure requirements and other legal obligations. I will contact you to schedule these meetings. We can do these meetings virtually or in-person depending on the CDC guidelines at the time.

# ADMINISTRATIVE

## LEASE FOR 802 NW 5TH AVE

The lease for the Trust is on the agenda. See the agenda item under "ACTION ITEMS".

## STAFFING AND HUMAN RESOURCES

Jennifer Rivers, Finance and Administration Manager started May 11, 2020. We are very excited to have her as part of the team!

I have reposted the Executive Assistant position. By June 15th meeting, I intend to have an organizational chart to approve along with position descriptions as part of the Proposed Budget for FY 2021.

## INTERLOCAL AGREEMENT

Both the amended FY20 Interlocal Agreement and a proposed Interlocal Agreement for FY21 are in the negotiation process.

# PROGRAMS

Status of Contracts

As of May 11, 21 contracts have been executed. A *Contract Status Report* has been attached.

COVID-19

A summary of Trust-funded programs and their operational plans since the COVID-19 pandemic is included with this report.

Florida Children's Councils

A copy of the Florida Children's Council's strategic plan has been included in the "For Your Information" Section. The highlights of the plan include more information-sharing between CSCs and more formal processes for supporting new CSCs. Escambia County and Leon County have initiatives on the ballot.

# BUDGET AND FINANCE

Financial Report

In accordance with Resolution 2020-2, the monthly expenditures through April 2020 have been included in the "*For Your Information*" section.

FY 2020-2021 TRIM SCHEDULE

| | |
|---|---|
| May 31 | Property Appraiser Delivers Preliminary Tax Roll |
| **June 1** | **Children's Trust Scheduled Meeting** – Make final budget decisions for staff to prepare budget in adoptable form. |
| **June 15** | **Children's Trust Scheduled Meeting** – Approve a Certified Budget with Proposed Millage for BoCC delivery |
| June 28 | Property Appraiser Deliver Certified Taxable Values |
| July 1 | Deadline: Tentative Budget Resolution delivered to BoCC |
| July 1- August 4 | File Proposed Millage Rates with Property Appraiser |
| **July 6** | **Children's Trust Scheduled Meeting** |
| **August 3** | **Children's Trust Scheduled Meeting** |
| August 17 | TRIM Statements Mailed by Property Appraiser to Residents |
| **August 17** | **Children's Trust Scheduled Meeting** |

| | |
|---|---|
| September 14 | Children's Trust Scheduled Meeting - Public Hearing to Adopt Tentative Budget and Millage (After 5:00 PM) |
| ***September 14** | **Ad due to the Gainesville Sun for publication 2-5 days prior to second Public Hearing** |
| September 19 | Ad runs in the Gainesville Sun on Saturday |
| **September 21** | **Children's Trust Scheduled Meeting** - Public Hearing to Adopt Final Budget and Millage (After 5:00 PM) |
| October 20 | Staff submits TRIM compliance package to the Department of Revenue |

**Contract Search Results - 5/8/2020 12:09:07 PM UTC**

| Contract Title | Effective Date | Expiration Date | StatusName | Contract Amount |
|---|---|---|---|---|
| 2020 CTAC Agreement with United Way Family Literacy | 3/1/2020 | 9/30/2020 | Active | $5,812.00 |
| 2020 CTAC Agreement with Girls on the Run of Alachua County | 3/1/2020 | 9/30/2020 | Active | $7,007.00 |
| 2020 CTAC Agreement with Junior Achievement of Tampa Bay | 3/1/2020 | 9/30/2020 | Active | $10,000.00 |
| 2020 CTAC Agreement with Florida Organic Growers | 3/1/2020 | 9/30/2020 | Active | $11,704.00 |
| 2020 CTAC Agreement with COG Parks Skybridge | 3/1/2020 | 9/30/2020 | Active | $14,802.00 |
| 2020 CTAC Agreement with Children Beyond Our Borders | 3/1/2020 | 9/30/2020 | Active | $14,909.00 |
| 2020 CTAC Agreement with COG Parks Summer Camp Expansion | 3/1/2020 | 9/30/2020 | Active | $19,302.00 |
| 2020 CTAC Agreement with River Phoenix Center for Peacebuilding | 3/1/2020 | 9/30/2020 | Active | $19,500.00 |
| 2020 CTAC Agreement with Girls Place Inc ACHIEVE | 3/1/2020 | 9/30/2020 | Active | $22,403.00 |
| 2020 CTAC Agreement with Gainesville Area Tennis Association Inc dba Aces In Motion Capacity Building | 3/1/2020 | 9/30/2020 | Active | $24,250.00 |
| 2020 CTAC Agreement with Gainesville Area Community Tennis Association Inc dba Aces In Motion Fit Lite | 3/1/2020 | 9/30/2020 | Active | $28,266.00 |
| 2020 CTAC Agreement with Big Brothers Big Sisters of Tampa Bay Inc. | 3/1/2020 | 9/30/2020 | Active | $29,554.00 |
| 2020 CTAC Agreement with National Alliance on Mental Illness (NAMI) Gainesville Affiliate | 3/1/2020 | 9/30/2020 | Active | $38,577.00 |
| 2020 CTAC Agreement with United Church of Gainesville Read To | 3/1/2020 | 9/30/2020 | Active | $43,823.00 |
| 2020 CTAC Agreement with Early Learning Coalition of Alachua County Inc. | 3/1/2020 | 9/30/2020 | Active | $47,400.00 |
| 2020 CTAC Agreement with Star Center Childrens Theatre | 3/1/2020 | 9/30/2020 | Active | $60,284.00 |
| 2020 CTAC Agreement with CDS Family & Behavioral Health Sciences Inc. | 3/1/2020 | 9/30/2020 | Active | $65,325.00 |
| 2020 CTAC Agreement with Kids Count In Alachua County, Inc | 3/1/2020 | 9/30/2020 | Active | $66,032.00 |
| 2020 CTAC Agreement with Vineyard Christian Fellowship of Gainesville FL | 3/1/2020 | 9/30/2020 | Active | $77,690.00 |
| 2020 CTAC Agreement with Cade Museum Foundation | 3/1/2020 | 9/30/2020 | Active | $104,960.00 |
| 2020 CTAC Agreement with Alachua County Sheriff's Office | 3/1/2020 | 9/30/2020 | Active | $113,995.00 |
| 2020 CTAC Agreement with Girls Place Inc. Transportation Collab | | | CAO ATF Review | $19,592.00 |
| CTAC 2020 Agreement with Boys and Girls Clubs of Northeast Florida, Inc. | | | CAO ATF Review | $36,000.00 |
| 2020 CTAC Agreement with United Way BOOST Project | | | CAO ATF Review | $36,060.00 |
| 2020 CTAC Agreement with Partners in Adolescent Lifestyle Support (PALS) THRIVE (A University of Florida Health Program) | | | CAO ATF Review | $80,275.00 |

| | | |
|---|---|---|
| 2020 CTAC Agreement with University of Florida College of Nursing Faculty Practice Association, Inc. | CAO Draft Review | $15,569.00 |
| 2020 CTAC Agreement with University of Florida College of Dentistry | CAO Draft Review | $73,437.00 |
| 2020 CTAC Agreement with FL Institute for Workforce Innovation Inc dba Project YouthBuild | CAO Draft Review | $96,874.00 |
| 2020 CTAC Agreement with University of Florida Reach Out | Held | $20,824.00 |
| 2020 CTAC Agreement with Equal Access Clinic Network | Route to Counterparty | $7,475.00 |
| 2020 CTAC Agreement with GPD HEROES | Route to Counterparty | $8,450.00 |
| 2020 CTAC Agreement with United Church of Gainesville | Route to Counterparty | $8,900.00 |
| 2020 CTAC Agreement with Black on Black Crime Task Force | Route to Counterparty | $14,000.00 |
| 2020 CTAC Agreement with Cultural Arts Coalition | Route to Counterparty | $22,044.00 |
| 2020 CTAC Agreement with Manhood Youth Development Foundation Inc. | Route to Counterparty | $22,500.00 |
| 2020 CTAC Agreement with Planned Parenthood of South Florida and the Treasure Coast, Inc. dba Planned Parenthood of South, East and North Florida | Route to Counterparty | $25,000.00 |
| 2020 CTAC Agreement with Together Gainesville | Route to Counterparty | $25,000.00 |
| 2020 CTAC Agreement with Peaceful Paths, Inc | Route to Counterparty | $27,500.00 |
| 2020 CTAC Agreement with Renaissance Jax Inc dba Swampbots FTC 10497 | Route to Counterparty | $31,380.00 |
| 2020 CTAC Agreement with University of Floriday Board of Trustees (For the Florida Museum of Natural History) | Route to Counterparty | $40,163.00 |
| 2020 CTAC Agreement with GPD RESET | Route to Counterparty | $49,453.00 |
| 2020 CTAC Agreement with New Technology Made Simple Now Inc | Route to Counterparty | $91,173.00 |
| 2020 CTAC Agreeement with PACE Center For Girls Inc. | Route to Counterparty | $111,832.00 |
| 2020 CTAC Agreement with City of Alachua | Route to Counterparty | $135,002.00 |

| BID NO. | Agency | Program | Executive Summary | Status | Capital | Operational | Total Award |
|---|---|---|---|---|---|---|---|
| 20-937 | ALACHUA COUNTY SHERIFF'S OFFICE | The Sentinel Program | The Sentinel Program is a school-based diversion program that provides positive youth development mentoring anchored with community involvement and social support services for at-risk students ages 6-18 in Alachua County, Fl. Our chief aim is to use proven prevention and intervention strategies to aid youth in a successful transition into adulthood. | Currently I cannot hire the employees I intend to yet because both the fingerprinting and psychological testing required by the Sheriff's office are on hold. That combined with a majority of the staff (including myself) being required to work from home right now. The program is supposed to be implemented initially at specific schools, with referrals from school administration, and with school being out that has been obviously put on hold. I have been making all plans for the summer curriculum and organizing what I need to purchase for the new employees and youth involved. Now that the final contract is completely executed, hopefully I can at least get some purchasing done.<br>The extension would be the most beneficial for my program in particular. I have presented my budget as a 6 month funding period from the very beginning of this process, and I had (and still do) every intention to re-apply for next year to continue the program after the initial 6 months. Now, with all of the delays, these monies would obviously have to be extended past the 6-month grant period to be spent appropriately. | $ 54,000 | $ 59,995 | $ 113,995 |
| 20-937 | BIG BROTHERS BIG SISTERS OF TAMPA BAY, INC. | Big Brothers Big Sisters of Alachua County | Our mission is to create and support one-to-one mentoring relationships that ignite the power and promise of youth. We match youth ("Littles") with a volunteer ("Big") and professionally support/case manage each match to ensure our Littles discover their potential by (i) having higher aspirations, building greater confidence, and better relationships (ii) avoiding risky behaviors, and (iii) having educational success. We are not a typical pilot program because the mentoring programs we are bringing to Alachua are built on research, evidence-based practices, and decades of experience. | Due to need for social distancing, cannot currently do fingerprinting as required by contract. Requested temporary waiver of requirement. Big Brothers Big Sisters will do its best to meet all contract goals, but COVID-19 has slowed the program's progress. | $ - | $ 29,554 | $ 29,554 |
| 20-937 | BLACK ON BLACK CRIME TASK FORCE GAINESVILLE, ALACHUA COUNTY, INC. | Black on Black Pineridge Community Center | The Pineridge Community Center serves 15 at-risk elementary and/or middle school age students in the after-school program. | COVID-19 has had minimal impact. Children have been using the community center to each lunch and go back home. Minimal games but only 5-6 children at a time. | $ - | $ 14,000 | $ 14,000 |
| 20-937 | BOYS' AND GIRLS' CLUBS OF NORTHEAST FLORIDA, INC. | Project Learn | Members will receive (1) hour of daily tutoring within our Project Learn Program, (1) hour of wellness and fitness each day through our Triple Play Program, and (1) hour of prevention each week through our Smart Moves Program, and a STEM Summer Camp. | •Wellness Checks are conducted weekly to connect with members and families to discuss any pressing needs and assistance. Resources and references are shared, members are connected with Virtual Teachers/Tutors/Mentors to help with their adjustments to the new virtual at-home school based learning.<br>•A 1-800 number has been established to provide assistance with school work, homework assignments, questions - where members are able to gain direct access to our Teachers on staff during our normal after-school club hours.<br>•Online Programming is also available through the launch of our Virtual Clubs on Schoology, which is allowing us to take all our programs and services on a virtual platform to stay connected with members.<br>•One of our sites is providing meals through the School Board for Club and Community members<br>We are excited as all these opportunities are allowing us to provide ongoing services and Project Learn Initiative to our members and families. | $ - | $ 36,000 | $ 36,000 |

| BID NO. | Agency | Program | Executive Summary | Status | Capital | Operational | Total Award |
|---|---|---|---|---|---|---|---|
| 20-937 | CADE MUSEUM FOUNDATION, INC. | Project 2 - Cade on the Road | Cade on the Road will offer high-quality, hands-on STEM-based educational experiences for youth who would otherwise not have such access to due to financial, geographical, or social barriers. It will inspire underserved children to pursue STEM careers. | We still believe this asset will be essential helping us even more with outreach in this difficult time. Knowing that we will eventually get through this, we're thinking through a variety of ways to use the equipment while considering the need for minimizing close contact and maintaining a high standard of cleanliness. Underserved communities need our help more than ever. We would like to move ahead with the purchase of the equipment as it has an 8-13 week lead time. It would be helpful, however, to receive a portion of the funds in advance to assist with purchase as understandably cash flow is something we are watching very closely. | $ 76,000 | $ 28,960 | $ 104,960 |
| 20-937 | CDS FAMILY & BEHAVIORAL HEALTH SERVICES, INC. | Investing In Alachua's Rural Youth | Investing in Alachua's Rural Youth will work to increase youth knowledge of prevention of substance use and violence, increase social skills, increase domestic violence awareness and intervention and reduce truancy. | The staff funded by ACCT will be trained in SNAP responsibilities, assist with our Prevention staff where applicable, and will assist and observe our clinical SNAP services and our Family Action community services. In addition, we will involve these staff in our youth shelter services both from a cross training perspective and service provision where applicable. | $ - | $ 65,325 | $ 65,325 |
| 20-937 | CHILDREN BEYOND OUR BORDERS, INC. | Optimizing the Impact of Health Fairs and Educational Programs Serving Hispanic Children in Alachua County | We provide medical and dental care to all children at our health fairs. However, the majority of children we serve are 6-18 years old and from low-income households. Children must be 6-18 years old to participate in our academic programs. | We had to postpone our first Health Fair (March 21st) due to the health crisis. We have another schedule for June 6th. At this point, we are waiting to see how things develop in the next couple of weeks to make a decision. Our goal this year was to offer 4 Health Fairs (March, June, August and December). Our educational programs (workshops and tutoring) were also postponed. It is possible to resume the educational workshops in the summer (if conditions permit). As far as tutoring, we will resume at the beginning of the school year in August. We are still connecting with the families we serve thru the tutoring program in Alachua County via email, text and phone calls. Our goal right now is to help them navigate the system with this new virtual learning. Some of them have no access to internet or computers so we have helped by providing the information they need in Spanish. At this point, we will need an extension to use the funds provided by the CT past the deadline of September 20th, 2020. | $ - | $ 14,909 | $ 14,909 |
| 20-937 | CITY OF ALACHUA | City of Alachua Youth Enrichment Services | All programs are accessible to marginalized/vulnerable youth. Based on demographic and academic performance data, the programs have been structured to ensure access is available to all youth in the service area, regardless of socioeconomic status. Key activities: promoting academic enrichment, social, mental and physical wellbeing. After School: School year/M-F/3hrs;<br>Tutoring: School year/M-TH/2hrs; Summer Enrichment: 8wks/5day/9hrs; Arts & Music: 4wks/M-F/4hrs; Science & Technology: 4wks/M-F/4hrs | Due to COVID-19, the City did not perform the after school tutoring program, which was set to begin the first day after Alachua County Public Schools returned from spring break (which never reopened).<br><br>We are currently evaluating the summer facets of our program, which include a summer enrichment camp in addition to a summer program in art/music as well as science/technology. We are awaiting direction from the Governor on reopening. We are coordinating with Alachua County Public Schools as well. Simply put, we are in a holding pattern. We are hopeful to know more this week regarding what can open and when so we can make plans. | $ - | $ 135,002 | $ 135,002 |
| 20-937 | CITY OF GAINESVILLE - GAINESVILLE POLICE DEPARTMENT | RESET (Restoring Ex-offenders through Services, Education, and Training) | RESET aims to provide social and emotional learning to address underlying traumatic experiences that contributes to juvenile delinquency. Youth will have the opportunity to engage in character development through interactive modules and activities. | Due the closing of schoosl, RESET may serve a few less children and service projects will be conducted virtually. | $ - | $ 49,453 | $ 49,453 |

| BID NO. | Agency | Program | Executive Summary | Status | Capital | Operational | Total Award |
|---|---|---|---|---|---|---|---|
| 20-937 | CITY OF GAINESVILLE - GAINESVILLE POLICE DEPARTMENT | HEROES Program (Help Empower Rebuild Overcome Educate & Succeed) | We will be selective in identifying boys that exhibit risk factors such as; gang activity, prior arrests, truancy, school discipline and some Law Enforcement encounters. Again, ages 12-17 (that's the age we start to see behavior aberations) - boys. While working with Law Enforcement we breakdown some of those misconceptions related to police officers AND misconceptions related to youth of color. Difficult to quantitatively show results, but historically HEROES promotes this trust and positive relationships. We will also be able to show a reduction in arrests (of the youth we are working with) and simultaneously, a reduction in summer time juvenile crime (car thefts/car burglaries). This program also provides us an opportunity to address needs/trauma affecting these youth that vicariously increase their chances to be raised by the Juvenile Justice system. Clothes, proper bedding, food, transportation, and opportunity are a few areas that the Children's Trust Funding and GPD can address through collaboration/stakeholders/resources. Ultimately, we hope to reduce the Relative Rate Index that reflects an over-representation of black youth in the Department of Juvenile Justice system. HEROES strives to | GPD's HEROES program is designed to begin a week after school (should have ended) and finish by the end of summer. Keeping my fingers crossed, we are still in a position to complete the HEROES program for this year. We are not curtailed by having to hire someone, etc. The main obstacle is that most of the summer programs that we utilize (basketball camp, Crossfit, movie theaters, restaraunts, etc) are closed and its challenging to line-up all the activities. I do believe we will still have time to assemble the HEROES program and unless the COVID 19 continues through July, we should be able to demonstrate success. | $ - | $ 8,450 | $ 8,450 |
| 20-937 | CITY OF GAINESVILLE, PARKS, RECREATION AND CULTURAL AFFAIRS DEPARTMENT | Gainesville PRCA SkyBridge Computer Labs Expansion | This program is designed to provide access to online resources and skyward portal for those participants that do not have access to internet, or a way to complete online assignments at home. Math, grammar, reading, science, and language resources as well | For the Skybridge computer lab, nothing has changed and once we can execute the contract and receive funding we will begin working with IT to get everything ordered and in place. | $ - | $ 14,802 | $ 14,802 |
| 20-937 | CITY OF GAINESVILLE, PARKS, RECREATION AND CULTURAL AFFAIRS DEPARTMENT | PRCA Summer Camp Expansion | We offer an affordable and accessible camp in a safe environment for youth to attend during the summer months where we will provide meals, educational and developmental opportunities, and experiences and field trips to engaging venues. Our camps have 4 themed sessions over 8-9 weeks. Weekly activities each session include no less than, 10 hours of educational or developmental lessons, 10 hours of team building games and activities, 1 hour financial literacy, and 2 fields trips a week. | At the moment, there have been no major planned changes due to COVID-19. We still plan on starting summer camps in the beginning of June unless things continue over the next two months. We have been interviewing potential camp counselors with expectation that we will be able to start as planned. We should have a better idea mid-may if summer camps will be delayed or affected. The largest impact due to COVID-19 is that we have not started camp registration and that has been delayed. | $ - | $ 19,302 | $ 19,302 |
| 20-937 | CULTURAL ARTS COALITION, INC. | Cultural Arts Coalition Programs for Alachua County Youth | CAC's programs provide hands-on science educational opportunities for youth in both urban and rural areas. Environmental Ambassadors includes job training. Rites of Passage directly addresses empowering youth self-esteem and spirituality. | Programs are on hold; hoping to start later in the summer or in the fall. | $ - | $ 22,044 | $ 22,044 |
| 20-937 | EARLY LEARNING COALITION OF ALACHUA COUNTY, INC. | After-School Care for Children of Working Poor | Parents who participate in the School Readiness program are able to maintain employment through the acquisition of affordable subsidized child care. This allows families to work towards the long-term goal of full economic sufficiency. Children will attend after-school care daily during the school year and full-time during the summer and school holidays. | We intend to use the Children's Trust Funds as prescribed in the grant agreement . The only caveat is we would like to extend the funding group to up to the 200% of the federal poverty level for school age children. In the past we have funded families that had an income of up to 150% of the poverty level because it was based on Rule at the state level. Last year the guidelines for "match" funding were changed and now allows our ELC to serve the population up to the 200% of the poverty level with the match dollars we receive. Moving forward we will make sure this language is in all of our grants.<br><br>We anticipate using all of the match dollars for school age children and with the assistance of the OEL we should be able to get you the demographics of the children we intend to serve. | $ - | $ 47,400 | $ 47,400 |

| BID NO. | Agency | Program | Executive Summary | Status | Capital | Operational | Total Award |
|---|---|---|---|---|---|---|---|
| 20-937 | FLORIDA INSTITUTE FOR WORKFORCE INNOVATION, INC. | Project YouthBuild Parenting Program | Project YouthBuild AmeriCorps (PYB) is a 9-month educational, occupational, and leadership program for young people ages 16-24 who have dropped out of school and have low incomes. PYB is funded directly through a grant from the U.S. Department of Labor. Supplementary funding is sourced through other federal, state, local, and private entities and individuals. Young people enrolled in PYB attend classes each week day from 8:30 am - 3:45 pm and our first goal is to help each of them earn their high school diploma. While in PYB young people spend about half of their time renovating and constructing affordable housing for our local community. Lastly, young people spend 10% of their time participating in a rigorous leadership program focussing on 22 core competencies related to advocacy, communication, employment skills and more. Every young person in PYB is also a member of AmeriCorps and they have the opportunity to earn a post-secondary scholarship that can be used at any college or trade school. | To address social distancing and stay at home orders we are currently providing all instruction online and hosting groups through the Zoom platform. Our team is in touch with each student everyday.<br>Regarding our parenting program, we are in a holding pattern until our contract is approved on April 27. We are ready to begin program implementation and will use technology and innovative methods to deliver training, case management, and other components of our program until the stay at home order is lifted.<br>How can the Trust help make our program successful? The next year is going to be extremely challenging for young people and their children. I think it is crucial to have programs in place that support them and help them cope with stress and uncertainty that will accompany the nation's recovery. I believe that an openness and willingness to consider a no-cost funding extension to all the grant awardees would be a tremendous help. | $ - | $ 96,874 | $ 96,874 |
| 20-937 | FLORIDA CERTIFIED ORGANIC GROWERS AND CONSUMERS, INC. | Growing Greatness | FOG's program will be open to all children attending the EDEP programs at our targeted schools of Stephen Foster, Williams, nd Lake Forest elementary schools.We will facilitate weekly gardening sessions at each school for one hour per site. Included in this are mentally and physically beneficial activities like yoga and meditation, which provide students an encompassing physical and psychological experience. | Our program is on hold until schools re-open and we are able to connect with the staff at Rawlings to coordinate our visits to the school to implement our program . With the current restrictions in place surrounding COVID , we do not have the ability to shop for the supplies needed to run the program. All of our staff are currently working from home and our office is closed .We are following all County requests and suggestions surrounding social distancing. We understand this was supposed to be a 6 month project , due to COVID it will be very challenging to meet all of the goals we set forth to accomplish with our program by October .It would be very helpful to know what the trust plans to do in terms of start and end dates for the grant . | $ - | $ 11,704 | $ 11,704 |
| 20-937 | GAINESVILLE AREA COMMUNITY TENNIS ASSOCIATION, INC. | Aces in Motion Literacy Initiative: Fit Lite Pilot Project | This program is an 8-week, 2 to 3 times per week literacy curriculum to help students improve one letter grade over the summer. | No change in programming assuming summer program resumes. Need 40 children to have a study group and a control group. In the event the summer does not resume, the intent is to use the curriculum with middle schoolers in afterschool programming. This would require an extension. | $ - | $ 28,266 | $ 28,266 |
| 20-937 | GAINESVILLE AREA COMMUNITY TENNIS ASSOCIATION, INC. | Aces In Motion After-School Capacity Building | Professional Development and program assessemnt for afterschool programming. | Two of three coordinators had to be let go. Directors will be trained instead on the YPQA intervention from the Weikart Center and the SAYO putcomes tool from the National Institute of Out-of-School Time. | $ - | $ 24,250 | $ 24,250 |

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| 20-937 | GIRLS ON THE RUN OF ALACHUA COUNTY, INC | Girls on the Run of Alachua County: Access and Inclusion | Girls on the Run offers two seasons of programming, Spring and Fall. Each season is a 10-week season. The girls meet at their school 2x/per week after school. Each lesson is 75-90 minutes. The girls receive 20 lessons by trained volunteer coaches. | We successfully completed through Week 5 of our 10-week program as designed. Nonetheless, we are still operating and taking the following actions to ensure we will still be able to impact the lives of our participants positively. Due to the COVID-19 situation with school closures made on March 13th, 2020, our organization adapted our Girls on the Run programming to GOTR At Home activities. We transitioned in Week 6 to the GOTR - At-Home format as we were/are restricted to a county-wide Stay At Home order. These are adapted activities the girls can do at home with their family. The Girls on the Run coaches continue to communicate with their girls, and they share the activities with them. The most important piece of help for us would be a time extension for submission of invoicing as well as extension of completion for our funding the third site for the Fall season, as stated in our grant. | $ - | $ 7,007 | $ 7,007 |
| 20-937 | GIRLS PLACE, INC. | ACHIEVE (Academic Counseling and Help Increasing Educational Victories Everyday) | Daily: Homework completion & assistance, alternative learning opportunities (journaling, popcorn reading), 2-3x/week: academic enhancement in reading/math; other: educational field trips, Reading Pals, avoid summer learning loss, monthly parent engagement. | We are all virtual at this point and our team is working from home.<br><br>I proceeded with the contracts for ACHIEVE and Transportation with the expectation of serving youth physically for the later part of the school year, the summer, and the beginning of the next school year. ACHIEVE will be the easiest to jump back into physically since we continue to do the work virtually. We will not truly be able to begin the collaboration with transportation until an additional driver is hired. I expect that to take some time after all this.<br><br>We are absolutely challenged with not being right in front of our families and creating a schedule that works for our team and families. For that reason, we are not serving girls as often as they need. Our team is working hard to connect via email, phone calls, zoom, social media, and carrier pigeon :) with about 200 families in our programs.<br><br>The Trust may need to consider what success looks like at this time. This may be more for us individually, but | $ - | $ 22,403 | $ 22,403 |
| 20-937 | GIRLS PLACE, INC. | Transportation Collaborative | Driver would support current Girls Place staff with transportation from elementary schools and provide transportation from select middle and high schools to AIM. Transportation home/TB McPherson will be an option on a daily basis. | See above | $ - | $ 19,592 | $ 19,592 |

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| | HEALTHY START OF NORTH CENTRAL FLORIDA, INC. | Healthy Baby Home Visit Program | The NewboRN Home Visiting Program is a free program offered to all Alachua County women who give birth at a hospital, birth center or home within the county. Within a week after baby is born, a registered nurse will visit you at home to see how you are doing, share information and connect you to services and resources. | Our plan is to start virtual and home (optional) visits on May 4th. Since the Family Partners are not considered essential personnel they are not permitted in the hospitals at this time. We have developed alternate procedures with each hospital to obtain the referrals. We are still working out the details on the NICU babies at Shands and have a call with them tomorrow afternoon to hopefully finalize. If the visit is done in the home the nurse will be able to bring the Welcome Baby bag and, if necessary, a pack n play and diapers/wipes. If the visit will be conducted virtually then we would like to mail the Welcome Baby bag to the family so that it is with them when the nurse conducts the visit over the phone or video conferencing. If the nurse identifies the family is need of a pack n play or diapers/wipes our family partner will drop them off to the family. We have developed a procedure to ensure these items are disinfected before the family brings them into their house. We have also developed a procedure to obtain the signed consent. The family partner will follow up with the family virtually to help instruct them through the process of setting up the pack n play. They will have already received education on safe sleep from the nurse | $ - | $ 400,000 | $ 400,000 |
| 20-937 | JUNIOR ACHIEVEMENT OF TAMPA BAY, INC. | Junior Achievement Mobile JA BizTown | JA BizTown strengthens the community by teaching the values, skills and attitudes that young people need to be successful. The JA BizTown program does this by encouraging and showing the students the value of education and staying in school. They learn how each and every job has a role in creating a successful community and how they can have a positive affect in the community. The program creates a direct connection between the students and the business world. Junior Achievements partnerships within the business and education communities brings additional human and financial resources to students that enriches their educational experience and plays a critical role in helping them succeed at school,work and in life | Revised schedule, anticipating the opening of schoo in the f | 0 | 10000 | $ 10,000 |
| 20-937 | KIDS COUNT IN ALACHUA COUNTY, INC. | Enhancing Children's Futures | We partner with the teachers and guidance counselors to identify students who are below grade level in reading and who have a high need for social-emotional skill development. The school staff refer these students to us throughout the school year. One-on-one reading tutoring twice a week for 1 hour each session; Reading with Reading Pals twice a week for 30 min. sessions; Various literacy activities 5 days a week; Social-emotional skill development 5 days a week; Enrichment activities once per week. | Covid-19 has caused us to move our programming online. Our staff is currently meeting with kids three times a week to continue literacy tutoring, social-emotional skill development, and enrichment activities. It has been challenging due to the majority of our students lacking computers and/or internet access but we are starting to reach more and more families as time goes on.<br><br>I think the Trust should know that it will be difficult for organizations, including ours, to utilize all of the funding we received in the allotted time due to the impact caused by Covid-19. I know that a no-cost extension has been discussed and I am hoping that the Trust will be understanding and flexible with this to ensure that organizations have the opportunity to spend the allotted funds. | $ 40,000 | $ 26,032 | $ 66,032 |

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| 20-937 | MANHOOD YOUTH DEVELOPMENT FOUNDATION, INC. | Manhood Youth Development Foundation, Inc. | Manhood provide programming to assist members to grow and develop critical thinking skills while learning about the various aspects of the legal system, pathways for academic success, exploring career options, and learning personal managment strategies. | We are implementing zoom sessions with parents and the young men to ensure that we operate while keeping distancing in place. Tutoring sessions are also going online. We have a Reconnecting Zoom Meeting this Saturday with hopefully a mental health counselor, supporters parents and students. Manhood Executive Body is communicating with the school officials and getting from them what tools are needed to ensure that the students are attending google classroom and completing their work. Earlier, we had a small number of parents with issues of some students not having computers but with communications with Valerie that was all worked out. Also Ensuring that our young men has food and are eating prior to the sessions are critical as well. As a number of our young men are in low income families with parents who are probably not working due to COVID 19. Camp Challenge at Starke National Guard Base and the Youth Forum is being pushed out into the Summer or until further notice. | $ - | $ 22,500 | $ 22,500 |
| 18-223 | MERIDIAN BEHAVIORAL HEALTHCARE, INC. | Healthy Social and Emotional Development and Family Support | The Healthy Social and Emotional Development and Family Support (SED) pilot program is a community-based collaboration between Meridian Behavioral Healthcare, the lead agency; Partnership for Strong Families; and the Child Advocacy Center with the aim of supporting early learning center teachers and staff in addressing challenging classroom behaviors. These key SED providers will work in partnership with the Early Learning Coalition (ELC) of Alachua County and the CHILD Center in the SWAG communities of Southwest Gainesville to implement Early Childhood Mental Health Consultation (ECMHC) and related services for children ages 0 to 5 and their primary caregivers. The pilot will also provide preventative and supportive services for center teachers and staff. Services will be provided at five early learning centers chosen as demonstration sites. The SED partners intend to work collaboratively with the ELC and other stakeholders to replicate ECMHC services in early learning centers throughout Alachua County | Currently, two of the five childcare centers are closed. Not as many classroom observations due to the lower number of childrens. Therapists are doing outreach through telehealth to families in their home. Centers that are open are allowing therapists to work in the centers. Certain trainigs are being recorded so they can be sent to teachers and viewed later. Family support facilitators are trying to implement virtual tabling. They are still able to sit outside of the current centers that are still open. FSF's are seeing and increased need in concrete supports and emotional supports. The Child Advocacy Center is in the process of moving trainings to a virtual environment. | $ - | $ 354,636 | $ 354,636 |
| ~~20-937~~ | ~~Mount Carmel Baptist Church Of Gainesville, Inc~~ | ~~The Academic Enrichment and Computer Science After School Program (AECS-ASP)~~ | | | $ - | ~~$ -~~ | $ - |
| 20-937 | NAMI GAINESVILLE, INC. | Mental Health of Alachua County Children - Educate, Understand, & Support | NAMI Gainesville's Youth Peer Mentoring Program provides one-on-one support and assistance to youth with mental illness and their family members or caregivers.<br><br>The program matches each youth with a NAMI youth peer mentor who will assist with the process of developing and achieving goals that will help the youth reach their full potential.<br><br>The NAMI Gainesville Youth Peer Mentoring Program is a free service for all children and youth who are age 18 and under and living in Alachua County. | Regarding your questions, our plan was to start by increasing the Ending the Silence (ETS) Program's capacity as needed to present ETS to all 8th and 11th grade students in Alachua County, and then to develop the Youth Mentoring Program in a manner to make it available to all children and youth with persistent and serious mental illnesses who would benefit from one-on-one support. | $ - | $ 38,577 | $ 38,577 |

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| 20-937 | NEW TECHNOLOGY MADE SIMPLE NOW, INC. | New Tech Now STE2AM Engine Project | NTN's STE2AM Engine is a van equipped with a portable Maker Space and high-tech equipment. It will meet the demand for FREE tech education targeting marginalized youth, meeting youth where they are, in out of school time. Since 2017, NTN has taught coding, 3D printing, Virtual and Augmented Reality to 1,200 youth through STEM. | ● Establish a website with a free online portal that teachers, students, and parents can access. It will be developed by Create 3D Models. They will provide curriculum and lessons with the goal of equipping teachers with the benefit and resources that will help enhance students' engagement in learning and technology.<br>● Develop three online modules of technology content. This includes 3D Modeling, Virtual Reality, and Coding. Each module will contain four one-hour lesson plans, with each plan including printable PDFs, on-line resources and one-on-one technical support for teachers, parents or students that have any difficulties.<br>● Utilize Google Classroom or any other preferred cloud storage system that makes accessing our educational content easier for teachers, students, and parents. The information we create can be accessed to supplement classes and create technology assignments on demand.<br>● Teachers and parents will be able to request online tutoring for their students for free. This will be offered on a first-come-first-serve basis. Offering tutoring will help remove the burden of teachers and parents learning this higher level of technical content. These online classes will | $ 43,381 | $ 47,792 | $ 91,173 |
| 20-937 | PACE CENTER FOR GIRLS, INC. | Pace Reach Community Counseling Services for Adolescent Girls | The Reach program will provide access to our life changing services to more at risk girls by meeting them where they are - in their schools, at home, and in the community, helping them address their trauma and change the trajectory of their lives. | The onset of the virus has slowed our launch of the Reach program as it will be delivered in local schools – schools that are temporarily closed and operating virtually. We are working, however, to prepare and post a detailed job description and create a training plan for Reach program personnel. Thankfully, we have resources from other Pace centers that have been operating Reach programs in their communities to inform our work. Realistically, I think that we will be able to fully launch in the fall when public schools open and students return to their campuses. I hope this is the information is helpful. We know from working with our Pace girls that social isolation is difficult and magnifies existing mental health issues while causing others to surface for the first time. Once traditional school resumes, we anticipate that the Reach program will be more beneficial that ever and in higher demand. | $ - | $ 111,832 | $ 111,832 |
| 20-937 | PEACEFUL PATHS, INC. | Peaceful Paths Increasing Service Volume | Daily prevention and intervention services are offered, with 10 sessions to 120 students in prevention averaged each week and 35 children served weekly with over 75 services in intervention programs. Peaceful Paths measures outcomes in both prevention and intervention services that follow the federal best practices model from the Family Violence Prevention and Services Act guidelines (FVPSA). Prevention programming looks at the Knowledge, Attitudes, Behaviors, and Beliefs (KABBs) that are changed through education on pre and post-tests. These are healthy relationship, conflict resolution, and boundary related skills that are proven to impact future exposure to IPV. On KABBs, we achieve nearly 100% outcome for students, and anecdotal reporting from the partner sites demonstrate that there are decreased incidents that result in suspension or referral. Intervention services assess for exposure to violence in all children and youth. These assessments show exposure rates of 97% in shelter and outreach program. Satisfaction surveys, as well as staff observation, measure family safety and knowledge and use of community resources. Completed safety plans, transition to safe, permanent housing, and follow up are all measures | We have reduced numbers of folks in shelter, which is NOT uncommon in a crisis- people dont want to be with strangers unless there really is no other choice. The outreach counseling services are good. We switched over to telephone sessions right away and that worked for all involved. The biggest impact will be in the outreach child and youth programs no schools or after school/community center programming means that this has come to a total halt and we aren't doing much in the way of residential programming as all the kids we have in shelter have been under 4 recently. We continue to stay in touch ( safely) with clients through text and email and are going to begin offering conference/virtual support groups in the coming week for those who can attend. | $ - | $ 27,500 | $ 27,500 |

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| 20-937 | PLANNED PARENTHOOD OF SOUTH FLORIDA AND THE TREASURE COAST, INC. | Healthy Teens | This is a youth development program using the Family Life and Sexual Health (FLASH) curriculum in community-based, afterschool, and school settings. 15 one hour sessions. Peer engagement up tp 15 students for one-hour monthly engagement in and out of schools. | Planned Parenthood of South, East and North Florida (PPSENFL) and its Education Department are always available to the community, students, and teachers. During this time of COVID-19, our organization is maintaining social distancing practices by switching to online engagement with educators and youth. PPSENFL has the capability of connecting with students through various digital platforms and will do so until it is safe for us to resume face-to-face engagement. Moving forward, we anticipate incorporating the usage of digital platforms, even after the pandemic has passed. Suffice it to say, we are ready to begin programming in Alachua County through remote engagement. We thank you and we ask for your continued support as we tread this uncertain terrain. We expect that there will be new learnings as we endeavor with new technology and formats. As an organization committed to quality improvement and innovation, we look to the Trust in aggregating/sharing best practices and fostering mutual learning circles for their grantees. It is clear that we will only overcome this pandemic as well as succeed in our shared future through continued collaboration and partnership. | $ - | $ 25,000 | $ 25,000 |
| 20-937 | RENAISSANCE JAX, INC. | SwampBots Community Based Robotics Pilot | Hands on experience in engineering, coding, problem solving, collaborative learning, robotics building, and computational thinking. Barriers to participating in robotics will be lowered or eliminated. Inspiration to study STEM-"I can do it" mentality. | SwampBots and RJAX have a plan to provide a fun and engaging program for our kids, no matter what happens with the virus or stay-home/shutdown orders. As updated in our budget and pending contract, we are emphasizing our fall program (and de-emphasizing summer camps, to spend that time recruiting and training). We have confirmed engagement with the City Manager, Mayor, and Parks Director of High Springs who will be hosting one or two teams. We plan to reach out next to Alachua and Newberry, with an introduction from the High Springs Parks Director, and we expect one or two teams in each. We also have conversations in process with Girls Place and the Alachua County Libraries. Our teams will run August through December, with weekly or bi-weekly meetings and a league tournament, all either in-person or online/Zoom as needed. It would help if we could apply for an extension to submit invoices through December and into January/February - and get a confirmation sooner rather than later. We would need to alter our plans or execute with a different cadence without an extension. If we knew earlier the extension was there, I believe we could be more efficient and less risky in our planning and execution. The | $ - | $ 31,380 | $ 31,380 |
| 20-937 | RIVER PHOENIX CENTER FOR PEACE BUILDING, INC. | Restorative Justice for Alachua Youth RJAY | This proposal, referred to as The Restorative Justice for Alachua Youth (RJAY) addresses the prevention of unfavorable outcomes for Alachua County youth, as well as intervention and healing when there has been harm or disruptive behaviors. Our key strategy is through expanding the knowledge and capacity of after-school providers to offer Social Emotional Learning skills (SEL), conflict resolution and Restorative Justice (RJ) practices that empower youth through skill development to achieve their highest potential while avoiding negative outcomes. | RPCP has been forced to cut back our hours and pay starting our next pay period. We are restricted in delivering programs in person and are just beginning to offer on-line programs via Zoom. These programs are free at this point to offer some kind of service to our community. We are concerned about our major donors ability to give this year and it may be serious, leading us to lay off more staff and even close up for a while.<br><br>We cannot deliver our proposed trainings under our contract with the Trust at this moment and hope to be able to do that this summer or fall.<br><br>We have no requests of you or the Trust at this moment but appreciate you reaching out to us all and keeping your finger on the pulse during this difficult time. | $ - | $ 19,500 | $ 19,500 |

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| 20-937 | STAR CENTER CHILDREN'S THEATRE INC. | Star Center Summer and After-School Arts Academy | The summer and afterschool arts academy is a program designed to provide arts education and performance opportunities for youth. | Cancelled in-person group activities. Still planning for summer. Continue to have virtual auditions and rehearsals as "afterschool programming". | $ 15,000 | $ 45,284 | $ 60,284 |
| 18-222 | THE CHILDREN'S HEALTH, IMAGINATION, LEARNING AND DEVELOPMENT CENTER FOR EARLY LEARNING, INC. | Transformative Professional Development For Early Care And Education Program Providers | An innovative partnership among leading researchers (UF Anita Zucker Center), early care and education service providers (02B Kids), the Early Learning Coalition of Alachua County, and committed community members (SWAG) has resulted in the development of the Transformational Professional Development System for Early Care and Education Providers in Alachua County (TPD). Housed in the Children1s Health, Imagination, Learning and Development (CHILD) Center in the SWAG neighborhood, this innovative program will serve as a model demonstration program providing direct education services to children and families who are vulnerable living in the SWAG area. In addition, through strategic partnership with the Early Learning Coalition of Alachua County, this TPD will disseminate lessons learned throughout Alachua County with the implementation of the Anita Zucker Center model for Practice Based Coaching. | No change in programming. Less children are attending. | $ - | $ 439,228 | $ 439,228 |
| 20-937 | THE UNITED CHURCH OF GAINESVILLE, INC. | Rawlings Elementary Food4Kids Backpack Program | The United Church of Gainesville has conducted a Food4Kids backpack program for 10 years, initially serving Duval Elementary School. For the past five years we have been at Rawlings, a Title 1 school, where all children receive free school lunch. For the past four years the program has registered an average of 116 children. This year we registered 170 children, a 30% increase. We have never had a waiting list, always serving all who applied. We enhanced our recruitment efforts this past fall resulting in the increase. We conduct a fund drive at the church each fall and typically raise $18,000. This has been sufficient to purchase back packs and food in the past but is not enough for the balance of this school year due to the increase in participation. We have already cut back on the amount of milk we provide in the back packs to conserve funds so we are requesting funds to cover the cost of food for the balance of the year. | While we can’t be at Rawling to continue our Food 4 Kids program, we have donated the food and backpacks we had at school to be sent home on the Fridays when the children come for their breakfast and lunch meals. The staff at Rawlings is making that happen, with assistance from Faith Mission team leaders.The United Church is prepared to continue Food 4 Kids at Rawlings as soon as school reopens. The Children’s Trust will be an enormous help to make this happen. Their financial help will allow us to replenish our food and replace the backpacks that haven’t been returned. | $ - | $ 8,900 | $ 8,900 |

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| 20-937 | THE UNITED CHURCH OF GAINESVILLE, INC. | Read To Win | Read To Win's literacy initiative directly addresses the stated need of our school district and the city of Gainesville's commitment to have all 3rd graders reading on grade level within 5 years, with community participation. Read To Win also addresses the achievement gap in reading literacy by using Phono-Graphix, a tool with a documented 98% success rate in addressing reading problems at any age or ability level. | Tutor recruitment from the community was supposed to start at the beginning of this month, with training in our method at the end of the month. We did not start this because CTAC grant contract was still in process.<br><br>The plan was to use the afterschool programs to build experience in our tutors. This cannot happen because afterschool programs are closed.<br><br>The meat of our programing was meant for summer - we are not sure if summer school will happen.<br><br>Should our current situation remain in place (stay at home orders), I imagine the following:<br><br>I have a list of about 15 - 20 interested persons I could train via a live online platform. I am confident that we could recruit more if we wanted to.<br><br>We would put together the teaching kits.<br><br>Working with the school district, we could offer reading | $ - | $ 43,823 | $ 43,823 |
| 20-937 | THE VINEYARD CHRISTIAN FELLOWSHIP OF GAINESVILLE, INC. | The Bridge Community Center Literacy Program | This program will take place three times a week for three hours a day. Activites: math and literacy tutoring, homework help,poetry memorization, engaging storytelling, active games and character-building activities. | 1.COVID-19 has forced us to stop in-person literacy training. However, I have transferred to tutoring virtually. It is actually working in our favor, as I can complete lessons with the students five days a week instead of three, which will assist them in getting further ahead. I am also helping some of them with their schoolwork from their classes.<br><br>2.We are still having trouble with internet and devices. The Kindle Fires we are using are acceptable but not ideal. It would be much easier to have personal computers or Ipads for the children to work on. There are a few families that I am still trying to get internet for. They are very hesitant to sign up for Cox or Bellsouth as they are afraid they will get stuck after this is over with those companies deducting money from their account. I am looking for ways around this. | $ 40,000 | $ 37,690 | $ 77,690 |
| 20-937 | UF HEATLH | Partners in Adolescent Lifestyle Support (PALS) THRIVE (A University of Florida Health Program) | The PALS THRIVE program offers supportive services at schools and afterschool programming. Programming is designed to create additional opportunities for students to connect with one another and feel supported as well as to foster a greater sense of inclusion and altruism with the school community.<br><br>These services are being offered through a partnership with UF Health, the University of Florida, and Alachua County Schools. As such, we are utilizing a team approach where all partners are connected, informed and involved in providing the best programming possible for students. The Alachua County business community, which includes Bosshardt Realty Services, also provides much needed, additional financial support.<br><br>PALS counseling sessions, leadership groups or support groups are facilitated by a graduate or doctoral level counseling intern and supervised by a licensed professional from UF Health.<br><br>The focus of these sessions will be to provide support | | $ - | $ 80,275 | $ 80,275 |

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| 20-937 | UNITED WAY OF NORTH CENTRAL FLORIDA, INC. | Bettering Out of School Time (BOOST) Project Alliance | The project provides organizational support and professional development for the BOOST Alliance Project. BOOST supports over 6,500 youth through 50 plus member organizations. BOOST's purpose is to build the capacity of youth and youth serving organizations, individual Out of School Time (OST) staff, and elevate the field of providers that serve youth in Alachua County. To date, BOOST has accomplished its goals of creating a network of providers that share resources and advocate for the youth in Alachua County. | Few changes from the original proposal. Coordinator will be hired. Sring contract will not occur, however, the coordinator will organize the BOOST meetings and the Spring conference. | $ - | $ 36,060 | $ 36,060 |
| 20-937 | UNITED WAY OF NORTH CENTRAL FLORIDA, INC. | Family Literacy Project | The Family Literacy Project, is an initiative of the United Way ReadingPals program. ReadingPals partners with schools and after school centers reaching kids in grades K-3 attending low-performing schools to match one-on-one with a trained literacy mentor. The Family Literacy Project will provide these students with the resources they need to have age appropriate, entertaining books at home as well as provide an opportunity to engage the entire family in literacy activities, books and resources at home while earning family-fun rewards. Based on the National Center for Improving Literacy, taking part in literacy experiences at home can develop a child's reading ability, comprehension, and language skills as well as increase a child's motivation, focus and overall reading achievement. Parents of students from high needs schools often lack the resources or guidance needed to engage with their child through books. This projects will remove these barriers providing apathway to success. | Our Family Literacy Grant timeline has been delayed due to COVID-19. We designed the grant project to work closely with families at Caring and Sharing Learning School and the Kids Count in Alachua County afterschool program. Since both schools and afterschool programs have had to readjust to social distancing efforts, it has placed our initiative on hold until they are able to manage the new normal of distant engagement.<br><br>We hope to extend our grant period past the original timeline so we can get the most out of the program when schools and programs are back up and running.<br>We don't have any immediate needs for the grant right now, however I will definitely update you if anything does present itself. | $ - | $ 5,812 | $ 5,812 |
| 20-937 | UNIVERSITY OF FLORIDA BOARD OF TRUSTEES | Univ of Florida College Reach-Out Program | The mission of the University of Florida College Reach-Out Program (CROP) is to provide support for underrepresented middle and high school students who otherwise may not successfully complete high school and/or pursue a postsecondary education (PSE). A critical part of the year-round CROP program is the summer residential camp. Each summer, CROP hosts separate one-week residential programs for middle and high school students. Based on the approximate $700 cost per student, we are limited to serving only ten local students for each camp. We want to increase the number of local students served in the summer from 10 to 30 for each camp for a total of 60 additional students. There is always a waiting list for participation. The camp provides opportunities for interaction with university students and staff as mentors, tutors and role models, exploration of UF resources and participation in an academic component designed to strengthen and improve college readiness skills. | The funded project was to cover the campus dormitory and dining hall expenses for 30 middle school students at a one week summer residential camp. UF is not hosting any camps, residential or otherwise, this summer. The program is required to follow UF policy to conduct meetings, classes and any other activities virtually...not in face to face situations...so, the UF residential camps will not take place this year.<br><br>The revised plan is to provide for a one week half-day virtual camp using guided enrichment experiences. This means that we won't be able to deliver the services in the proposal. Is it possible that our funding could be used for any of the following during the two week camps (1 week for middle school and 1 week for high school):<br>•purchase of laptops to be loaned to the students for the week of online presentation;<br>•purchase of lunches and meal delivery services for the "camp" participants;<br>•payment of wifi services for the month of June for camp participants who don't currently have it.<br>These expenditures will address digital divide issues as | $ - | $ 20,824 | $ 20,824 |

| BID NO. | Agency | Program | Executive Summary | Status | Capital | Operational | Total Award |
|---|---|---|---|---|---|---|---|
| 20-937 | UNIVERSITY OF FLORIDA BOARD OF TRUSTEES | Equal Access Clinic Network Pediatric Expansion Program | The Equal Access Clinic Network (EACN) is a student-run free healthcare clinic which has provided free care and other services to the medically underserved in Gainesville, FL since 1992. There is an established pediatric clinic that occurs on the 1st and 4th Tuesday of every month at Bartley Temple United Methodist Church. Pediatricians are on staff for every weekly clinic night, to serve any pediatric patients that may present. Bartley Temple is located in one of the lowest socio economic sections of Gainesville. In 2018, there were 135 pediatric patient visits and 194 patient visits in 2019. Over a third of the patients who visit the pediatric clinic are uninsured based on data from an anonymous survey conducted at Bartley Temple. | We have been continuing to navigate a majority of the program plans despite the COVID-19 situation, and I'd be happy to explain further over phone or email. I'm thrilled to report that we will be establishing a new pediatric eye clinic beginning in August/as soon as we are permitted to return to UF campus for volunteer clinical activities. More information on this is forthcoming as we are establishing partnerships at this time with local optometrists to provide eye care at no cost to our patients and supervision for our student volunteers in the clinic environment. | $ - | $ 7,475 | $ 7,475 |
| 20-937 | UNIVERSITY OF FLORIDA BOARD OF TRUSTEES | Inside Out! Expanding Florida Museum Science In-reach and Outreach to Underrepresented Youth | The Florida Museum proposes to expand summer and fall programming for Alachua County school-age children, both in the museum and outside our walls in the community. Our goal is to further diversify the children we serve in informal science education programs, and to strengthen partnerships with other "Out of School Time" organizations while contributing unique science-focused programming for these youth. In particular we target African-American and LatinX children historically underrepresented in museum programs. We propose four programs:<br>• Summer camps (grades 1-4)<br>• Summer outreach camps (grades 4-5)<br>gfedc Seasonal Expansion or Pilot Program (ages 6-18), Additional Questions 34-36<br>✔ Increase in Service Volume (ages 6-18), Additional Questions 37-40<br>gfedc Innovation (ages 6-18), Additional Questions 41-42<br>gfedc System Capacity Building (ages 6-18), Additional | I wanted to let you know that we have spoken with several of our community partners for this project, and they are still trying to determine (as we all are) how best to provide summer programming. They still plan to offer summer programming, whether in-person or digital, and are still interested in partnering with us. We thus could potentially pivot our CTAC project to be digital rather than in-person. This would require changing the budget categories to support the digitial initiatives, but would be possible with essentially the same budget. What is the best way for us to discuss this further? We'd be happy to have a Zoom meeting with you or whatever you might suggest. | $ - | $ 40,163 | $ 40,163 |
| ~~20-937~~ | ~~UNIVERSITY OF FLORIDA BOARD OF TRUSTEES~~ | ~~Saving Smiles: An Innovative Partnership to Improve Community Oral Health (College of Dentistry)~~ | ~~Saving Smiles is a community-focused partnership between Gainesville Rotary, Santa Fe College, and the UF College of Dentistry. Our program will provide on-site delivery of dental services to at risk children in both community and school based settings.~~ | ~~The practice of dentistry requires physical proximity and because of current mitigation efforts focused on containing the spread of the virus, the delivery of care at this time is impossible. As soon as it is prudent from a public health perspective, we look forward to initiating this program with the help of both community and educational partners to make a positive impact on the oral health of at risk children in Alachua County.~~ | ~~$ -~~ | ~~$ -~~ | ~~$ -~~ |

| BID NO. | Agency | Program | Executive Summary | Status | Capital | Operational | Total Award |
|---|---|---|---|---|---|---|---|
| 20-937 | UNIVERSITY OF FLORIDA COLLEGE OF NURSING FACULTY PRACTICE ASSOCIATION, INC. | Building Blocks for Health | In rural areas, health care access is a challenge to achieving health. A goal of Health People 2020, is to improve health, fitness and quality of life through daily activity. Promoting health and activity in early years builds the foundation for healthy living and in turn improves outcomes. Archer Family Health Care (AFHC), a primary care practice is the only health care provider in the community of Archer, Florida. In 2019, our pediatric provider served 87 children ages 6-18 one day per week from 8am-5pm. Limited hours of operation and limited pediatric provider availability are challenges to growing this population. Often parents are working and need more flexible visit times for health care. We are requesting funding to increase our service volume of children 6-18 years old by increasing hours of operation and increase pediatric provider time offering preventive health care, screenings and sports physicals promoting health and engagement in community activities. | We have had a significant decrease in the numbers of patients we are seeing and this has greatly impacted our pediatric population. We have very limited patients and none that are coming in for the sports physicals since schools and sports are suspended. Most of our outcome measures have to do with coming in for those visits so currently we have no increase or improvement in outcomes | $ - | $ 15,569 | $ 15,569 |
| 20-937 | THE GREENHOUSE CHURCH, INC. | Together Gainesville | According to the IRS over 300 entities currently claim religious status in Alachua County. Many of these congregations provide services to benefit children aged 6-18, but studies show much greater can be achieved with better coordination and collaboration. Together Gainesville (TG) will connect these congregations and faith based orgs to each other and to businesses, non-profits, and government agencies in our community for a more powerful and effective collective impact.<br>Specifically TG will:<br>-Collect data on every faith based organization serving the needs of children aged 6-18 to determine where strategic partnership is optimal.<br>-Research best practices for direct services to meet the needs of children aged 6-18 and their families.<br>-Offer strategic planning and support to congregations and faith based non-profits for their outreach services to children aged 6-18.<br>-Seek grant funding and fundraising from other sources including member congregations to support direct services. | | $ - | $ 25,500 | $ 25,500 |
| | | **TOTALS** | | | **$ 268,381** | **$ 2,676,639** | **$ 2,945,020** |

| CSC | Immediate Needs (food, rent, utilities) | Collaborative Funding (Common Application) | Current Funding | Comments |
|---|---|---|---|---|
| Children's Services Council of Broward County | | | X | Taking a "wait and see" approach with contract renewals for afterschool and summer programming. |
| Children's Board of Hillsborough County | X | | X | Delayed release of planned RFPs; repurposed $700K towards 6 categories; basic suppports for childcare providers and families; flexible funds; community outreach, family resource centers, food insecurity; family support |
| Kids Hope Alliance (Jacksonville) | | | X | Prioritized paying current contractors |
| Children's Services Council of Martin County | | X | X | Priortized maintaining support to current programs; funded some basic needs programs, worked with Chamber to assure that food dollars benefited small eateries. |
| The Children's Trust (Miami Dade) | X | X | X | $500,000 to United Way fund; $200,000 towards a pedicatric mobile clinic; funded a diaper program; kept 97% of funded positions with agencies employed. |
| Children's Services Council of Palm Beach | X | X | X | Priortized maintaining support to current programs; funded some basic needs programs, but no sheltering because that was being funded by other funders. |
| Children's Services Council of St. Lucie County | X | X | X | funded one new organization to provide immediate needs; funded a mental health organization waiting on PPP, |

**Due to COVID-19 the following funding releases will not be proceeding as scheduled in FY 2020:**

- **Investment Grants – Evidence Based Practice;**
- **Leading Grants – Targeted Initiatives; and**
- **Social Enterprise Competition.**

**We are continuing to evaluate and watch how COVID-19 is impacting our community and children and families we serve in Hillsborough County. We will keep the provider community informed on how we plan to move forward with our funding releases. We appreciate your patience during this time.**

**Information about the Coronavirus is all over the news and children are aware. Here are some tips on how to talk with your children and fun activities that you can do with them to make them feel safe and cared for during the Coronavirus.**

**All Children in Hillsborough County deserve to have the best start to their education. Thank you to the Hillsborough Community College Foundation, Marni Fuente and her team for their continued dedication to giving children the best possible start in life. Please watch the video highlighting the work of one of our funded agencies!**

**Item:**

Update from the Technical Advisory Committee

**Requested Action:**

The Trust will hear a presentation from Dr. Herman Knopf on the progress of the Technical Advisory Committee

**Background:**

Any member of the Trust or public may ask that an item be moved from the Consent Agenda to the Regular Agenda. Consent Agenda items will not be discussed unless moved to the Regular Agenda.

**Attachments:**

To be distributed the day of the meeting.

**Programmatic Impact:**

None

**Fiscal Impact:**

None

**Recommendation:**

N.A.

**Item:**

FY2021 Budget

**Requested Action:**

The Trust is asked to provide direction on the Proposed Budget and Millage for FY21

**Background:**

On or before July 1, the Trust is required to submit to the Alachua County Board of County Commissioners a tentative annual written budget of the district's expected income and expenditures, including a contingency fund. The council shall, in addition, compute a proposed millage rate within the voter-approved cap necessary to fund the tentative budget.

The discussion should provide staff direction on the millage rate to use in developing the proposed, tentative budget for the June 1, 2020 meeting.

**Attachments:**

- Estimated property values and millage rates
- CTAC business report

**Programmatic Impact:**

None

**Fiscal Impact:**

None

**Recommendation:**

N.A.

| | |
|---|---|
| Fiscal | Fiscal Calendar 2020 |
| Process Status | Posted |
| Account Type | Expenses |
| Organization Set.Level 3 | All |

| Level 1 | Account Code | Detail Account Description | Amended Budget | Encumbrances | Actual Amount | Remaining Budget w/ Encumbrances |
|---|---|---|---|---|---|---|
| **001 General Fund** | **12 - 00** | Regular Salaries & Wages | 500,000.00 | 0.00 | 0.00 | 500,000.00 |
| | **31 - 00** | Professional Services | 340,000.00 | 0.00 | 134,111.31 | 205,888.69 |
| | **31 - 80** | Property Appr / Tax Collector | 144,775.00 | 0.00 | 139,782.56 | 4,992.44 |
| | **34 - 00** | Other Contractual Services | 163,250.00 | 0.00 | 35,250.00 | 128,000.00 |
| | **40 - 00** | Travel & Per Diem | 5,000.00 | 0.00 | 500.79 | 4,499.21 |
| | **41 - 00** | Communication Services | 1,848.00 | 0.00 | 0.00 | 1,848.00 |
| | **44 - 00** | Rental and Leases | 22,360.00 | 0.00 | 0.00 | 22,360.00 |
| | **45 - 00** | Insurance | 1,000.00 | 0.00 | 0.00 | 1,000.00 |
| | **46 - 00** | Repairs and Maintenance | 1,000.00 | 0.00 | 0.00 | 1,000.00 |
| | **48 - 00** | Promotional Activities | 10,000.00 | 0.00 | 402.81 | 9,597.19 |
| | **49 - 00** | Other Current Chgs & Obligations | 15,309.00 | 0.00 | 0.00 | 15,309.00 |
| | **51 - 00** | Office Supplies | 19,595.00 | 4,571.81 | 428.19 | 14,595.00 |
| | **52 - 00** | Operating Supplies | 2,720.00 | 0.00 | 0.00 | 2,720.00 |
| | **54 - 40** | Memberships | 0.00 | 0.00 | 9,309.00 | (9,309.00) |
| | **64 - 00** | Capital Equipment | 30,000.00 | 0.00 | 0.00 | 30,000.00 |
| | **82 - 00** | Aid to Private Organizations | 2,224,908.00 | 0.00 | 0.00 | 2,224,908.00 |
| | **82 - 01** | Healthy Start of North Centrl FL | 400,000.00 | 270,692.80 | 129,307.20 | 0.00 |
| | **82 - 02** | The Child Center | 439,228.00 | 312,638.26 | 126,589.74 | 0.00 |
| | **82 - 03** | Meridian Behavorial Healthcare | 354,636.00 | 217,119.73 | 137,516.27 | 0.00 |
| | **82 - 04** | Alachua County Sheriff's Office | 113,995.00 | 113,995.00 | 0.00 | 0.00 |
| | **82 - 05** | BOOST Project Alliance | 36,060.00 | 0.00 | 0.00 | 36,060.00 |
| | **82 - 06** | Cade Museum Foundation | 104,960.00 | 104,960.00 | 37,475.00 | (37,475.00) |
| | **82 - 07** | CDS Family-Behavioral Health Svc | 65,325.00 | 65,325.00 | 0.00 | 0.00 |
| | **82 - 08** | Children Beyond our Borders | 14,909.00 | 0.00 | 0.00 | 14,909.00 |
| | **82 - 09** | City of Alachua | 135,002.00 | 0.00 | 0.00 | 135,002.00 |

| | | | | | | |
|---|---|---|---|---|---|---|
| **001 General Fund** | **82 - 10** | City of Gainesville - GPD | 49,453.00 | 0.00 | 0.00 | 49,453.00 |
| **001 General Fund** | **82 - 11** | Cultural Arts Coalition | 22,044.00 | 0.00 | 0.00 | 22,044.00 |
| **001 General Fund** | **82 - 12** | City of Gville - PRCA SkyBridge | 14,802.00 | 0.00 | 0.00 | 14,802.00 |
| **001 General Fund** | **82 - 13** | Girls Place, Inc - ACHIEVE | 22,403.00 | 22,403.00 | 0.00 | 0.00 |
| **001 General Fund** | **82 - 14** | FL Institute for Workforce Innov | 96,874.00 | 0.00 | 0.00 | 96,874.00 |
| **001 General Fund** | **82 - 15** | Gainesville Police Department | 8,450.00 | 0.00 | 0.00 | 8,450.00 |
| **001 General Fund** | **82 - 16** | Peacefull Paths, Inc | 27,500.00 | 0.00 | 0.00 | 27,500.00 |
| **001 General Fund** | **82 - 17** | Girls on the Run-Alachua County | 7,007.00 | 7,007.00 | 0.00 | 0.00 |
| **001 General Fund** | **82 - 18** | Manhood Youth Development | 22,500.00 | 0.00 | 0.00 | 22,500.00 |
| **001 General Fund** | **82 - 19** | Mt. Carmel Baptist Church | 14,655.00 | 0.00 | 0.00 | 14,655.00 |
| **001 General Fund** | **82 - 20** | National Alliance Mental Illness | 38,577.00 | 38,577.00 | 0.00 | 0.00 |
| **001 General Fund** | **82 - 21** | Junior Achievement | 10,000.00 | 0.00 | 0.00 | 10,000.00 |
| **001 General Fund** | **82 - 22** | New Technology Made Simple Now | 91,173.00 | 0.00 | 0.00 | 91,173.00 |
| **001 General Fund** | **82 - 23** | PALS THRIVE (UF Health Program) | 80,275.00 | 0.00 | 0.00 | 80,275.00 |
| **001 General Fund** | **82 - 24** | Renaissance JAX (Swampbots FTC) | 31,380.00 | 0.00 | 0.00 | 31,380.00 |
| **001 General Fund** | **82 - 25** | River Phoenix Peacebuilding Ctr | 19,500.00 | 19,500.00 | 0.00 | 0.00 |
| **001 General Fund** | **82 - 26** | Star Center Childrens Theatre | 60,284.00 | 60,284.00 | 0.00 | 0.00 |
| **001 General Fund** | **82 - 27** | Together Gainesville | 25,500.00 | 0.00 | 0.00 | 25,500.00 |
| **001 General Fund** | **82 - 28** | United Church-Rawlings Food4Kids | 8,900.00 | 0.00 | 0.00 | 8,900.00 |
| **001 General Fund** | **82 - 29** | Boys & Girls Club Alachua County | 36,000.00 | 0.00 | 0.00 | 36,000.00 |
| **001 General Fund** | **82 - 30** | Early Learning Coalition | 47,400.00 | 47,400.00 | 0.00 | 0.00 |
| **001 General Fund** | **82 - 31** | United Way of Central Florida | 5,812.00 | 5,812.00 | 0.00 | 0.00 |
| **001 General Fund** | **82 - 32** | University of Florida | 20,824.00 | 0.00 | 0.00 | 20,824.00 |
| **001 General Fund** | **82 - 33** | UF Board/Trustees-FL Mus Nat His | 40,163.00 | 0.00 | 0.00 | 40,163.00 |
| **001 General Fund** | **82 - 34** | UF College of Dentistry | 73,437.00 | 0.00 | 0.00 | 73,437.00 |
| **001 General Fund** | **82 - 35** | UF College of Nursing FPA | 15,569.00 | 0.00 | 0.00 | 15,569.00 |
| **001 General Fund** | **82 - 36** | Vineyard Christian Fellowship | 77,690.00 | 71,854.60 | 5,835.40 | 0.00 |
| | **82 - 37** | City of Gville - PRCA SummerCamp | 19,302.00 | 0.00 | 0.00 | 19,302.00 |
| | **82 - 38** | Girls Place Inc - Transportation | 19,592.00 | 0.00 | 0.00 | 19,592.00 |
| | **82 - 39** | Florida Organic Growers | 11,704.00 | 0.00 | 0.00 | 11,704.00 |
| | **82 - 40** | United Church Gville-Read to Win | 43,823.00 | 43,823.00 | 0.00 | 0.00 |
| | **82 - 41** | Gville Tennis Assoc-FitLite Proj | 28,266.00 | 28,266.00 | 0.00 | 0.00 |
| | **82 - 42** | Gville Tennis Assoc-After School | 24,250.00 | 24,250.00 | 0.00 | 0.00 |
| | **82 - 56** | Equal Access Clinic Network | 7,475.00 | 0.00 | 0.00 | 7,475.00 |
| | **82 - 59** | Planned Parenthood SENFL | 25,000.00 | 0.00 | 0.00 | 25,000.00 |
| | **82 - 68** | PACE Center for Girls, Inc | 111,832.00 | 0.00 | 0.00 | 111,832.00 |
| | **82 - 69** | Kids Count in Alachua County Inc | 66,032.00 | 66,032.00 | 0.00 | 0.00 |
| | **82 - 80** | Black on Black Crime Task Force | 14,000.00 | 0.00 | 0.00 | 14,000.00 |
| | **82 - 82** | Big Brothers Big Sisters | 29,554.00 | 29,554.00 | 0.00 | 0.00 |

| | | | | | | |
|---|---|---|---|---|---|---|
| **001 General Fund** | **99 - 20** | Other Uses Appropriated Reserves | 361,938.00 | 0.00 | 0.00 | 361,938.00 |
| **001 General Fund Total** | | | **6,876,820.00** | **1,554,065.20** | **756,508.27** | **4,566,246.53** |
| | | | | | | |
| **Grand Total** | | | **6,876,820.00** | **1,554,065.20** | **756,508.27** | **4,566,246.53** |

5/11/2020

DR-420

| | | | |
|---|---|---|---|
| **Certification of Taxable Value** | Year : | | |
| **PRINCIPAL AUTHORITY** | County : | Alachua | |
| **1101 ALACHUA COUNTY BCC** | | GENERAL FUND | |

| **SECTION I: COMPLETED BY PROPERTY APPRAISER** | | | |
|---|---|---|---|
| Current year taxable value of real property for operating purposes | (1) | $ 14,684,204,409 | |
| Current year taxable value of personal property for operating purposes | (2) | $ 1,289,463,879 | |
| Current year taxable value of centrally assessed property for operating purposes | (3) | $ 26,471,902 | |
| Current year gross taxable value for operating purposes (Ln 1 + Ln 2 + Ln 3) | (4) | $ 16,000,140,190 | |
| Current year net new taxable value (Add new construction, additions, rehabilitative improvements increasing assessed value by at least 100%, annexations, and tangible personal property value in excess of 115% of the previous year's value. Subtract deletions.) | (5) | $ 365,209,348 | |
| Current year adjusted taxable value (Line 4 minus Line 5) | (6) | $ 15,634,930,842 | |
| Prior year FINAL gross taxable value (From prior year applicable Form DR-403 series) | (7) | $ 14,253,438,005 | |
| Enter number of tax increment value worksheets (DR-420TIF) attached (If none, enter 0) | (8) | 0 | |
| Does the taxing authority levy a voted debt service millage or a millage voted for 2 years or less under s. 9(b), Article VII, State Constitution? (If yes, complete and attach form DR-420 DEBT for each voted debt.)Indicate number of voted debt. | (9) | 0 | |
| **SECTION II: COMPLETED BY TAXING AUTHORITY** | | | |
| Prior year operating millage levy | (10) | 0.5000 | comploeted |
| Prior year ad valorem proceeds (Line 7 multiplied by Line 10, divided by 1000) | (11) | $ 7,126,719 | $ 7,126,719 |
| Amount, if any, paid or applied in prior year as a consequence of an obligation measured by a dedicated increment value (Sum of either Line 6c or Line 7a for all DR-420TIF forms) | (12) | $ - | |
| Adjusted prior year ad valorem proceeds (Line 11 minus Line 12) | (13) | $ 7,126,719 | $ 7,126,719 |
| Dedicated increment value, if any (Sum of either line 6b or Line 7e for all DR-420TIF forms) | (14) | $ - | |
| Adjusted current year taxable value (Line 6 minus Line 14) | (15) | $ 15,634,930,842 | |
| Current year rolled-back rate (Line 13 divided by Line 15, multiplied by 1,000) | (16) | 0.4558 | |
| Current year proposed operating millage rate | (17) | 0.5000 | |
| Total taxes to be levied at proposed millage rate (Line 17 multiplied by Line 4, divided by 1,000) | (18) | $ 8,000,070 | $ 8,000,070 |

STOP **Dependent Special Districts and MSTUs** STOP

| | | | |
|---|---|---|---|
| Enter the total adjusted ad valorem proceeds of the principal authority, all dependent special districts, and MSTUs levying a millage. ( Total of Line 13 from all DR-420 forms) | (22) | $ 7,126,719 | |
| Current year aggregate rolled-back rate (Line 22 divided by Line 15, multiplied by 1,000) | (23) | 0.4558 | |
| Current year aggregate rolled-back taxes (Line 4 multiplied by Line 23, divided by 1,000) | (24) | $ 7,292,864 | |
| Enter total of all operating ad valorem taxes proposed to be levied by the principal taxing authority, all dependent districts, and MSTUs, if any. (Total of Line 18 from all DR-420 forms) | (25) | $ 8,000,070 | |
| Current year proposed aggregate millage rate (Line 25 divided by Line 4, multiplied by 1,000) | (26) | 0.5000 | |
| Current year proposed rate as a percent change of rolled-back rate (Line 26 divided by Line 23, minus 1, multiplied by 100) | (27) | 9.70 | |

If > 0.00, publish NPTI ad. If < or = 0.00, publish BH ad

95% $ 7,600,067

**Item:**

Program Funding Policy No. 2 – Budget Amendments

**Requested Action:**

The Trust is asked to approve Program Funding Policy No. 2

**Background:**

Program Funding Policy No. 2 specifies the conditions under which the Executive Director may approve budget amendment for contracted agencies. The policy provides for certain "in-between line items" budget amendments without specific approval from the Trust.

**Attachments:**

- Resolution 2020-4
- Program Funding Policy No. 2

**Programmatic Impact:**

None

**Fiscal Impact:**

None

**Recommendation:**

N.A.

CHILDREN'S TRUST
OF ALACHUA COUNTY

# RESOLUTION 2020-4

**A RESOLUTION OF THE CHILDREN'S TRUST OF ALACHUA COUNTY FLORIDA, ADOPTING PROGRAM AND FUNDING POLICIES NO. 2; PROVIDING THAT ANY RESOLUTION IN CONFLICT IS REPEALED; PROVIDING AN EFFECTIVE DATE.**

**WHEREAS**, the Children's Trust of Alachua County (Trust) believes that board-adopted policies should be utilized to facilitate the efficient transaction of the public's business; and

**WHEREAS**, the Trust's has adopted policies regarding certain financial matters and the authority of the Executive Director; and

**WHEREAS**, the Board wishes to adopt a policy providing for certain "in-between line items" budget amendments by adopting the policy, attached as Program and Funding Policies No. 2.

**NOW, THEREFORE, BE IT RESOLVED BY THE CHILDREN'S TRUST OF ALACHUA COUNTY, FLORIDA:**

1. That Exhibit A, titled Program and Funding Policies No. 2. shall constitute the policy that provides direction for the budgetary policies set forth therein.
2. That any resolution in conflict with this Resolution is hereby repealed.
3. That this Resolution shall take effect on _____, 2020.

**DULY ADOPTED** in regular session, this ___ day of _____, 2020.

**CHILDREN'S TRUST OF ALACHUA COUNTY**

ATTEST:

By:_____
Lee Pinkoson, Chair

_____
Jesse K. Irby II, Clerk

(SEAL)

APPROVED AS TO FORM

_____
Alachua County Attorney

CHILDREN'S TRUST
OF ALACHUA COUNTY

# Program and Funding Policies

## No: 2

Adoption Date: May 18, 2020 Effective Date: May 18, 2020

Review Date: Revised Date:

This Policy supersedes and replaces any previous versions

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# Program Budgets and Budget Amendments

**Purpose:**

To ensure that funds are spent for their intended purpose with consideration to protecting the interests and investment of both the taxpayers and the Children's Trust of Alachua County (CTAC).

**Policy:**

Establishes a policy for budgets and budget amendments for programs funded by the Trust.

1. Budget Guidelines

   (to be drafted and a later date)

2. Budget Amendments

   A. Guidelines

   1) Proposed budget amendments should not compromise the original intent or intended outcome of the program.
   2) CTAC strongly encourages funds to be utilized for Direct Services. Budget amendments to move funds from Direct Services to indirect expenses will require approval of the Trust
   3) CTAC's approval of budget amendment requests will take into consideration if there is sufficient time for the funded goods or services to be utilized by the end of the contract term.
   4) Prior approval by CTAC is needed for redirecting funds of any amount within a line item for different expenses than those that were approved by CTAC in the original budget submission. A request for approval should be submitted via email to CTAC's assigned contract manager.
   5) CTAC staff must approve salary changes or staff reclassifications for a CTAC-funded position.

6) Budget Amendments and narratives must be submitted to the CTAC showing the line item(s) from which dollars are being moved and the line item to which dollars are being added. These detailed narratives should explain the reason for the request, including what has occurred that was unanticipated at the time that the budget was submitted to CTAC.

7) The Provider is may not be awarded more than one approved budget amendment per quarter, per CTAC contract.

B. Approval Thresholds

1) Budget amendments in-between line items in the amount of 10% of the overall budget or less or less require CTAC staff approval and must be submitted by the last day of the month to be considered for that month. CTAC's Executive Director or his/her designee(s) will review and decide to approve or deny all budget amendment requests of 10% of the budget or less. No contract amendment will be required for amendments approved that are less than 10% of the overall budget.

2) Budget amendment requests in-between line items greater than 10% of the overall budget or more for a CTAC-funded program require Trust approval and a contract amendment. Requests that exceed 10% shall be administered in the following manner:

i. The contractor's Executive Director, or equivalent position, shall submit a letter to CTAC's Executive Director with a detailed description of the proposed budget amendment, along with a revised budget and narrative as described in Section 2 (A)(6).
ii. CTAC's staff will make a recommendation to the Trust. The Trust will consider the request at a publicly-noticed meeting.
iii. The last day to request budget amendments will be July 15 for October-September. If these submission due dates fall on a holiday or weekend, the following business day will apply.
iv. CTAC may waive the deadlines at their sole discretion

**Item:**

Approval of Lease Agreement with REACH, LLC

for Office Space at 802 NW 5th Ave

**Requested Action:**

The Trust is asked to authorize the Executive Director to execute the lease agreement with Real Estate Acquisition for Children, LLC (REACH) for office space at 802 NW 5th Avenue, Gainesville, FL 32601.

**Background**

At the 4.27.20 Trust meeting, the Trust authorized the Executive Director to negotiate a lease for the property at 802 NW 5th Avenue.

The attached lease provides for approximately 1900 sqft. @ $15/sqft for a total of $2375/month, or $28,500 annually. The Trust will pay for its own utilities, air conditioning maintenance, and custodial services.

The original term is for 27 months with the option for a one-year renewal.

**Attachments**

Lease Agreement with REACH, LLC.

**Programmatic Impact:**

None

**Fiscal Impact:**

$2375/month lease payment ($28,500)
$2375 security deposit

**Recommendation:**

Staff recommends approval

THIS INSTRUMENT PREPARED BY:
Deborah A. Schroth
Solutions Management for Children, Inc.
5950 NW 1st Place
Gainesville, FL 32607

# Lease Agreement

THIS **LEASE AGREEMENT** ("Lease") is made this ____ day of__ May__, by and between Real Estate Acquisition for Children, LLC (REACH), a Florida Limited Liability Company, whose address is 5950 NW 1st Place, Gainesville, Florida 32607 ("Landlord") and Children's Trust of Alachua County, an independent special district created under the laws of Florida, whose address is: 802 NW 5th Avenue, Suite 100, Gainesville, FL 32601 ("Tenant") (hereafter collectively "Parties"). In consideration of the mutual promises contained herein and other good and valuable consideration the parties agree as follows:

**SECTION 1. LEASE OF PREMISES**. Landlord hereby leases to Tenant the following described space in the building located at 802 NW 5th Avenue, Gainesville, Florida (the "Building"): Ground floor office space known as Suite 100, consisting of approximately 1,900 square feet (the "Premises"). Parking for Tenant, its employees, guests or patrons, is not reserved or guaranteed by the Landlord. Parking is provided, as and when available, by a parking lot adjacent to the Premises and surrounding public on-street parking. This Lease shall be recorded in the Public Records of Alachua County, Florida by the Tenant, at its sole cost, within five (5) days of execution of same.

**SECTION 3. TERM OF LEASE AND SURRENDER OF PREMISES.** Commencing on June 1, 2020, Tenant shall lease the Premises for an initial term through September 30, 2022, with the option to renew for additional one-year terms, under the same terms and conditions as this Lease, subject to rent increases as specified in Exhibit "A". Tenant shall notify the Landlord, in writing, not less than 90 days prior to the end of the initial lease term whether Tenant desires to extend the initial term of this lease or will be vacating the Premises at the end of the initial lease term. On or before the date Tenant vacates the Premises, Tenant must remove its furniture, movable equipment and other personal property not attached to the Premises. Anything not removed on or before the date Tenant vacates the Premises will become the property of the Landlord. Upon vacating the Premises, Tenant agrees to deliver to Landlord all keys to the Premises and to surrender the Premises immediately and in good order and condition, excepting reasonable wear and tear, and return to the Landlord all tangible personal property supplied by Landlord to Tenant other than Tenant's own personal property.

**SECTION 4. RENT.** Tenant agrees to pay base monthly rent of, $ 2,375.00 for the initial lease term. This Base Rent for any extension of this Lease will be as provided in Exhibit "A". The Base Rent, together with applicable sales tax, and any ad valorem tax that may be assessed against the premises shall be payable as described in Exhibit "A" which is attached hereto and incorporated herein by reference.

In addition to Rent, Tenant shall also pay to Landlord all sales tax, if any, payable by Landlord as a result of the receipt of the Rent. So long as Tenant maintains its tax-exempt status, sales taxes shall not be due on the rents, but Tenant shall be required to provide Landlord with a proper exemption certificate during the term of the Lease as a condition to such waiver of collection.

The Base Rent, sales tax, property taxes only to the extent that they may be applied to a lease by a governmental entity as described in Section 18, and any other charges, fees or amounts due from the Tenant to the Landlord under the terms of this Lease are hereinafter collectively referred to as "Rent." Payments are due on the 1st day of the month. For payments made on or after the 10th day of the month, Landlord shall assess a late fee of five percent (5%) of the Base Rent due for that month. The late fee is intended to compensate Landlord for administrative expenses associated with responding to late payment and shall not be considered liquidated damages or interest. Non-payment or delay in the payment of Rent beyond thirty (30) days from the due date will be deemed a default of this Lease and shall be grounds for termination of this Lease. **Payments shall be made payable to "Real Estate Acquisitions for Children, LLC" and delivered to: Finance Department, 5950 NW 1st Place, Suite A, Gainesville, FL, 32607.**

**SECTION 5. USE/MAINTENANCE AND REPAIR.**

**A. Use**. Tenant shall use the Premises exclusively for office use and no other purpose. Should the Tenant desire to use the Premises for any other purpose, the use must be pre-approved in writing by Landlord. Tenant's taking possession of the Premises shall be conclusive evidence of Tenant's acceptance thereof in good order and satisfactory condition. Tenant agrees that Landlord has made no representations respecting the condition of the Premises; that Landlord has made no representations as to conformance with applicable laws respecting the condition of the Premises or the presence or absence of Hazardous Substances (as defined in Section 16) in, at, under, above or abutting the Premises; that no warranties or guarantees, expressed or implied, with respect to workmanship or any defects in material have been given; and that no promise to decorate, alter, repair or improve the premises either before or after the execution hereof have been made by Landlord or its agents to Tenant unless the same are contained herein. Tenant shall create no public nuisance or allow a public nuisance to be created in or from the Premises, Building or Property. Tenant shall not store, manufacture or sell any explosives, flammables or other inherently dangerous substances, chemicals, things or devices from the Premises. Tenant shall not conduct any trade, business or occupation that is unlawful. Tenant shall maintain compliance with all relevant federal, state, and local laws, rules and regulations. Tenant shall promptly report any damage, necessary repairs or maintenance to the Landlord.

**B. Maintenance and Repair**.

1. Tenant Responsibilities. Tenant shall be responsible for maintaining the heating and air conditioning systems (HVAC) system, windows, interior walls, mechanical, electrical, plumbing, light fixtures, floor, and floor coverings in the condition as existed on the first day of the Lease term. Tenant shall also be responsible for all repairs, replacement, and maintenance in connection with damage or loss to the

Premises, fixtures, and improvements resulting from acts, omissions or negligence of the Tenant, or the Tenant's employees, agents, licensees, tenants or invitees. In addition, Tenant shall repair all damage caused by the installation or removal of furniture, fixtures, or property permitted under this Lease to be removed from the Premises, or which may be placed thereon by Tenant. All such repairs shall be made in a good, workmanlike manner. In the event of Tenant's failure to make repairs within a reasonable period of time, or in the event that the repairs are inadequate, the Landlord may elect to make such repairs and perform such maintenance and the Tenant shall pay to the Landlord, upon demand, the reasonable costs of such repairs and maintenance. Tenant is responsible for routine repairs and maintenance to the HVAC system including hiring a licensed HVAC contractor who will on a quarterly basis furnish all labor and materials to wash and clean condensers, replace filters and clear drains: ERV- (2) 20 X 20 X 2 PLEATED FILTERS and SPLIT SYSTEMS- (2) 21.50 X 23 X 1 PLEATED FILTER. Tenant shall forward an after service report of quarterly routine maintenance to the Landlord for their records.

**2.** Landlord Responsibilities. Landlord shall be responsible for the maintenance and repair of the roof, exterior walls, exterior windows, structural portions of the building, and the major repair or replacement of the HVAC. All repairs not addressed herein and not caused by the acts, omissions or negligence of the Tenant or its employees, agents, licensees, patrons, guests or invitees, shall be the responsibility of Landlord.

**C. Common Areas**. Tenant, its employees, agents, licensees, patrons, guests and invitees shall have the non-exclusive right in common with the Landlord and all others to whom Landlord has or may hereafter grant rights, to use any common areas designated by Landlord, subject to such rules and regulations as Landlord may impose. Landlord may at any time close any common area to make repairs or changes or to prevent the acquisition of public rights in such area. Tenant agrees to park in such areas as may be designated by Landlord. All common areas and facilities not within the Premises, which Tenant may be permitted to use and occupy, are to be used and occupied under a revocable license, and if the amount of such areas be diminished, Landlord shall not be subject to any liability nor shall Tenant be entitled to any compensation or diminution or abatement of Rent, nor shall such diminution of such areas by deemed constructive or actual eviction.

Any rules and regulations appended to this Lease are hereby made a part of this Lease, and Tenant agrees to comply with and observe the same. Tenant's failure to keep and observe said rules and regulations shall constitute a breach of the terms of this Lease in the manner as if the same were contained herein as covenants. Landlord reserves the right from time to time to amend or supplement said rules and regulations and to adopt and promulgate additional rules and regulations applicable to the Premises, Building and the Property. Notice of such additional rules and regulations, amendments and supplements, if any, shall be given to Tenant, and Tenant agrees thereupon to comply with and observe all such rules and regulations, and amendments thereto and supplements thereof, provided the same shall apply uniformly to all tenants of the Building.

**D. LEED Certification/Sustainability.** The Landlord has been granted a LEED Silver Certification for the Building. In furtherance of the certification and Landlord's focus on sustainability (environmental, economic and social), the Tenant shall comply with the LEED/sustainability requirements specified in Exhibit "B" attached to and made part of this Lease.

**SECTION 6. UTILITIES and SERVICES.**

A. Utilities and Services Not Included**.** This lease is for the rental of the described premises only. Landlord shall not provide any utilities or services, including electric, water, sewer, lawn maintenance, pest control or janitorial services for the leased premises.

B. Electric, water and sewer services. The premises are served by a meter that solely measures the electric, water and sewer services consumed by the described premises, Suite 100. Tenant shall transfer the account for Suite 100 into its name to be effective June 1, 2020. Should the utility provider, Gainesville Regional Utilities (GRU), be unable to transfer the account effective June 1, 2020, Tenant shall reimburse Landlord for all usage recorded between June 1, 2020 and the effective date the utility account is transferred to Tenant.

C. Tenant shall pay all utility bills within the time allowed by GRU as a condition of this lease. In the event Tenant's utility bills remain unpaid for two consecutive billing cycles, such event will constitute a breach of this lease.

**SECTION 7. SECURITY DEPOSIT.** Tenant shall pay one month's base rent of $2,375.00, upon signing the lease. This deposit is to secure the faithful performance by Tenant of the terms of this Lease. Any portion of the security deposit may, at the option of the Landlord, be applied to curing any default of Tenant. Landlord will refund the security deposit to Tenant within thirty (30) days of termination of this lease, less any damages and expenses or costs incurred by Landlord in curing any default of Tenant, including but not limited to damage to Premises, failure to maintain or repair, or outstanding debt including unpaid utility charges.
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**SECTION 8. INDEMNIFICATION AND INSURANCE.**

**A. Indemnity**. Any obligation to indemnify is limited to the terms of §768.28, F.S. This lease does not include a waiver of sovereign immunity by the Tenant, but Tenant agrees to obtain liability insurance as established in Paragraph B which satisfies its obligations under this paragraph.

**B. Insurance**. Tenant shall, during the term of this Lease, maintain comprehensive public liability insurance, including personal injury and property damage, issued by a reputable insurance company licensed to do business in the State of Florida with limits of not less than $1,000,000 combined single limit protecting Tenant against liability for any accident, injury or damage on the Premises, in the Building or on the Property. Should Landlord reasonably determine that Tenant's operations present a risk of loss of damage greater than anticipated, then Tenant may be required to maintain greater insurance coverage different in scope of loss covered and amount of coverage. Prior to the commencement date of this Lease, Tenant shall furnish to Landlord appropriate certificates of said insurance, and each insurance policy shall contain an agreement that the policy shall not be canceled or materially changed except after 30 days prior written notice of such cancellation or material change to the Landlord. All required insurance products will name the Landlord as an additional insured. To the extent that coverage is available, Tenant will seek to have Landlord added as an additional insured for Tenant's leased premises.

**C. Loss or Damage to Tenant's Property**. All personal property of any kind or description whatsoever in or on the Premises, the Building or on the Property, whether owned by Tenant or others, shall be at the Tenant's sole risk and Landlord shall not be liable for any damage done to or loss of such personal property, or otherwise be liable to Tenant because of any interruption of services or utilities, and such interruption or failure shall not relieve Tenant from the duty to pay the Rent provided herein, or constitute or be construed as a constructive or actual eviction of Tenant. Tenant shall, at Tenant's expense, secure such insurance as it deems necessary or desirable to cover loss or damage to Tenant's property.

**SECTION 9. LICENSES, PERMITS AND COMPLIANCE WITH LAWS AND RULES.**
Tenant shall, at Tenant's expense, obtain all necessary licenses and permits, which may be required for the conduct of Tenant's business. Tenant shall, at Tenant's own expense observe and comply with all laws, ordinances, directives, orders, rules and regulations of all federal, state, municipal or other authorities having or claiming jurisdiction over the Premises, Tenant or the conduct of Tenant's business.

**SECTION 10. TENANT ALTERATIONS, IMPROVEMENTS AND FIXTURES.**

**A. Review by Landlord**. The parties acknowledge Jason Weigel is the Landlord's "Design Review Agent" and such Agent is responsible for review of Tenant improvements and alterations at the Premises. Tenant shall meet with the Design Review Agent to coordinate any improvements or alterations proposed by the Tenant. The parties agree that the Landlord maintains final approval over all architectural designs, improvement or alteration to the Premises.

**B. Approved alterations**. Tenant may, at its expense, make such improvements or alterations to the Premises as have been approved by the Landlord in writing. Any improvements or alterations shall not impair the safety or the appearance of the Premises or the Building and shall be made in compliance with all applicable laws, ordinances, and regulations. Contractors or workers, approved in writing in advance by Landlord, shall perform such work at Tenant's expense. Landlord shall have the right to require that the work be performed at such time and

upon terms, conditions and scheduling satisfactory to Landlord. All labor required for construction within the Premises shall be contract labor and shall not be deemed employees of the Landlord.

**C. Fixtures**. All fixtures installed by Tenant in the Premises including lighting, molding, and any other article permanently affixed to the floor, wall or ceiling of the Premises shall become the property of Landlord and shall be surrendered with the Premises at the termination or expiration of this Lease. However, Landlord may direct Tenant, at Tenant's expense, in writing to remove any or all fixtures installed by Tenant on the Premises and to repair, at Tenant's expense, all damage caused by such removal and to return the Premises to its original condition, reasonable wear and tear excepted.

**D. Construction Liens Prohibited**. Except as related to the pre-occupancy Interior Build-out conducted by Landlord, Tenant shall promptly pay for all labor and materials used in constructing any improvements, alterations or fixtures on the Premises and shall do all things necessary to prevent the filing of any mechanics', materialman, or other type of lien or claim against Landlord or the Property by, against, through, or under Tenant or its contractors. Tenant shall notify its contractors that Landlord's interest shall not be subject to any liens or claims for alterations, improvements or fixtures to the Premises by Tenant. Landlord's interest shall not be subject to any liens or claims for alterations, improvements or fixtures to the Premises by Tenant. If any such lien or claim is filed, Tenant shall cause the same to be discharged within twenty (20) days of the filing of the lien.

## SECTION 11. DEFAULT/LANDLORD'S RIGHTS AND REMEDIES.

**A. Default**. Tenant shall be deemed in default under this Lease if Tenant fails to pay within thirty (30) days of the due date any Rent or other charges provided for in this Lease; fails to observe or perform any other term, condition, covenant or obligation of this Lease within ten (10) days of notice to do so; abandons the Premises; and/or fails to immediately cure any potentially hazardous conditions that Tenant, Tenant's employees, agents, licensees, patrons, guests or invitees have created.

**B. Remedies**. Upon a Tenant default, Landlord shall be entitled to immediately terminate this Lease and to recover from Tenant all unpaid Rent and additional charges due up to and including the date of termination as well as any additional sums as provided in Exhibit A and by law (including attorneys' fees and costs) for which Tenant is liable or for which Tenant has agreed to pay Landlord. If Landlord terminates this Lease for Tenant default, Landlord may re-enter the Premises at any time at Landlord's discretion. Tenant agrees, upon vacating the Premises, to immediately surrender the Premises to Landlord and to deliver to Landlord all keys to the Premises and to deliver to Landlord any other property supplied by Landlord and not owned by Tenant. In the event Tenant defaults, Tenant agrees to pay the Landlord's attorney's fees and all other costs and expenses resulting from the default. In addition to the statutory remedies and lien, Landlord shall have a lien for the payment of Rent upon the fixtures and equipment of Tenant located in the Premises. This lien may be enforced upon the nonpayment of Rent and additional

charges by the taking and sale of such property in the same manner as allowed by law in the case of default under a chattel mortgage.

**SECTION 12. BANKRUPTCY.** If, at any time during the term of this Lease, there shall be filed by or against Tenant in any court pursuant to any statute either of the United States or of any state a petition in bankruptcy or insolvency or for reorganization or for the appointment of a receiver or trustee of all or a portion of Tenant's property, this Lease shall be canceled and terminated. Tenant agrees to notify Landlord in writing within twenty-four (24) hours of any such filing. In the event of bankruptcy by Tenant, neither Tenant nor any person claiming through or under Tenant by virtue of any statute or of any order of any court shall be entitled to take possession or remain in possession of the Premises, but shall forthwith quit and surrender the Premises.

**SECTION 13. PROPERTY DAMAGE OR OTHER CASUALTY/CONDEMNATION.**

**A. Release of Landlord**. Landlord is hereby released from any damage or injury to person or property caused by or resulting from steam, electricity, gas, water, rain, wind, ice, snow or any leak or flow from or into any part of the Premises or the Building or from any damage or injury resulting from any cause whatsoever. In addition, Landlord shall not be liable for any damage, compensation or claim by reason of inconvenience or annoyance arising from the necessity of repairing any portion of the Building or the Premises, the interruption of the use of the Premises, or the termination of this Lease by reason of any damage or destruction of the Premises.

**B. Right to Terminate**. In the event that the Premises are totally destroyed or so damaged by fire or other casualty, and the damage cannot be repaired or restored within a reasonable length of time, as Landlord may determine in the exercise of its sole discretion, Landlord shall have the right to terminate this Lease.

**C. Right to Restore**. If the damage is partial, such that the Premises can be restored to their former condition within a reasonable time, as Landlord may determine in the exercise of its sole discretion after consultation with tenant, Landlord may at its option, restore the Premises with reasonable promptness, reserving the right to enter the Premises for that purpose. Landlord reserves the right to enter upon the Premises whenever necessary to repair damage caused by fire or other casualty to the Building of which the Premises is a part, even though such entry may have the effect of rendering the Premises or some portion thereof temporarily unavailable for occupancy. In such event, the Rent shall be apportioned and suspended during the time that Landlord is in possession, taking into account the proportion of the Premises rendered unavailable for occupancy and the duration of Landlord's possession. If a dispute arises as to the amount of Rent due under this clause, Tenant agrees to pay the full amount claimed by Landlord, though Tenant shall retain the right to proceed by law to recover any disputed Rent payment.

**D. Condemnation**. If during the term of this Lease, or any extension or renewal thereof, all of the Premises is taken for any public or quasi-public use under any law, ordinance, or regulation or by right of eminent domain, or should be sold to the condemning authority under threat of condemnation, this Lease shall terminate and the Rent shall be abated during the un-

expired portion of the lease, effective as of the date of the taking of the Premises. If less than all of the Premises is taken for any public or quasi-public use under any law, ordinance or regulation, or by right of eminent domain, or should be sold to the condemning authority under threat of condemnation, this Lease shall not terminate unless either party, at its option, terminates the Lease by giving written notice thereof to the other party. The date of termination shall be the date the condemning authority takes title. In the event that the Lease continues in effect following partial condemnation, Landlord shall, at its sole expense, restore and reconstruct the Premises to make same reasonably tenantable and suitable for the use for which the Premises is leased. The Rent payable hereunder during the reconstruction period shall be reduced in proportion to the reduction in square footage of the Premises available for Tenant's use during the reconstruction period. Tenant hereby assigns and transfers to Landlord any claim it may have to compensation for damages as a result of condemnation proceedings; under no circumstances shall Tenant share in any such compensation for damages.

**SECTION 14. NO WAIVER OR BREACH**. Any failure or neglect by Landlord to assert or enforce any rights or remedies after any breach or default by Tenant shall not prejudice Landlord's rights or remedies with regard to any existing or subsequent breaches or defaults.

**SECTION 15. BURDEN, BENEFIT, AND APPLICABLE LAW**. This Lease shall be binding on and inure to the benefit of the respective successors and assigns of the Landlord and of Tenant. This Lease shall be construed according to the laws of the State of Florida, venue in Alachua County, Florida. This Lease may be modified only in writing signed by the parties or their respective successors in interest.

**SECTION 16. HAZARDOUS SUBSTANCES/ENVIRONMENTAL LAWS.** Except as may be permitted in writing by Landlord, the storage, use or disposal of Hazardous Substances is prohibited on the Premises, Building or Property. As used herein, "Hazardous Substances" means any contaminants, pollutants, hazardous or toxic substances as those terms may be defined in any federal, state or local law, rule, regulation or ordinance, including asbestos, polychlorinated biphenyls, and petroleum (including crude oil or any fraction thereof). Should the Landlord grant such permission, Tenant must supply Landlord Material Safety Data Sheets for all Hazardous Substances used, stored or disposed of by Tenant. In addition, Tenant must comply with all Occupational Safety and Health Administration, Environmental Protection Agency and other federal, state or local requirements regarding Hazardous Substances. Tenant hereby indemnifies and holds Landlord and Landlord's officers, managers, agents and employees harmless from and against, and shall reimburse Landlord and Landlord's officers, managers, agents and employees for any and all "Losses" (as hereinafter defined) arising from, out of or as a consequence directly or indirectly, of the release or presence of any Hazardous Substance on the Premises which first occurs during the Term of this Lease, whether foreseeable or unforeseeable, and whether or not known to Tenant, it being understood and agreed that the foregoing indemnity includes, but is not limited to, all costs of removal, remediation of any kind, detoxification, clean up and disposal of such Hazardous Substance and the preparation of any closure or other required plans, all costs of determining whether the Premises is in compliance and causing the Premises to be in compliance with all applicable environmental laws, all costs and fees associated with claims for damages to persons, property, or natural resources, and Landlord's reasonable attorney's fees and

consultant's fees and court costs in respect thereto, whether or not litigation or administrative proceedings shall occur, including all costs and expenses incurred or suffered by Landlord by reason of any violation of any applicable environmental law which occurs, or has occurred, upon the Premises during the Term of this Lease, or by reason of the imposition of any governmental lien for the recovery of environmental clean-up costs expended by reason of such violation, it being expressly understood and agreed that to the extent Landlord and Landlord's officers, directors, shareholders, managers, members, agents and employees, or any of them are strictly liable under any applicable statute or regulation pertaining to the protection of the environment, this indemnity shall apply without regard to the strict liability with respect to the violation of law which results in such liability. "Losses" shall mean any and all loss, claims, liability, damages, and injuries to person, property or natural resources, cost, expense, action or cause of action.

Tenant shall comply with all environmental laws throughout the term of this Lease. Tenant hereby covenants and agrees that all obligations of Tenant under this Section shall survive any termination of the Lease, it being further understood and agreed that the rights of Landlord under this Section shall be in addition to any other rights and remedies under this Lease or at law in equity.

**SECTION 17. NOISE**. Noise levels created by Tenant or their employees, agents, licensees, patrons, guests or invitees must not exceed the applicable limit as provided in Chapter 15, City of Gainesville Code of Ordinances.

**SECTION 18. TAXES**. In addition to sales tax provided at Section 4, Tenant agrees to pay all property taxes, assessments and intangible taxes assessed as a result of Tenant's operation, use and occupancy of Premises or personal property on Premises only to the extent that such taxation or assessments apply to the use of the property by a governmental entity . In the event tax assessment is extended to the value of the Building or the Property due to leasing the Premises, Landlord may terminate this Lease with ten (10) days' notice to Tenant. Payment for property taxes (based on Landlord's square footage estimate) is included in the Rent as shown on Exhibit "A". Upon receipt of its property tax bill in November of each year, Landlord will send Tenant a written statement reconciling the payments made by Tenant with the actual amount allocated to Tenant (based on square footage.) In the event the Tenant's allocation exceeds the amount paid by Tenant to that date, Tenant shall pay the Landlord the shortage amount. In the event the Tenant's allocation is less than the amount paid by Tenant to that date, Landlord shall refund the overpayment to the Tenant. The payment to Landlord or refund to Tenant shall be made within thirty (30) days of the date of Landlord's written statement.

**SECTION 19. NON-DISCRIMINATION**. Tenant will not discriminate against any person upon the basis of race, religion, color, marital status, sex, natural origin, sexual orientation, gender identity, disability or age, in either employment or with regard to services, as applicable, in accordance with any federal, state and local laws.

**SECTION 20. RELATIONSHIP WITH LANDLORD**. Tenant shall not use any trademark, service mark, trade name or other indicia of the Landlord, nor shall Tenant hold itself out as

having any business affiliation with the Landlord other than a landlord-tenant relationship, and upon direction of the CRA Manager, the Tenant shall issue public disclaimers to that effect.

**SECTION 21. DAYS AND NOTICE.** Any reference in this Lease to days shall mean calendar days. All notices, demands or communications of any kind which may be required or desired to be served, given or made by Landlord shall be sufficient if delivered in person or sent through the United States mail, certified or registered, return receipt requested, addressed to the parties as follows:

| LANDLORD: | TENANT: |
|---|---|
| Stephen Pennypacker | Colin Murphy |
| President/CEO | Executive Director |
| REACH | Children's Trust of Alachua County |
| 5950 NW 1st Place | P.O. Box 5669 |
| Gainesville, FL 32607 | Gainesville, FL 32627 |

Either party may change the address to which subsequent notices shall be sent. Any notice given hereunder to Tenant shall be deemed delivered if it is properly addressed.

**SECTION 22. NECESSITY FOR APPROPRIATIONS.** In addition to any other limitations set forth in this Agreement, the Tenant's performance and obligation to pay under this Agreement is also contingent upon a specific annual appropriation by the Children's Trust of Alachua County. The Parties hereto understand that this Agreement is not a commitment of future appropriations. Therefore, the continuation of this Agreement beyond the end of any fiscal year shall be subject to both the appropriation and the availability of funds in accordance with Chapter 129, Florida Statutes, and that the failure of the Tenant to do so shall not constitute a breach or default of this Agreement.

**SECTION 23. QUIET ENJOYMENT.** Tenant, upon paying the Rent and performing the covenants and agreements of this Lease, shall quietly have, hold, and enjoy the Premises and all rights granted Tenant in the Lease during the term hereof.

**SECTION 24. RIGHTS AND REMEDIES CUMULATIVE**. All rights and remedies of the parties hereto shall be cumulative and shall not be construed to exclude any other rights or remedies allowed by law consistent with the terms and conditions hereof.

**SECTION 25. POSSIBILITY OF RADON GAS.** Pursuant to Florida law, Tenant is hereby advised as follows: RADON GAS: Radon is a naturally occurring radioactive gas that, when it has accumulated in a building in sufficient quantities, may present health risks to persons who are exposed to it over time. Levels of radon that exceed federal and state guidelines have been found

in buildings in Florida. Additional information regarding radon and radon testing may be obtained from your county health department. (Section 404.056(5), Florida Statutes (2010))

**SECTION 26. SUBLETTING AND ASSIGNMENT.** The Tenant shall not sublet the Premises or any part thereof nor assign this Lease, or any interest therein, without first obtaining the written consent of the Landlord.

**SECTION 27. ENTRY.** Landlord or Landlord's agents shall have the right to enter the Premises upon reasonable notice, or immediately in the event of emergency, to examine the same and to make such repairs, alterations, improvements or additions as Landlord may deem necessary or desirable, and Landlord shall be allowed to take all material into and upon the Premises that may be required without the same constituting an eviction of Tenant in whole or in part. During the three (3) months prior to the expiration date of the term of this Lease or any renewal term, Landlord may exhibit at the Premises the usual notices "TO LET" or "FOR RENT", which notices Tenant shall permit to remain thereon undisturbed. Nothing herein contained, however, shall be deemed or construed to impose upon Landlord any obligation, responsibility or liability whatsoever, for the care, maintenance or repair of the Premises or any part thereof, except as otherwise herein specifically provided.

**SECTION 28. BROKERS.** Tenant warrants that Tenant was not shown the Premises by any real estate broker or agent and that Tenant has not otherwise engaged in any activity that could form the basis for a claim for real estate commission, brokerage fee, finder's fee or other similar charge in connection with this Lease and will indemnify the Landlord against any such claims.

**SECTION 29. INTERPRETATION.** The terms and provisions hereof shall be construed and interpreted without regard to which party may have drafted it.

**SECTION 30. SEVERABILITY.** The Lease consists of this document and any Exhibits attached hereto. If any section, sentence, clause or phrase of this Lease is held to be invalid or unenforceable by any court of competent jurisdiction, then said holding shall in no way affect the validity of the remaining portions of this Lease.

**SECTION 31. CORPORATE STATUS INFORMATION**. Tenant warrants and represents to the Landlord that the following statements are true:

A. Children's Trust of Alachua County, is an independent special district created under the laws of Florida and therefore is a unit of local government..
B. Children's Trust of Alachua has all requisite power and authority to carry on its business as now conducted, to lease real property, and to enter into and perform the obligations of this Agreement and each instrument to which it is or will be a party, and has consented to service of process in the State of Florida.
C. Each document which Children's Trust of Alachua is or will be a party has been duly authorized by all necessary action on the part of and has been and will be duly executed and delivered by Children's Trust of Alachua, and the execution and delivery, nor compliance with the terms and provisions of this Lease : (1) requires the approval of any other party, except as has been obtained or noted herein, (ii) contravenes any law,

judgment, governmental rule, regulations or order binding Children's Trust of Alachua, LLC, or (iv) results in any default under or creates any lien upon any property of Children's Trust of Alachua Children's Trust of Alachua has filed all federal and state tax returns required to be filed by Children's Trust of Alachua and has paid all taxes shown to be due on such returns.

**SECTION 32. SUBROGATION**. Tenant accepts this Lease subject and subordinate to any mortgage, deed of trust or other lien presently existing or hereafter arising upon the Premises, or upon the Building and to any renewals, refinancing and extensions thereof. Landlord is hereby irrevocably vested with full power and authority to subordinate this Lease to any mortgage, deed of trust or other lien now existing or hereafter placed upon the Premises or the Building, and Tenant agrees upon demand to execute such further instruments subordinating this Lease or attorning to the holder of any such liens as Landlord may request. In the event that Tenant should fail to execute any instrument of subordination herein required to be executed by Tenant promptly as requested, Tenant hereby irrevocably constitutes Landlord as its attorney-in-fact to execute such instrument in Tenant's name, place and stead, it being agreed that such power is one coupled with an interest. Tenant agrees that it will from time to time upon request by Landlord execute and deliver to such persons as Landlord shall request a statement in recordable form certifying that this Lease is unmodified and in full force and effect (or if there have been modifications, that the same is in full force and effect as so modified), stating the dates to which Rent and other charges payable under this Lease have been paid, stating that Landlord is not in default hereunder (or if Tenant alleges a default stating the nature of such alleged default) and further stating such other matters as Landlord shall reasonably require.

**SECTION 33. ENTIRE AGREEMENT**

This Agreement constitutes the entire agreement between the parties hereto with respect to the subject matter hereof. Any representations or statements heretofore made with respect to such subject matter, whether verbal or written are merged herein.

IN WITNESS WHEREOF, the parties have caused this Lease to be executed as of the day and year first above written.

Signed, sealed and delivered
In the presence of the following witnesses:

**LANDLORD:**
**REACH, LLC**

_____
Print Name:_____

_____
Name: Stephen Pennypacker
Title: President/CEO

_
_____
Print Name:_____

STATE OF FLORIDA
COUNTY OF ALACHUA

The foregoing instrument was acknowledged before me this ____ day of _____, by Stephen Pennypacker, as the President/CEO of REACH, a Limited Liability Corporation of the State of Florida, and who has acknowledged that he has executed the same on behalf of REACH, LLC, and that he was authorized to do so. He is personally known to me or has produced _____ as identification.

_____
Notary Public, State of Florida

Signed, sealed and delivered
In the presence of the following witnesses:

**TENANT:**
**CHILDREN'S TRUST OF ALACHUA COUNTY**

_____
Print Name:_____

_____
Name: Colin Murphy
Title: Executive Director

_

_____
Print Name:_____

STATE OF FLORIDA
COUNTY OF ALACHUA

The foregoing instrument was acknowledged before me this ____ day of _____, by _____, as the _____ of Children's Trust of Alachua County, a § 501(c)3 corporation, and who has acknowledged that he has executed the same on behalf of the Children's Trust of Alachua County, and that he/she was authorized to do so. He is personally known to me or has produced _____ as identification.

_____
Notary Public, State of Florida
Affix Stamp

APPROVED AS TO FORM

X _____
Robert Swain
Alachua County Attorney

**Exhibit "A"**
**RENT SCHEDULE**

THIS RENT SCHEDULE is a material part of that certain Lease by and between the REACH, LLC ("Landlord") and Children's Trust of Alachua County ("Tenant") for the Premises known as 802 NW 5th Avenue, Suite 100:

A) **Rent, together with Sales Tax per month charged at current rate.**

| | **Base Rent** | **Sales Tax at current rate** | **Total Payments** |
|---|---|---|---|
| **Due upon signing:**<br>$2,375.00 1st months' Rent;<br>$ 2,375.00 security deposit | $2,375.00 | -0-<br><br>-0- | $2,375.00<br><br>$2,375.00 |
| **Total Due Upon Signing** | | | $4,750.00 |

B) Initial Term Thru September 30, 2022

C) Commencement Date June 1, 2020

D) Rent schedule upon renewal of lease commencing October 1, 2022, if applicable: The Parties shall determine the rental due for a third year renewal, should tenant wish to renew, no later than 90 days prior to the end of the initial rental period, i.e., the rental shall be determined on or before July 1, 2022 and a new Exhibit "A" shall be completed and executed by the Parties.

Total Amount Paid: $_____
Received by: _____
Date: _____
Initials accepting terms:

LL: _____

T: _____

**Exhibit "B"**
**LEED/Sustainability Requirements**

This Exhibit is a material part of that certain Lease by and between Real Estate Acquisition for Children, LLC ("Tenant") and Children's Trust of Alachua County ("Landlord") for the Premises described as 802 NW 5th Avenue, Suite 100, Gainesville, Florida:

- No smoking (indoors or outdoors)

- Green cleaning: Tenants are required to follow the building's Green Cleaning Policy as attached.

- Painting: Any paint used on the premises shall be with low VOC paint.

# Green Cleaning Policy

## 802 NW 5th Ave Commercial Building



Gainesville Community Redevelopment Agency

# Executive Summary

The City of Gainesville Community Redevelopment Agency is committed to improving the quality of life for all citizens living, working, and visiting our redevelopment areas. We believe quality of life is directly related to human and environmental health, and the sustainable choices made to improve them. Through vision, creativity, and hard work, the CRA is dedicated to implementing sustainable design and construction projects, and strives to be a leader in the green movement. However, we understand that being a leader is more than speaking the language of sustainability; one must lead by example. This is why we are committing ourselves to greening our operational procedures, policies, and activities. We have identified key environmental issues related to how our office indoor environmental quality is affected by cleaning and custodial services. The resulting 'Green Cleaning Plan' is a set of policy statements and implementation strategies which will guide the CRA staff, custodians, and tenants of the 802 NW 5th Ave Commercial building, toward significant reductions in its environmental footprint and improving overall building and occupant health.

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## Definition of 'Green Cleaning'

Green cleaning is defined as using cleaning practices and products to protect our health without harming the environment.

## Purpose of a Green Cleaning Policy

To implement Green Cleaning techniques and products that avoid the use of chemically-reactive and toxic cleaning products that can adversely affect human health and the environment. The policy will feature the additional benefits green cleaning offers beyond simply maintaining general cleanliness/appearance of the commercial building. Additional benefits included improved health and safety which leads to improved worker productivity and less absenteeism.

Green cleaning efforts also expand beyond localized service by considering responsible manufacturing, packaging, distribution, and disposal of cleaning products. By implementing this policy, we will contribute to a more positive economical and cultural impact.

## Cleaning Facts

### Did you know...?

**FACT :** A growing body of evidence links certain chemicals in cleaning products to health problems ranging from asthma and allergies, to attention disorders, even cancer.

**FACT :** Household cleaners are the only household products where manufacturers are not required to list all ingredients under the Federal Hazardous Substances Act.

**FACT :** Many toxins found in cleaning products are 'bioaccumlative', meaning the chemicals do not purge easily from the body and over time even mild exposures can add up to toxic levels.

**FACT :** Marketing of many products are misleading. Certain popular products with words like "green", "citrus", "lemon" or "orange" in the name contain toxic chemicals like 2-butoxyethanol, a solvent that has been linked to blood damage and found to cause cancer in animal testing.

**FACT :** According to the Environmental Protection Agency (EPA), indoor air can be two to five times more polluted than the outside air.

**FACT :** All commercial air fresheners contain Volatile Organic Compounds (VOCs) that accumulate in the body over time. VOCs contribute to a variety of human health hazards and collectively are thought to be reproductive toxins, neurotoxins, liver toxins, and carcinogens. A truly clean environment should smell like nothing at all.

## Common Custodial Chemical Injuries...

The chemicals used in today's common cleaning products can also cause immediate physical damage to those who use them. These injuries end up costing both time and money. According to Washington State's Worker's compensation data, six out of every hundred custodians have lost time due to chemical injuries every year to the following:

- 40% of injuries involve eye irritation or burns
- 36% involve skin irritation or burns; and
- 12% involve breathing chemical fumes

A worker requiring medical treatment for the injury took off an average of 18 hours. The average medical cost per claim was $375, and the lost time for both the worker and supervisor estimated to $350 per claim. One chemical related injury costs $725 per claim. The table below demonstrates how those incidents can add quickly.

| Typical Contract: | |
|---|---|
| Number of Custodians | 100 |
| Accidents Per Year | 6 Accidents with Lost Time |
| For Each Accident: | |
| Cost for Custodian's Lost Time | 18 hours @ $15 = $270 |
| Supervisor's Lost Time | 4 hours @ $20 = $80 |
| Medical Cost | = $375 |
| Cost Per Accident | = $725 |
| Cost Per Year for all 6 Janitors | **= $4,350** |

## How to determine a product is 'Green'

Find and purchase cleaning solutions and services that bear the Green Seal logo and meet Green Seal GS-37 guidelines

Read product labels. Don't use products with words such as "Caution", "Warning", or "Danger".

Look for labels that say things like 'no chlorine bleach' or 'no synthetic fragrances or dyes' or 'no VOCs'

Research the chemicals listed on product labels, and read the Material Safety Data Sheets before a product is purchased. Avoid products with chemicals such as EDTA (ethylene diamine tetraacetic acid or ethylene dinitriacetic acid), NTA (nitrilotriacetic acid), phosphates or derivatives of phosphates, phthalates, petroleum based solvents, glycol ethers, phenolic compounds and surfactants

Look for products that have minimal and/or biodegradable packaging, are concentrated, and can be diluted efficiently.

## What are 'Green Cleaning Techniques'?

Green Cleaning Techniques are methods utilized to limit the amount of dirt and contaminants entering the building, help improve indoor air quality, reduce impact on the environment, minimize the amount of cleaning chemicals that are needed, and reduce overall waste due to cleaning. A list of green cleaning techniques is contained in Appendix A of this document.

## The Benefits of Implementing a Green Cleaning Policy

1. Reduces health problems associated with allergens, chemical sensitivities and contaminants such as mold and bacteria.
2. Decreases air pollution, water pollution, ozone depletion and global climate change.
3. Increases worker satisfaction, improves morale, and reduces absenteeism, and increases productivity, efficiencies and retention among facility occupants.
4. Helps reduce costs to building management, and expenses related to tenants and janitorial staff, including costs associated with sick leave, health care, and productivity loss.
5. Uses energy efficient equipment and focuses on preventive maintenance to reduce expenses.
6. Enhances our organization's goals by being more socially conscious.

## How a Green Cleaning Policy will be implemented at 802 NW 5th Ave

- Green Cleaning Custodial Contracts
- Maintenance of a list of approved cleaning products and techniques
- Multi-Tenant Education and Common Area Protocols

## Resources for Additional Information

Greenseal.org
Scorecard.org
Toxnet.nlm.nih.gov
Householdproducts.nlm.nih.gov
Greencleancertified.com
EPA.gov

# Appendix A

## List of Approved Green Cleaning Products and Techniques

The following is an example list of cleaning products and techniques that meet the intent of the Green Cleaning Policy at 802 NW 5th Ave.

### I. Approved Chemicals

Chemicals that are approved for use in 802 NW 5th Ave must be Green Seal (GS) Certified, which means that they are in accordance with the GS-37 (Industrial and Institutional Cleaners), GS-09 (Paper Products), or GS-40 (Floor Care) performance standards. A list of currently approved products is below. This list will evolve as new products become certified under these standards. Please visit the greenseal.org for the most recently updated product list.



#### Cleaning Products

Any GS-37 cleaning product is approved for use in the building. In effort to consolidate, the following list contains a few of the major product manufacturers.

| Manufacturer | Product Name |
|---|---|
| 3M | |
| | Twist n'Fill #1 Glass Cleaner |
| | Twist n'Fill #3 Neutral Cleaner |
| | Twist n'Fill #4 Bathroom Disinfectant Cleaner |
| | Twist n'Fill #8 General Purpose Cleaner |
| | Twist n' Fill #24 3-in-1 Floor Cleaner |
| Butchers | |
| | G-Force Washroom Cleaner |
| | G-Force All-Purpose & Glass Cleaner |
| | Look Non-Ammoniated Glass Cleaner |
| | Raindance Neutral Cleaner |
| Hillyard Industries | |
| | #140 Super Shine-All |
| | #808 Arsenal Super Shine-All |
| | #960 Green Select Glass Cleaner |
| | #827 Arsenal Green Select Glass Cleaner |
| | #961 Green Select Degreaser |
| | #962 Green Select Bathroom Cleaner |
| | #829 Arsenal Green Select Bathroom Cleaner |
| | #833 Arsenal Suprox Concentrate |
| Johnson Wax Professional | |
| | Stride-Citrus Neutral Cleaner |
| | Professional Crew Bathroom Cleaner & Scale Remover |
| | General Purpose Cleaner |
| | Glance Non-Ammoniated Glass Cleaner |
| | Concentrated All Purpose & Glass Cleaner |
| | Heavy Duty Washroom Cleaner |

| | |
|---|---|
| | Non-Ammoniated Glass & Surface Cleaner |
| | Glass & Multi-Purpose Cleaner Non-Ammoniated |
| | Alpha-HP Multi-Surface Cleaner |
| Rochester Midland | |
| | Enviro Care Tough Job Cleaner |
| | Envrio Care Glass Cleaner |
| | Enviro Care Washroom Cleaner |
| | Enviro Care Low Foam All Purpose Cleaner |

## II. Paper Products

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Green Seal certified and recommended products will be used in the building, however, Green Seal Certified products are preferable to Green Seal Recommended products. Unbleached products with a high post consumer waste content are preferred.

## III. Trash Bags and Liners

Recycled content trash bags should be used whenever possible. The following products have a proven success rate:

- General Plastic Extrusions Trash Bags
- General Plastic Extrusions Trash Liners

## IV. Green Cleaning Techniques:

- Focus on entryways inside and out. Most pollutants enter the building on people's feet, so it's important to trap and remove dirt before it enters the building and to frequently clean the entrances and entry mats.
- Ensure proper vacuuming, extraction, rinsing and drying. Carpets can be host for moisture problems and mold growth. Use Carpet & Rug Institute's Green Label approved vacuums. The bags should be emptied more frequently for better efficient operation of the equipment.
- Minimize particles and chemicals in the air. Mechanically capture dirt and remove it rather than moving it around. Use products like micro-fiber dusting cloths and flat mops, which can eliminate the need for chemicals. When chemicals are needed, use course spray chemicals that do not linger in the air, and apply cleaning products to a cloth rather than spraying the surface to be cleaned.
- Focus on preventive measures and quick clean up of accidents. Therefore, fewer and milder chemicals can be used.
- Focus on touch points. Things like door handles and other areas where people come in contact with within the facility or its fixtures.
- Apply disinfectant in restrooms properly. Ensure the chemicals have proper dwell time so that soil is thoroughly removed using less product.
- Promote safety and prevent cross-contamination. Safer products, use and storage create a safer environment. Color-coded tools ensure that pollutants don't get carried from one area (such as a restroom) to another.

• Use environmentally sensitive products. Paper products, such as recycled tissues and towels bleached without the use of chlorine.

• Minimize Waste. Use only the amount of cleaning or paper product needed to clean a spill or soiled area. Replace paper towels with reusable microfiber or recycled cloths where appropriate. Trash liners should only be replaced when necessary; garbage should be dumped into the main trash barrel and liners should be left in the receptacle if they are clean.

• Communicate. Building occupants need to understand they are part of the process. Proper spill notification, food clean-up and clutter reduction will help to ensure a healthy facility.



## V. Prohibited Chemicals

- Alkylphenol ethoxylates (APEs)
- Phthalates
- Dibutyl phthalate
- Heavy metals including arsenic, lead, cadmium, cobalt, chromium, mercury, nickel, or selenium
- Optical brighteners & chlorine bleach (sodium hypochlorite)
- Ozone-depleting compounds
- Ethylene diamine tetraacetic acid (EDTA)
- Nitilotriacetic acid (NTA)
- Petroleum or petrochemical compounds
- Phenolic compounds and glycol ethers
- Volatile Organic Compounds (VOCs) (must be less than 10%)
- Carcinogens and reproductive toxins
- Zinc
- 2-Butoxy ethanol (EGBE)
- Aqueous ammonia
- 2-Methoxyethoanol or ethylene glycol monomethyl ether (EGME)
- 2-Ethoxyethanol or ethylene glycol monoethyl ether (EGEE)

## VI. Prohibited Practices

- Non-concentrated products should not be used
- Paper towels should not be used for cleaning
- Trash liners should not be removed if they are clean
- Automatic aerosol deodorizers that contain levels of VOCs are prohibited
- Urinal blocks
- Chemically treated dust cloths

# Appendix B

## Example Contract Specifications for Green Custodial Services and Products

### I. Scope:

Procure custodial cleaning services and products that comply with the 'Green Cleaning Policy' for the 802 NW 5th Ave Commercial Building.

### II. Specifications:

In order to be in compliance with the 802 NW 5th Ave 'Green Cleaning Policy', all custodial services and products offered must be certified by Green Seal or in compliance with the Green Seal GS-37 guidelines. Material Safety Data Sheets (MSDS) for all products proposed for use must be submitted and approved prior to use. All cleaning products (including paper products and trash liners) and techniques must meet or exceed the guidelines laid forth in the 'List of Approved Green Cleaning Products and Techniques' and are subject to approval and random audit.



### II. Services and Cleaning Standards

Housekeeping and Maintenance Tasks:

| Location | Activity | Frequency (Times per year) |
|---|---|---|
| Main Lobbies | Clean Entry Mats & Grilles | 52-250 |
| Main Lobbies | Clean Ceiling Vents | 1-6 |
| Air Distrubtion System | OA Intake | Clear within 25 ft intakes |
| Stairways/Landings | Clean/Dust Wall Surfaces | 6-52 |
| Stairways/Landings | Mop Hard Floors | 52-250 |
| Office Areas | Clean Ceiling Vents | 1-6 |
| Office Areas | Clean Lighting Fixtures | 1-6 |
| Office Areas | Clean & Sanitize Phones | 12-52 |
| Office Areas | Dust or Vacuum Venetian Blinds | 3-12 |
| Office Areas | Vacuum All Carpet Areas | 150-250 |
| Restrooms | Sanitize Fixtures, Mirrors, Counters | 52-250 |
| Restrooms | Mop Hard Floors | 52-250 |

### III. Packaging and Labeling:

Packaging shall be comprised of recycled-content materials, shall be recyclable, or shall be returnable to the distributor for refilling. Packaging shall be constructed to assure safe delivery. All products shall be manufactured and packaged under modern sanitary conditions in accordance with federal and state law and standard industry practice.

Each case, bottle and container shall have the following markings:

- Name and address of manufacturer
- Brand name of product
- Net contents in U.S. standard pounds, ounces, gallons, or fluid ounces
- Directions for use, including recommended use dilution and precautionary handling instructions, in English and Spanish
- Recommended antidotal action, if applicable
- Active ingredient claim, if applicable

### Environmental Attributes:

The following environmental attributes are strongly encouraged for products offered for bid:

- Use of renewable resources such as citrus, seeds, vegetables and oils
- Biodegradable by standard methods and definitions
- Designed for use in cold water in order to conserve energy
- Concentrated formulas in product dispensers that measure quantities dispensed
- Recycled-content product packaging and product shipping materials
- Reusable or recyclable shipping boxes
- Refillable bottles or drums

## IV. Training:

If the CRA requests it, at its discretion and as a condition of the contract and at no additional charge, the distributor, manufacturer, or a qualified third party must offer initial and annual on-site training and training materials on the proper use of all cleaning products. Training and training materials must include step-by-step instructions for the proper dilution, handling, use and disposal of the product as well as precautions to be taken in case of spills or accidents. Written training materials must be in both English and Spanish.

## V. Material Safety Data Sheets (MSDS):

The contractor shall submit with the bid a Material Safety Data Sheet (MSDS) for each product formulation. In addition, a copy of this MSDS shall be available and placed at the CRA facilities. All MSDS's must list complete chemical ingredients of each product, including the percentage composition of each ingredient in the mixture down to 0.1%, the chemical abstract service numbers for those substances, and a listing of any potentially hazardous products that may produce gas during or following application.

## VI. Terms and Conditions

Cleaning services and products and cleaning equipment are included in the annual fixed price. Consumable supplies (including all paper products, hand soap, sanitary napkins, etc) are included in the annual fixed price.

### A. Substitutions:

Following award of contract, no substitutions of awarded services or products will be permitted except in cases of natural disasters, item discontinuation, the inability of the manufacturer to ship, or if comparable green cleaning products become available from the contractor at a lower price during the contract period. The contractor must provide documentation to substantiate the occurrence of any

these aforementioned situations. Substitutions must be approved in advance by (contracting entity) in accordance with the terms of this contract.

### B. Emergency Response

The contractor will endeavor to promptly obtain all necessary staff to respond to emergency conditions that may require services beyond the scope of this agreement, including, but not limited to, fires, floods, accidents or injuries requiring cleanup of bodily fluids. The contractor shall response to telephone calls and pagers at all times (24x7).

### C. Responsibility for Damages

The contractor will be responsible for any time or cost related to extra cleaning caused by activities, which occurred during the performance of cleaning. Any damages to the facilities caused by cleaning services will be repaired by the contractor at no additional cost to the satisfaction of the building management.



### D. Management Contract

_____ will be the primary Management Contact for this agreement. All requests for changes to this agreement should be initiated through his office at ____

## VII. Term of Agreement

This agreement will be effective beginning _____2010. This agreement will be self-renewing every July 1 for a continuing succession of one year terms unless otherwise modified by agreement of both CRA and ____.

In the event that _____ fail to meet the standards and obligations established in this Agreement, CRA shall have the right to terminate the Agreement in writing with 90 days notice to ____.

# Appendix C

## Multi-Tenant Education and Common Use Area Protocols

*Notice: Use RUBBER GLOVES and SAFETY GLASSES as appropriate. At no time shall tenants and staff use cleaning supplies and/or caustic chemicals without appropriate protection.*

*Notice: All equipment should be properly cleaned and stored after each use.*

### Front Entry Way

Everyone's efforts are need to maintain the health of the building especially when first entering the building. Trash receptacles and cigarette urns will be placed at all entrances to reduce the amount of food, cigarettes and other trash brought into the building, and they will be emptied and cleaned on a regular basis. Immediate notification of excessive dirt or spills is necessary to maintain a green cleaning standard.



#### Entry Mats:

Since up to 80 percent of the soil in a building is tracked in on the feet of people entering the building, a entry mat will be placed in front of all doorways with outside access. The mats should be made of eco-friendly or recycled material, such as WaterHog™ Eco Mats. These mats are our first line of defense for exterior dirt and everyone is asked to consciously use them.

The Main Entry mat should be at least 10 - 15 feet in length to allow for maximum capture. Entry mats will be vacuumed daily under normal conditions, preferable in the morning to ensure occupants and visitor's first impression is a positive one. The mats should be cleaned more frequently under wet weather or dirtier conditions. Be sure to also clean underneath mats as well.

The mats will also be thoroughly cleaned bi-weekly to remove an excessive dirt or moisture by scrubbrushing the mats with an approved mild soap and water mixture, rinsed thoroughly and line dried.

#### Exterior Entry:

The outside entry is just as important to maintain as the interior. Reducing the amount of dirt and debris directly outside of the building reduces the chances of them entering the building with us. A scraper mat will placed outside of doorways with outside access. The exterior entry should be swept daily, as well as hosed down and power-washed as needed. Continued maintenance of the exterior entry will also reduce the labor necessary to maintain the interior.

#### Touch Points:

Touch Points are areas that the general public come in contact with on a daily basis. Touch points include but not limited to - doorknobs, elevator buttons and handrails. These areas should be cleaned daily with approved multi-surface green cleaning products and techniques to ensure the optimal health of all who enter and occupy the building.

## Floor Care

A comprehensive and daily maintenance program will be established to help achieve a successful floor care system. Our goal is to reduce or eliminate the need for more labor and chemically intensive cleaning projects that such as:

- Spray buffing or burnishing
- Deep scrubbing or recoating
- Stripping and refinishing

The key to extending time between such projects is to use the following green cleaning techniques daily:

- Dry-mopping
- Spot mopping
- Vacuuming

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Since traditional dust mopping or sweeping tend to simply move dust around, microfiber dust mops will be used instead. Microfiber cloths are designed to attract and retain the dust particles, preventing them from being redeposited elsewhere or kicked into the air. These tools are very lightweight and easy to use, which helps reduce fatigue and injury for the custodians.

Additionally, caution signs will placed prior to beginning any floor maintenance work to ensure the safety of all building occupants.

## Elevator

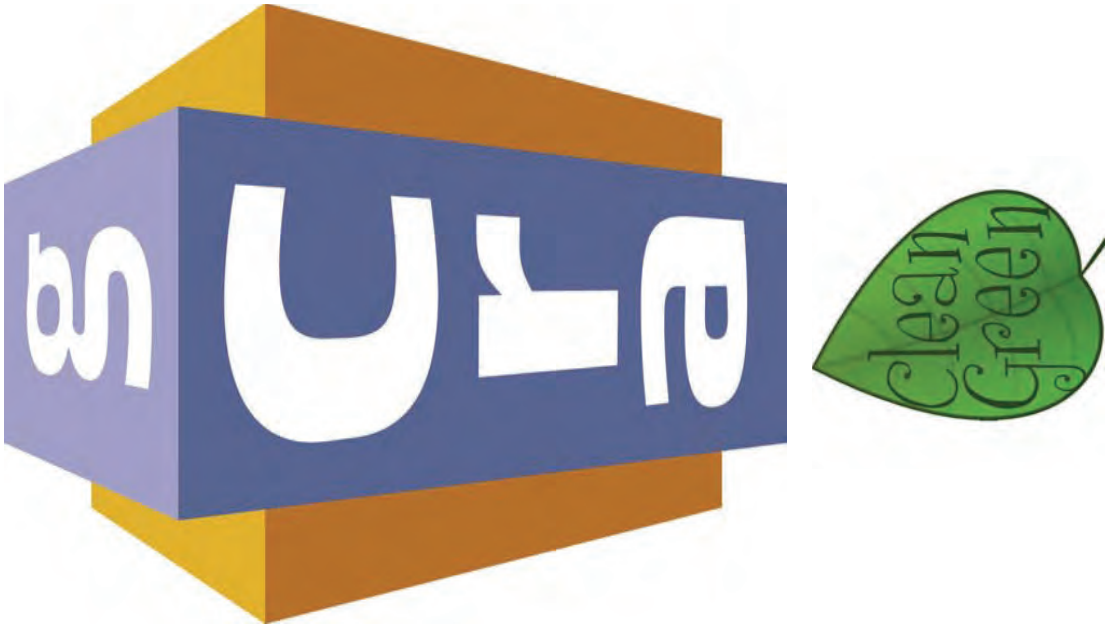
All elevators will be inspected and cleaned daily using established Touch Point and Floor Care procedures. Once again, excessive dirt or spills must be reported immediately.

## Dumpsters, Trash Cans, and Garbage Areas:

Once a week, directly after the City has collected the garbage, sprinkle the dumpster with cat litter to cover bottom. Cat litter will help soak up spilled garbage and odors. Annually, wash out the dumpster with vinegar and water or another similar disinfecting/degreasing cleanser and hot water that you have in a bucket. Take a square-ended shovel and get all material from bottom and sides of dumpster, then using a long handled deck brush, scrub bottom and sides of dumpster with vinegar/hot water solution. Rinse down with hose. Rinse down garbage area with hose after dumpster cleaned. Empty all trash cans and reline with garbage bags weekly or as needed.

## Windows:

Clean inside and out of all windows with vinegar and water -- 1 cup white vinegar to 1 gallon warm water. If you are unable to reach the exterior panes, windows will be cleaned professionally once a year.


Clean
Green

**Item:**

For Your Information

**Requested Action:**

None

**Background**

The following information is for informational purposes only and requires no action from the Trust.

**Attachments**

- April 2020 CTAC Transactions Report – Per Policy 2020-2
- Legal Memo – Authority of the Children's Trust to contract for service – April 22, 2020
- NCF Funders Covid-19 Recovery And Response Impact Report
- BoCC CAPP Policy Discussion – May 5, 2020
- Florida Children's Council – Strategic Plan
- Sample CSC Strategic Plan – CSC of Martin County

**Programmatic Impact:**

None

**Fiscal Impact:**

None

**Recommendation:**

NA

Children's Trust of Ala Cty LIVE

# Print Selected Transactions Report

From Date: 4/1/2020 - To Date: 4/30/2020

| G/L Date | Journal | Description | | Source | Reference | Credit Amount |
|---|---|---|---|---|---|---|
| CTIS-2020-4 JA20 | ALACHUA COUNTY BOCC | Z Check - Unencumbered Contracts | 4/27/2020 | Check | 10023 | $9,265.48 |
| CTIS-2020-7 MR20 | ALACHUA COUNTY BOCC | Z Check - Unencumbered Contracts | 4/29/2020 | Check | 10023 | $19,224.02 |
| CTIS-2020-6R FE | ALACHUA COUNTY BOCC | additional charges | 4/29/2020 | Check | 10023 | $4,912.81 |
| 10/1/19-12/31/19 | ALACHUA COUNTY PROPERTY APPRAISER | 1st Draw FY20 | 4/30/2020 | Check | 10024 | $36,301.00 |
| 1/1/20-3/31/20 | ALACHUA COUNTY PROPERTY APPRAISER | 2nd Draw FY20 | 4/30/2020 | Check | 10024 | $32,204.00 |
| 4/1/20-6/30/20 | ALACHUA COUNTY PROPERTY APPRAISER | 3rd Draw FY20 | 4/30/2020 | Check | 10024 | $32,204.00 |
| MR20 | HEALTHY START OF NORTH CENTRAL FL | FY20-CTAC-NEWBORN | 4/30/2020 | Check | 10026 | $19,233.10 |
| 1920-004 | MERIDIAN BEHAVIORAL HEALTHCARE INC | FY20-CTAC-MERIDIAN SED | 4/10/2020 | Check | 10021 | $23,479.22 |
| 450611534001 | OFFICE DEPOT | Office Supplies - Children's Trust | 4/2/2020 | Check | 10022 | $39.79 |
| 450615015001 | OFFICE DEPOT | Office Supplies - Children's Trust | 4/2/2020 | Check | 10022 | $275.88 |
| 455407838001 | OFFICE DEPOT | Office Supplies - Children's Trust | 4/2/2020 | Check | 10022 | $77.44 |
| 461509218001 | OFFICE DEPOT | Office Supplies - Children's Trust | 4/9/2020 | Check | 10022 | $35.08 |
| MR20 | THE CHILDREN'S HEALTH IMAGINATION LEARNING & DEV | FY20-CTAC-CHILD CENTER | 4/30/2020 | Check | 10027 | $18,270.82 |
| | | | | **TOTAL** | | $195,522.64 |

# *Alachua County Attorney's Office*

**Sylvia E. Torres, County Attorney**


MEMORANDUM

TO: Colin Murphy, Executive Director for the Children's Trust of Alachua County

FROM: Robert Swain, Senior Assistant County Attorney

DATE: April 22, 2020

Re: Authority of the Children's Trust to contract for services.

This follows our conversations regarding the language of the ordinance creating the Trust which is found at §26.03(8) of the ordinance. This has been codified as part of the Alachua County Code. The Section deals with powers and duties of the trust and the paragraph states as follows: "To enter into agreements with government agencies to provide administrative services." This language is not found in the language in the Florida Statutes relating to powers of Children's Services Councils.

In general terms, when applying the rules of statutory construction to legislation the goal is to read the plain intent of the legislation which appears on its face. In this situation, the statutory law did not limit who the Trust could do business with. Therefore, the question would be why would you add language that would give the Trust authority to do what it can already do. Generally, this is interpreted as a limitation on powers contained in legislation. By granting one thing, you exclude others.

However, there is another way to determine legislative intent. Fortunately there is a video record of the meeting of the Alachua County Board of County Commissioners where the Ordinance was approved. The date was 2/17/18. In the video the County Attorney specifically addresses this additional language and while she agrees that the Trust would have the inherent authority to enter into interlocal agreements, staff had recommended this language. It was very clear from the context of the meeting that it was not seen by the Board members as a limitation although to a reasonable reader of just the ordinance it could be.

Therefore, in my opinion, the Trust is free to contract with any service provider it chooses within the parameters of its purchasing policies. It is not limited to obtaining services from other governmental agencies.

I would recommend that you maintain this memo with your files on authority under the ordinance, so that if the issue does come up the reference is clear.

# NCF FUNDERS COVID-19 RECOVERY AND RESPONSE IMPACT REPORT

April 30, 2020

## GIFTS

| Response Funds | April Contributions |
|---|---|
| NCF Cares | $ 37,736 |
| Amazing Give* | $ 235,000 |
| Covid-19 Response | $ 101,847 |
| Working Food Relief | $ 67,662 |
| **Total Contributions** | **$ 442,245** |

**funds go direct to NPO*

## NPO SUPPORT

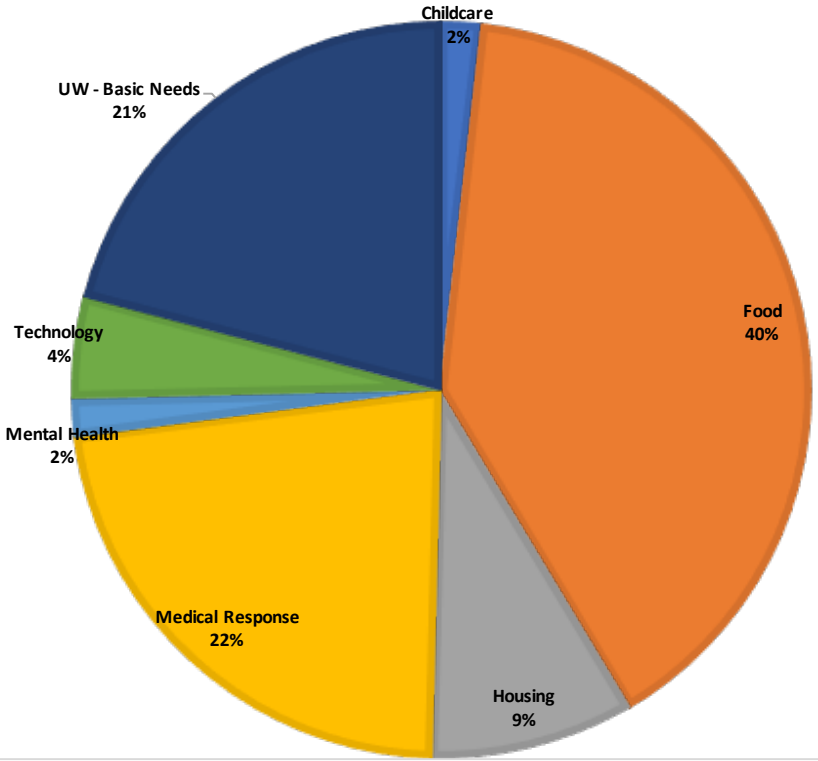
| | Participation by Org |
|---|---|
| Assessment Response | 114 |
| Requests Form | 62 |
| Focus Groups | 14 |
| Webinars | 140 |

**Request Forms:** 50% shared
26% funded

## OTHER RESOURCES

| | |
|---|---|
| Covid-19 Resource Page Visits | 239 |

## GRANTS BY FOCUS AREA




Total Amount Granted: $224,682

## CFNCF GRANTS

| | |
|---|---|
| AdventHealth Foundation | $500 |
| Bread of the Mighty Food Bank, Inc | $1,000 |
| Covid-19 Medical Response Fund | $21,000 |
| Family Promise of Gainesville | $10,000 |
| Gainesville Peer Respite | $1,200 |
| Gentle Carousel Miniature Therapy Horses | $2,500 |
| GNVMasks | $1,131.32 |
| Grace Marketplace | $10,000 |
| Holy Trinity Episcopal School | $3,992.74 |
| Kids Count | $5,000 |
| Rural Women's Health Project | $750 |
| Serfinity Medical | $14,709.43 |
| SWAG | $6,480 |
| The Florida Council for Incarcerated and Formerly Incarcerated Women and Girls, Inc. | $200 |
| Trinity United Methodist Church | $15,000 |
| UF Health | $6,316.55 |
| UF(Mobile Outreach Clinic | $6,200 |
| Working Food | $70,000 |

## UW GRANTS

| | |
|---|---|
| Aces in Motion | $2,000 |
| AMI Kids | $2,000 |
| Child Advocacy Center | $2,000 |
| Catholic Charities | $10,000 |
| Early Learning Coalition | $2,000 |
| Episcopal Children's Services | $2,000 |
| Family Promise | $5,000 |
| Gainesville Opportunity Ctr | $2,000 |
| Kids Count | $3,000 |
| Lazarus Restoration Msts | $500 |
| Pace | $2,000 |
| Peaceful Paths | $2,500 |
| PSF | $9,500 |

# CAPP Policy Discussion

May 5, 2020

# Mission Statement

**Building partnerships to facilitate resiliency, social equity, sustainability, and self-sufficiency for Alachua County residents in order to alleviate and prevent generational poverty**

# BoCC Prior Motions

**5/14/19-At an upcoming policy meeting in the summer, we look at the list of mental health, homelessness, CAPP, and any other community support requested by organizations and have a cumulative policy discussion.**

# Prior Motions-Continued

**9/17/19-Commissioner Byerly moved to refer staff to analyze whether it would be more effective for the County to make whole contributions to fewer organizations (thus forming more intensive relationships with fewer groups) or to award partial requests and spread the funds over more organizations. In addition, staff are to examine the CAPP process with an eye toward giving everyone an equal shot at funding.**

# Funding Allocation by Priority

## Capp Currently Funds Programs in 5 Priority Areas

| Priority | Percentage of Total Funding |
|---|---|
| Children's Education (Ages 6-18) | 25% |
| Child Safety (Ages 6-18) | 11% |
| Disabilities/Health Maintenance | 21% |
| Homeless Housing | 19% |
| Hunger Relief | 12% |
| Senior Citizens | 12% |

# CAPP Unspent Funds

**Each fiscal year a portion**

**of the CAPP total funding allocation remains unspent**

**FY17 $65,000**

**FY18 $127,000**

**FY19 $121,660**

**For FY20, there is currently a projected surplus of $83,865.90**

# Poverty Alleviation

- **CAPP funds are intended to provide funding for programs that alleviate poverty in Alachua County.**
- **According to poverty indicators found in Florida Charts and Kids Count data provided by the Annie E Casey Foundation, the poverty rate in Alachua County has declined slightly since the most recent previous recession.**
- **This is also true of the state as a whole, and can be attributed to a variety of factors.**
- **Recent exponential unemployment will reverse this trend.**

# Poverty Statistics

**2018 FL CHARTS Data:**

- **21.8% of Alachua County residents live at or below 100% of the federal poverty level vs. 14.8% of Florida residents**

- **20.5% of those in poverty in Alachua County are aged 17 and younger**

# Potential Strategies for CAPP Funding Revision

1. **Fund more programs; establish a maximum award per agency**
2. **Mid-year reallocations of unused funding from previous fiscal year**
3. **Revise current CAPP funding priorities**
4. **Coordination with the Children's Trust to award programs identified in CTAC's needs assessment**
5. **Award leveraged grants or seed money**

# 1. Increase Agency Participation

## Fund more Programs

- **Impose a maximum award level**
- **Limit the number of awards per agency**

# 2. Mid-Year Allocations

**Mid-year reallocations of unused funding from previous fiscal year and/or use a “hold-back” in funding**

- **Awards for Innovative Ideas**
- **One-time grants for programs that may not fit a multi-year contractual approach**
- **Capacity-building for successful programs**

# 3. Widen the Focus

- **Family Stability**: ***housing, financial education and stability, job training and education, local food programs and initiatives, rural transportation***
- **Mental Health**: ***increase treatment and education programs, mental health first–aid***
- **Aid for Disabled Citizens**: ***independent living, educational scholarships, vocational training***
- **Aid for Seniors**: ***Fraud and Exploitation Prevention, Aging in Place***

# 3. Narrow the Focus

## Revise/refocus current CAPP funding priorities

- **Reduce the number of funding priorities, re-evaluate each funding cycle**
- **Fully fund one program per priority**
- **Fund fewer programs at full request**

# 4. Coordinate Funding

## Coordinate funding for children's programming with the Children's Trust

- CAPP has historically funded children's programs at an average of 25% of the total allocation
- Coordinate with the Children's Trust to award funding based on their needs assessment
- Explore coordination with CTAC, Community Foundation, and United Way. Create a common application portal

# 5. Encourage Success

## Award leveraged grants or seed money

- **Award funding to agencies that leverage funding by collaboration and use of volunteers**
- **Provide seed money for new programs by agencies with past proven successes**

# Additional Consideration

## Change the Grant Program Name

- **Community Agency Partner Program may no longer accurately reflect the goals of the allocation**

**Suggestions:**

- **Alachua County Equity and Sustainability Program**
- **Alachua County Innovation and Resiliency Program**
- **Alachua County Equity and Resiliency Program**

# Policy Discussion

1. **Continue current CAPP process to support community programs; make no changes**
2. **Revise CAPP process to fund more programs (maximum award, limit programs per agency)**
3. **Mid-year allocation for new initiatives and capacity-building**
4. **Revise/reduce current CAPP funding priorities**
5. **Collaborate and coordinate with other funders**
6. **Award leveraged funding and/or seed money**

**Strategic Plan: 2020 – 2023**
**Final Draft,** last updated 04/08/20

## Strategic Planning Process

During the Spring of 2020, a consultant worked with Florida Children's Council (Council) staff and board to conduct a strategic planning process. The process began with individual phone interviews conducted by the consultant with each Council board member and was followed by a two-day board planning retreat held on March 9 and 10, 2020 in Orlando, Florida. Retreat participants included Council board members as well as the Council Executive Director (ED) and Association Coordinator. This resulting document details the strategic direction, goals, and strategies for the next three years as well as includes specific objectives for 2020.

The decision to conduct a facilitated strategic planning session was based on a general desire by the Council's board to reprioritize the core activities of the Council. While the Council has been a high functioning organization, the potential increase of CSCs throughout the state necessitated a change in focus to an organization that primarily focuses on supporting existing members and ensuring new members have the support necessary to succeed.

Both the Board Chair and the ED share responsibility for oversight of the strategic plan's implementation. To assist with implementation progress monitoring, each board meeting should include a strategic plan progress report. Additionally, during the annual budgeting process, the Board of Directors and ED should formally review the strategic plan in light of current operating conditions and evaluate progress made on the strategic plan during the past year. At this review, modifications should be made, as needed, to the plan, as well as development of strategies and action plans for the upcoming fiscal year. At the first board meeting of each fiscal year, strategies and action plans for the upcoming year should be presented and approved.

## Strategic Direction

This strategic plan is intended to guide the Council during the next several years. Analysis of information from the SWOT indicated that the mission and overall operations of the Council are sound and thus, the Council should focus on continuous quality improvements in all areas as well as additional emphasis on:

- Strengthening member support activities facilitated by the Council
- Increasing collaboration and information-sharing between CSCs
- Increased selectivity when considering adding additional grants to the Council's grants portfolio

## Strategic Goals

1. Area of Council Activity: Support Member CSCs
    - Enhance CSC efficiency and effectiveness by increasing access to relevant CSC-generated information, processes, products, best practices, and knowledge.

2. Area of Council Activity: Policy Advocacy
    - Increase the effectiveness of the Council's state-level policy efforts.

3. Area of Council Activity: CSC Expansion
    - Support the CSC authorization efforts in Escambia, Indian River, and Leon counties.
    - Support the transition to operation for Alachua County's CSC (authorized in 2019).
    - Increase the number of CSCs in the state (2021 and beyond).

4. Area of Council Activity: Grant Initiatives
    - Support the Council's mission and priorities through the selective implementation of grants.

5. Cross-Cutting Goal
    - Increase statewide awareness of the Council and CSCs.

## Mission Statement Update

Current: The Florida Children's Council works 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.

Potential modifications:

a. The Florida Children's Council is the statewide association of Children's Services Councils supporting local Councils to improve the lives of Florida's children and families through statewide leadership on policies and best practices, as well as, technical support to its members.
b. The Florida Children's Council is the statewide association of Children's Services Councils supporting local Councils' efforts and providing statewide leadership to improve the lives of Florida's children and families.
c. The Florida Children's Council is the statewide association of Children's Services Councils connecting local Councils' efforts and providing statewide expertise to improve the lives of Florida's children and families.

## Council SWOT

A SWOT was created based on the perceptions of board members, the ED, and the Association Coordinator as obtained by the consultant during pre-retreat interviews. The items in the SWOT are not listed in any order although those items mentioned more frequently during the interviews are placed higher in each list.

The SWOT provided information about the Council's current strengths, weaknesses, opportunities, and threats. This information was then utilized to develop the goals and strategies for the plan.

Council Strengths

a. Council staff leadership (Matt also added: Jenny as a strength)
b. Demonstrated collegiality and cooperation between member CSCs
c. The Council's legislative relationships, efforts, and results
d. Collectively, Council members represent many children in the state (>50%)
e. Collective expertise of member CSCs
f. Growing number of CSCs (i.e., strength of a collective voice)
g. Grant-supported programs – enable to Council to support CSC goals at the state level, increase FCC's visibility (also noted as a weakness)
h. Board members' knowledge, expertise, and collaborative attitude
i. Council's strong relationships in Tallahassee with partner organizations & state agencies
j. Effectiveness of Council's lobbying firm (also noted as a weakness)
k. The data analysis conducted by the Council (e.g., FATES fiscal cliff analysis)
l. FCC fund balance - is available to fund strategic priorities, provides cash reserve (also noted as a threat)
m. The Council and individual CSCs have a powerful mission

Weaknesses/Internal Challenges

a. The value of Council grant programs to the Council and its members is unclear to some board members
b. Insufficient interaction and information sharing between CSCs (e.g., CSCs end up "reinventing the wheel")
c. Need to further finetune the Council's legislative efforts
d. Lack of awareness of the Council - "best kept secret"
e. Lack of an external communications plan for the Council (e.g., to communicate the CSC story proactively including messages of stewardship and accountability)
f. Variations between CSCs and their local environments can make is challenging to identify areas of focus for the Council and legislative priorities that benefit all members (e.g., the authority under which each CSC was created varies thus impacting how each CSC may be impacted by state level policy changes)
g. Not all CSCs are a member (i.e., Pinellas and Okeechobee)
h. No formal plan/process to support the operational start-up of new CSCs
i. Members are very interested in a means of sharing documents, processes, best practices but don't yet allocate the resources needed to do this

j. Due to the demands of running their CSCs, board members "don't have much time to think about the Council"
k. Current Council staffing levels limit ability to properly support multiple Council priorities
l. No common outcomes measures/tools/metrics across CSCs that are available to the Council which make it difficult to tell a statewide CSC results story
m. Council's lobbying firm is not pulling their weight
n. Some existing bad PR/optics that complicate telling the Council story (e.g., Pinellas not a member)
o. Relationships with local level legislative delegations vary by CSC
p. At least one member not feeling their CSC is getting sufficient ROI from their dues

Opportunities

a. Increasing CSCs efficiency and effectiveness through increased sharing across CSCs (e.g. information, processes, products, etc.)
b. Expanding the number of CSCs (possibly 3 more in 2020)
c. Moving SAMIS to the Council (i.e., increase Council data capacity/access)
d. Leveraging and/or expanding Council grant programs to build a role for the Council as a "thought leader"
e. Individual CSCs have a demonstrated record of positive results in their communities – which can be leveraged by the Council at the state level.
f. Coordinating clearly define legislative goals and strategy between Council staff and CSCs which have policy staff – increasing synergies
g. Growing revenue – from more members, more agencies participating in SAMIS, and/or more grants
h. Expanding Council's data capabilities to increase Council impact (e.g., through data agreements between CSCs and with state agencies, expanding SAMIS capabilities, etc.)
i. Creating common data points across CSCs that are available to the Council (via SAMIS Collaborative)
j. Engaging in year-round legislative engagement, especially during legislative "off season"
k. Support expansion of children's funding streams nationally
l. Securing a seat for the Council on the Children's Cabinet
m. Establishing a PAC to support policy advocacy
n. Becoming more involved in Florida Chamber Early Learning Business Alliance
o. Some of the Council's fund balance can be used to support strategic plan goals

Threats/Challenges

a. Legislative attacks on home rule and special taxing districts (including sunset clauses)
b. Lack of brand awareness throughout the state of the Council and CSCs overall
c. Overall political climate
d. Growing number of CSCs (i.e., with more CSCs, can't run under the radar; all CSCs could be "punished" if one CSC makes a mistake)

e. Vulnerabilities due to a “ripple effect” of scandals (such as Florida Coalition Against Domestic Violence)
f. Council fund balance (if not drawn down to a lower level)

## Goals, Strategies, 2020 Objectives, and Initial Action Plans

Below are the Council’s strategic goals, strategies, and 2020 objectives. Additionally, Council staff have included initial action steps they will take through June 2020 to begin implementation of this plan. Action steps followed by an asterisk (**) may require an expenditure of Council funds.

### Area of Activity: Support Member CSCs

**Goal:** Enhance CSC efficiency and effectiveness by increasing access to relevant CSC-generated information, processes, products, best practices, and knowledge.

Strategies/Key Actions

a. Establish document/media-sharing process and capability based at the Council.
b. Convene meetings of like-sized CSCs to focus on best practices that are realistic and achievable.
c. Increase meetings of CSC staff Affinity Groups (e.g., data, communications, The FIRM).
d. Create a CSC-staff leadership structure for Affinity Groups to build on CSC staff expertise and promote CSC staff engagement.
e. Utilize virtual platforms to facilitate increased meeting frequency (e.g., Zoom, MS Teams, etc.).
f. Focus on efforts that will benefit commonalities and core focuses among various sized CSCs.

2020 Objectives

a. Organize first convening of like sized CSCs.
b. Present options on technology or process to enhance information sharing.
c. Develop questionnaire focused on data collection in preparation for face-to-face meetings. Additional timeline after interviews.
d. Establish document sharing process and capability based at the council.
e. Identify existing and potential new Affinity Groups and members.
f. Create Affinity Groups structure, process, and leadership.
g. Schedule initial Affinity Group meetings.

April-June 2020 Action Steps

- Council will create survey requesting that each member CSC provide the names and contact information of those who will represent their CSC on the following affinity groups:
  - Policy (FIRM)- First meeting complete, future meeting scheduled.
  - Finance
  - Program

  - Communications
  - Quality Assurance
- Once names are provided, Council will create individualized distribution lists and contact members to schedule first meeting. During the first meeting, topics of focus, group leadership, and meeting schedule will be discussed.
- Council will determine if Microsoft Teams is a viable platform to increase information sharing between all member CSCs. Council staff will meet with CSCs that are fully implementing Teams to discuss benefits and limitations. Council is currently utilizing the free version of Teams so there could be an additional cost for an upgrade to ensure adequate storage capacity for shared documents and maximizing the full benefits of the platform. If agreed on by board members, Council will create, with input from CSC staff, a list of documents that can be collected and maintained in teams.
- If Teams is not a viable solution, Council will continue its efforts to identify another system.**

**Area of Activity: Policy Advocacy**

**Goal:** Increase the effectiveness of the Council's state-level policy efforts.

Strategies/Key Actions

a. Develop year-round legislative engagement strategy at state level and in CSC communities.
b. Emphasize a targeted, broad issue focused policy agenda approach (e.g., Youth Programs).
    - Strengthens relationships with legislators and staff
    - Thorough understanding of bills
    - Allows flexibility to address unforeseen circumstances
c. During session, develop a coordinated approach to engage the legislature. FCC will lead all efforts associated with approved Council policy agenda.
d. Convene CSC policy focused staff to determine annual policy agenda for FCC.
e. Resurrect The FIRM (e.g., schedule weekly meetings to create cohesion of strategy).

2020 Objectives

a. Identify policy strengths of CSC staff to maximize legislative efforts and increase results.
b. Propose policy agenda with input from CSC staff.
c. Plan developed and disseminated.
d. Create affinity group (e.g. "Firm") call schedule and utilize alternative technology communication platforms (Slack, Skype, GroupMe, etc.).

April-June 2020 Action Steps

With input from members of the Firm, the Council will develop surveys to collect information that can be used to create common talking points (one pagers) in the areas

outlined below. Focusing on diversifying the messaging around the work being done by CSCs will allow for more effective advocacy and legislative engagement.

- Convene first meeting of the Firm.
- Develop talking points to address operational transparency and CSC outcomes.
- Complete Council policy platform for approval by the board.

**Area of Activity: CSC Expansion**

**Goal 1:** Support the CSC authorization efforts in Escambia, Indian River, and Leon counties.

Strategies/Key Actions

a. Provide coaching support and create a *Campaigning for a CSC* toolkit/roadmap.
b. Facilitate CSC campaigns access to established CSCs' staff or ED expertise.
c. Coordinate with previous CSC campaign management to assess materials and information needed for toolkit/roadmap.
d. Integrate coaching and support for CSC campaigns with fee for service structure and associated timelines (charging as consultants) for future authorized CSCs.

2020 Objectives

a. Conduct assessment with CSC campaigns to determine which tools, information, and guidance/support would be of most use to them.
b. Create CSC campaign toolkit/roadmap and pilot with current campaigns.

April-June 2020 Action Steps

- Begin to conduct interviews with CSC campaigners to assess which tools, information, and guidance/support would be of most use to them.
- Procure/develop method in online platform (potentially DropBox) to house information for CSC campaigns.**

**Goal 2:** Support the transition to operation for Alachua County's CSC (authorized in 2019).

Strategies/Key Actions

a. Provide coaching support and a CSC start-up toolkit/roadmap.
b. Facilitate newly authorized CSCs access to established CSCs' staff.
c. Create a fee for service structure and associated timelines (charging as consultants) for future authorized CSCs.

2020 Objectives

a. Conduct assessment to determine what would be most helpful to new CSCs.
b. Create start-up toolkit and pilot portions of its use with Alachua.

April-June 2020 Action Steps

- Begin to conduct interviews with CSC EDs and selected staff to determine areas of focus for a draft outline of the toolkit/roadmap.
- Procure software to disseminate survey to selected CSC staff or EDs aggregating information required from draft outline.**

**Goal 3:** Increase the number of CSCs in the state (2021 and beyond).

Strategies/Key Actions

a. Develop opportunities to engage non-CSC communities throughout the state by identifying organizations with similar missions (e.g., Kiwanis, Rotary).
b. Utilize existing statewide partnerships (e.g., AELC) to identify local interest in CSCs and appropriateness of Council engagement.
c. Update/create documents provided to communities interested in CSCs.

2020 Objectives

a. This is a future goal - no formal actions will be taken in 2020.

**Area of Activity: Grant Initiatives**

**Goal:** Support the Council's mission and priorities through the selective implementation of grants.

Strategies/Key Actions

a. Implement continuous quality improvement (CQI) activities with Grade Level Reading (GLR) and Families' Ascent to Economic Security (FATES) grants.
b. Assess any new potential grants according to the Council's Grant Considerations Guidelines.

2020 Objectives

a. Discontinue governance and management of the Florida Afterschool Network.
b. Create Grant Considerations Guidelines based on discussions held during the 2020 board strategic planning retreat.
c. Determine and implement any needed CQI items for GLR or FATES.
d. Increase board access to implementation information regarding current grants.

April-June 2020 Action Steps

- Terminate the role of fiscal sponsor for the Florida Afterschool Network (FAN).
- Provide support to FAN while transitioning to a new fiscal sponsor by working with the FAN ED and advisory committee and providing fiscal support through the end of the current grant cycle (September 2020).
- Complete update of MOU with Thinkspot to reflect scope changes in the FATES project.
- Create tool to be used when reviewing potential grant opportunities to ensure grants meet established criteria.

**Cross-cutting Goal: Increase Statewide Awareness of the Council and CSCs**
(Note: This is a cross-cutting goal because it supports all areas of Council activity.)

Strategies/Key Actions

a. Increase awareness of CSC issues and outcomes at a statewide level to increase legislative success and support for new and existing CSCs.
b. Coordinated statewide marketing of CSC investments, accountability, ROI, and impact.
c. Secure marketing professional to create and execute communications plan.
d. Create talking points targeted to multiple constituencies. Existing points are program-focused—need those that address accountability/transparency, economic impact, etc.
e. Develop periodic newsletters, targeting multiple audiences, highlighting CSC successes, research related to children, policy issues, etc.
f. Cross-brand FCC and CSCs.

2020 Objectives

a. Determine individual CSC's available local-level data related to accountability, transparency and economic impact.
b. Identify and procure a marketing professional to work with the Council in 2021 to develop and implement a statewide marketing plan.

April-June 2020 Action Steps

- Create and post an RFP for communications support.
- Include board in selection process and provide recommendations upon completion of procurement process.**

CHILDREN'S SERVICES COUNCIL
MARTIN COUNTY

"INVESTING IN OUR FUTURE"

# Strategic Plan 2014-2019

# 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.

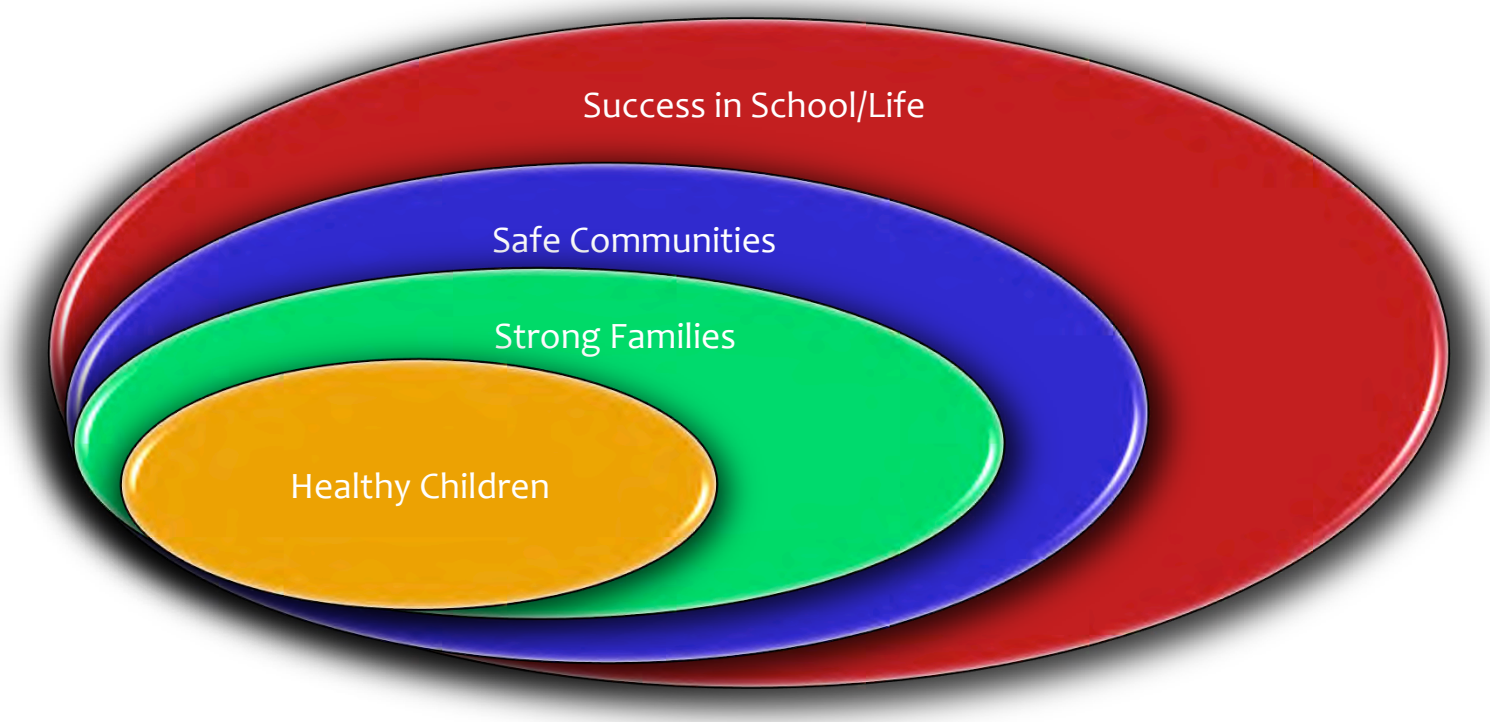
9. CSCMC provides public education, advocacy on behalf of children and families, access to information, and research to guide strategic decision-making.

## 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 on-grade-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 DOING [1] |
|---|---|---|---|---|
| **Low Birthweight** (Live births less than 5.5 lbs.) | 8.8% | 7.8% | 8.7% | |
| **Births to Obese Mothers at Time of Pregnancy** | 16.2% | 21.6% | 20.6% | |
| **Infant Mortality** (Rate per 1,000 live births ages birth to 1) | 8.2 | 4.2 | 6.4 | |
| **Children Under 18 Without Health Insurance** | 15.6% (2008) | 11% | 11.9% | |
| **Childhood Obesity** – 6th graders | 20.6% (2006) | 17.1% (2010) | 11.7% (2010) | |
| **Alcohol Use Among Teens** (Past 30 Days) | 37% (2004) | 27.7% (2012) | 24.6% (2012) | |
| **Priority Area II: Strong Families** | | | | |
| **Child Maltreatment Rate** (Rate per 1,000 youth ages 0-17) | 6.3 | 8.1 | 13.6 | |
| **Domestic Violence Rate** (Rate per 100,000 population) | 503 | 400 | 590 | |
| **Birth to Teens** (Rate per 1,000 teens ages 15-19) | 43.1 | 26.1 | 29.1 | |
| **Children Under Age 18 Living Below Poverty Level** | 14.8% | 21.8% | 25% | |
| **Priority Area III: Safe Communities** | | | | |
| **Referrals to Dept. of Juvenile Justice** (Rate per 10,000 youth ages 10-17) | 703.5 | 599.1 | 597.9 | |
| **Unintentional Child Injuries Resulting In Death** (Rate per 100,000 ages 1-19) | 13.4 (2005-07) | 18.5 (2009-11) | 10.8 (2009-11) | |
| **Child Death Rate** (Rate per 100,000 children ages 1-14) | 23.9 (2005-07) | 20.7 (2009-11) | 18.3 (2009-11) | |
| **Teen Death Rate** (Rate per 100,000 teens ages 15-19) | 66.3 (2005-07) | 64.9 (2009-11) | 51.4 (2009-11) | |
| **Priority Area IV: Success in School and Life** | | | | |
| **Children Ready at Kindergarten Entry** (Percent 3 and 4 year olds) | 83% | 89% | 88% | |
| **3rd Grade FCAT 2.0 – Reading** On or Above Grade Level | 65% (2011) | 66% (2012) | 56% (2012) | |
| **8th Grade FCAT 2.0 – Math** On or Above Grade Level | 67% (2011) | 66% (2012) | 57% (2012) | |
| **Students Graduate High School Within Four Years of Entering 9th Grade** | 67.5% (2006) | 82.4% | 71% | |

# 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.

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## *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.

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## WEBSITE ACCESS

***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."***