

# CHILDREN'S SERVICES COUNCIL OF PALM BEACH COUNTY

March 29, 2018, 4:30 p.m.

## MINUTES

### 1. Call to Order

Chair Weber called the meeting to order at 4:30 p.m.

Present:

Thomas Bean

Paulette Burdick

Vince Goodman

Tom Lynch

Vern Melvin

Debra Robinson, M.D.

Jose Luis Rodriguez, Esq.

Thomas P. Weber

Excused: Donald E. Fennoy II, Ed.D.; James Martz

A. Invocation – led by Vince Goodman

B. Pledge of Allegiance – led by Vince Goodman

C. Presentations

1. Employee Service Awards – Chair Weber recognized Elsa Sanchez-Vahamonde and Mike Roedel, each for their 10 years of service to CSC. He stated that 39 employees (40%) at CSC now had over 10 years of service.
2. Introduction of New Council Member Donald E. Fennoy II, Ed.D. – Dr. Donald E. Fennoy, II, Superintendent of Schools, was welcomed (in absentia) to the Council.
3. Farewell to Former Council Member Robert M. Avossa, Ed.D. – Dr. Robert M. Avossa was thanked (in absentia) for his three years of service to the Council; a plaque will be mailed.
4. Presentation of Strong Minds Evaluation - Jianping Shen, Ph.D., WeEval, LLC; Kim Lu, Ph.D., Evaluation Officer; Michelle Gross, Ph.D., Director of System Performance; Jennifer Coleman, Program Officer

The Strong Minds network, the local quality rating and improvement system (QRIS) in Palm Beach County, was presented to the Council at the February Council meeting. At the end of the 16/17 fiscal year Strong Minds served:

- 222 programs
- More than 2,000 teachers/practitioners
- 12,000 children, ages 0 to 5 (79% received public funding)

Key findings from year three of the five-year Strong Minds Evaluation were presented.

The QRIS is designed to improve school readiness by improving child learning and development. Before the impact on school readiness can be determined there is a process that needs to occur:

- Child care programs need to use the supports in order to make improvements

- Child care practitioners need to access professional development opportunities and make changes in their teaching practices
- Children need to demonstrate increased learning to impact school readiness.

Strong Minds QRIS began January, 2015. School readiness scores were examined from Fall, 2016. The longest that a child could have benefited from Strong Minds supports and resources (for the purpose of this year-three evaluation) is approximately 1.5 years. Programs were just learning to access supports and resources so it is early to draw conclusions.

Strong Minds supports offered:

- Navigation – as a central point of contact to Providers
- Technical Assistance
- Tiered Reimbursement Supplements
- Professional Development – career advising, informal and formal learning opportunities, SEEK scholarships and ACHIEVE salary supplements
- CSC Scholarships for children so they can access the high quality.

Strong Minds is divided into four different levels: the 'emerging' and 'promising' status ratings have been created to support programs in their initial journey into quality improvement; the "In-Network Tier 1" and "In-Network Tier 2" levels have demonstrated an ascending higher level of quality.

The Strong Minds Evaluation years one and two had focused on assessment of the implementation process. In year-three the evaluation started to examine early outcome achievement. Questions asked in year-three:

- How do key stakeholders perceive the design and implementation of Strong Minds?
- What is Strong Minds' impact on childcare programs?
- What is Strong Minds' impact on children?

Multiple data sources were analyzed for the year-three evaluation. They included surveys with Program Directors, the CLASS quality assessment tool (quality measurement of child/teacher interactions), the GOLD tool (documenting child development and learning progress), and the FLKRS-WSS (Florida Kindergarten Readiness Screener – Work Sampling System).

#### Key Findings:

- Childcare programs agreed with Strong Minds' design and implementation, they felt all the elements were important, and that all elements were implemented with quality.
- There was a statistically significant improvement between the first and the second program assessments, increases in both emotional support and instructional support.
- Analysis of the impact of various areas of technical assistance (e.g., behavior management) had a statistically significant impact across the classroom organization score, the emotional support score and the instructional support score. This provides evidence of the validity of the Strong Minds Theory of Change.
- Impact of Strong Minds on child development and learning (chart showed amount of growth between Fall and Spring for FY 14/15, 15/16 and 16/17). Growth has occurred across all domains (social emotional, physical, language, cognitive, literacy, and

mathematics.) This implies that Strong Minds in-network programs, when compared against themselves over the years, were operating with better and better quality.

- When children in a Strong Minds program were compared to children not in a Strong Minds program, (after controlling for background) the children in the Strong Minds program scored 3 points higher on the FLKRS-WS for FY 16/17, a statistically significant finding.
- When kindergarten readiness was measured, 2.5% more of the children in the Strong Minds programs scored ready over those children not in Strong Minds programs (after controlling for background), a statistically significant finding.
- Children in in-network Strong Minds programs had a statistically significant score 4 points higher than those children in non-in-network, (i.e., promising or emerging status) programs.
- Children from Strong Minds programs were 1/4 less likely to be retained in kindergarten than children from non-Strong Minds programs, a statistically significant finding.

Summary:

Strong Minds demonstrates an overall positive impact on teacher-child interactions, gains in child development and learning, kindergarten readiness, and kindergarten retention.

Nationally, 40 states have a statewide QRIS; the two most challenging tasks for a statewide QRIS to show are the validity of the theory of change (whether input into the system made any difference), and whether high quality-rated programs are associated with better child outcomes. The year three Strong Minds evaluation results show emerging evidence to support the validity of the Strong Minds theory of change, and also support the overall efficacy of the system.

**Q: Are we advocating a strong curriculum to advance the students? Why are some failing?**

**A:** Strong Minds allows for a set of program supports to be in place. There is already emerging evidence of an overall impact in quality, although the effect size is currently relatively small. Next year the data will be disaggregated to see whether the overall quality finding has a differential effect on different sub-groups of children.

**Q: Do we have a Plan B for those that are failing Strong Minds?**

**A:** Strong Minds is a broad approach, when teachers use GOLD as a curriculum-based assessment they can observe an individual child's progress to determine if the child is on-track for promotion. By observing children individually they can make adjustments in the curriculum and teaching practices. Through this information the teachers can determine where children are struggling and figure out what really works, and can adjust the curriculum accordingly. Children may need referrals for vision, hearing or special needs.

**Q: How many children are in the program?**

**A:** Approximately 12,000 children.

**Q: Are the sites located throughout Palm Beach County?**

**A:** Yes.

**Q: I would have thought the percentage of being ready for kindergarten would be greater than 2% for those children who were in Strong Minds.**

**A:** The proficiency rate is a more artificial cut set by the State. Another way to look at it is the increase in a student's total points. If they are put together, the overall picture is qualitative emerging evidence, although the effect size is relatively small. From a continuous improvement standpoint, which supports can be emphasized so as to maximize the effects, and in the future see bigger percentage points?

This is the "first look" at child outcomes with Strong Minds, and the longer we have teachers able to access the supports and technical assistance, the results should build and we can expect to see a greater difference in results.

**Q: What is the age group of the 12,000 children?**

**A:** Six weeks old to age five.

**Q: Have we categorized the 12,000 students by race and ethnicity?**

**A:** In February's presentation we had reviewed 10,200 children in the Strong Minds program that are subsidized. Of the 10,200, 52.1% are Black, 33.5% are White, 14.4% are Other. Regarding ethnicity: 41.6% African American, 26.7% Hispanic, 15.8% Caucasian, 9.7% Haitian. The demographics of the practitioners was also reviewed.

**Q: Kindergarten retention data review is awesome, valuable information. Can we correlate accessing technical assistance to kindergarten readiness?**

**A:** Looking at the logic model from inputs on the technical assistance side to child outcomes, through analysis we can establish the validity of theory another way, for example, we have data to show that 10 hours of technical assistance in behavior management is associated with 0.5 points higher on classroom organization, i.e., the CLASS assessment. We also have data to show the CLASS score is associated with child outcomes as measured by flex total score. If you put these two pieces together we can see the theory of change keeps moving to the right hand side – technical assistance keeps increasing the classroom organization scores. Classroom organization scores are associated positively with child outcomes. When these are pulled together we start to put a whole picture together.

**Q: Did you show us where the CLASS scores correlated with kindergarten readiness?**

**A:** In the PowerPoint slide we did not show it, however there is so much data. It is shown by the in-network children vs. the not-in-network children. The in-network children is the highest category of the programs. The not-in-network are the lowest two categories. If they are high in CLASS scores, they are performing better.

**Q: Is there a control on the slide with the bar graph?**

**A:** The diagram is simple, but the amount of work going into it is very detailed. It is hard to evaluate a system of this nature because there is no perfect data. We have GOLD data only for the in-network programs, not for the kids not in Strong Minds. So we can only compare against ourselves. We took the 14/15 sample out and did the gross modelling after controlling for all the things we could control about the kids (race, age, gender, free and reduced lunch, etc.) Then we estimated in each domain such as social-emotional. In 14/15 the annual amount of growth is 37 points vs. the next year it jumps to 59 points. Most

recently it jumps to 61 points. This progression over 3 years looks like Strong Minds is contributing to the quality of child care programs.

**Q: Are these different 4 years olds each year, or is it the same children each year?**

**A:** They are different cohorts each year, statistically adjusted to make the cohorts look the same over the years so we can compare growth over the years.

**Q: Can we not wait until the year-four report to disaggregate the data? I would like to know whether we can disaggregate by site, whether it is a school-based site (School District) or private sector site, and whether it is a child in a full-day program vs. a child in a part-time program. Can we disaggregate by race and gender, as well as zip code?**

**A:** I don't know whether we have data regarding full day and half day, but we have data for everything else. In the chart we presented, we tried to control for all these factors. Then we can ask do the African American kids, Hispanic kids, White kids, do they all have the same amount of growth? We can get more meaning out of it in the future. To the extent possible, moving forward, we will disaggregate by these groups.

**Q: Can I get an estimate on when I can get that data disaggregated?**

**A:** Within 3 months. For clarification – are you looking specifically for the school readiness data?

**Q: The connection between CLASS, GOLD, school readiness – disaggregated. Is it the same for all groups? Is Strong Minds making a difference for every group as measured by that sequence of methods?**

**Q: (Question for the new Superintendent) How many children are being retained in kindergarten?**

A high-level plan for year-four of the Strong Minds evaluation was presented. The evaluation will focus more on outcomes related to practitioners, programs and children, in addition to focusing on the relationship between Strong Minds inputs and outcomes. It will look at outcome achievement within the year, as well as across multiple years. It will try to identify factors related to outcomes to give more information contributing to continuous improvement of the programs.

Next steps:

- Evaluation process and findings will be shared with participating programs. Once shared, Providers will be invited back for further discussion on the findings.
- Continue to focus on high quality teacher-child interactions.
- Continue to encourage programs to utilize Strong Minds supports and services.
- Implement CLASS tool in infant and toddler classrooms to strengthen link to school readiness.
- Increase the number of programs to be accepted into Strong Minds for the current year.

It was noted that Council members had received the Strong Minds Evaluation Executive Summary at their places.

5. CSC Funding Process – Tanya Palmer, Chief Program Officer

A question had been raised at a previous Council meeting about when the last time CSC had issued a Request for Proposal (RFP) for a particular funded program. An evolution of CSC's funding process was presented. The funding process should be directed in a way that supports CSC's funding goal of: children born healthy, free from abuse and neglect, ready to enter kindergarten, and access to quality afterschool and summer programs. In order to achieve these outcomes CSC needs to fund programs in a system of care approach.

- System of care approach requires programs to have interdependence among each other.
  - Healthy Beginnings system has interdependence with entry agencies and the programs they refer out to
  - Strong Minds system has interdependence with the partners that come together to conduct program assessments, technical assistance, career advising, and coaching.
- The interdependence within the system(s) is an important component to achieve child outcomes.

Initially CSC released annual RFPs for all programs. Over the years the span between RFPs increased as contract periods lengthened. The current procedure is to issue an RFP for a specific program, with annual contract renewal.

- Annual RFP process in the early years from 1987 to 1993 encouraged funded agencies to have other funding sources.
- Founding Board of Children's Services Council had wanted to ensure that funding would make a demonstrable impact on the lives of children; they recognized the importance of evaluation. It was recognized that an annual process allowed insufficient time for:
  - Program development
  - Ensuring good data
  - Performing an evaluation
  - Using data to make future funding decisions
- RFPs issued once every three years in 1993/1994
- Focus narrowed in 1995/1996 from 10 service categories to focusing on specific issues and populations (e.g., focusing on infant and toddlers which correlates to school readiness)
- Focus in 2000 became very specific in RFPs; allowed programs the time needed and funds necessary for a long term investment – change to results-based 5 year contracts with option to renew for additional 5 years

Previously CSC had encouraged agencies to seek other funding sources. As RFPs and programs became more specific it was no longer realistic to expect agencies to secure other funding.

- Prevention and early intervention infrastructure developed in 2006/2007
- Adoption of Pathway to Early Childhood Development in 2007/2008, and implementation of evidence-based programming. Implementation of CSC/Agency Relations – General Principles (copy provided). General Principles outlined specificity with evidence-based programming and what needed to happen to reach desired outcomes. Relationship with providers shifted from funder-provider to funder concern with provider capacity building,

professional development, investment in technology, etc. Move to sustained funding, provided that the program still deemed acceptable and fit within CSCs funding parameters.

- 2008/2009 establishment of the RFP/ITN process for the Healthy Beginnings system of care; more programs were added over time as service needs were identified
- 2001/2012 establishment of Comprehensive Program and Performance Assessment (CPPA) and Strategy Review and Allocation Analysis (SRRA) allowed formal accountability and opportunities for providers to observe their own improvements
- 2014 – adoption of revised CSC/Agency Relations - General Principles

Previously, providers proposed programs: CSC now issues specific RFPs for a program or service. Original framework of 10 categories of funding has changed to be focused directly on desired child outcomes. RFPs used to be issued on an annual basis: sustained funding is now in play, taking on the full costs associated with the program such as data systems, monitoring, all by qualified employees. The CPPA and SRAA processes will continue to be used to confirm that the service model is operating effectively.

RFPs are issued on an annual basis for the Great Ideas Initiative. Scholarships for child care, after school, summer camp, and Head Start match funding occur annually.

Other communities adopt this same sustained funding approach; First 5 in California has worked extensively in developing early childhood systems of care. In Florida the Ounce of Prevention and the Florida Association of Healthy Start Coalitions provide funding for evidence-based programming, issuing an initial RFP and working with agencies on an ongoing basis. The Children's Trust in Miami-Dade does not have an early childhood system of care, but they have created exemptions for programs from the recurring RFP process for certain services such as mental health and physical health.

#### Benefits of CSC's current funding model:

- Minimizes level of disruption to families – some programs are four-year programs and a switch of service provider would be disruptive
- Maximizes level of efficiency among providers
- Maximizes investments made in staff training and their knowledge of program models, accreditation, etc.
- Maximizes program maturity and system of care maturity
- Minimizes staff time and effort in having to respond to RFPs annually

#### Benefits of a recurring RFP process:

- Allows for a systematic scan to identify new or newly interested providers
- Allows for a consistent time-triggered process
- Cyclical process to sunset those providers experiencing performance decline
- If there are dramatic changes in the economic condition it is an easy way to dramatically increase/decrease a budget by funding more/less providers.

#### Other considerations:

- Provider agencies may deliver programs in other community settings such as schools, hospitals, or doctor's offices. Transition to other providers necessitates time to re-establish partnering relationships.
- Relationships with community residents such as BRIDGES
- Awareness of how to access services: community understanding of the two system entry points (of the entry agencies) is easy to remember. Should changeover happen public awareness is a large factor to consider
- RFP Response – CSC typically gets a small response to RFPs due to the limited pool of providers able to perform the services required.

Recommendations:

- Continue with current funding model with an RFP to identify a provider and then provide sustained funding, and have recurring RFPs for the Great Ideas Initiative funding.
- Use the Birth to 22 Program Landscape Inventory, and the Great Ideas Initiative to identify new and/or newly interested providers
- Results of SRAA will be reviewed at June Planning Session. Consideration of a recurring RFP for community supports that are newly-identified.

**Q: Does CSC have mental health services available?**

**A:** Mental health services are available within the Healthy Beginnings system with two different providers and mental health services provided through the Primary Project are present in selected elementary schools. CSC participates in the collective impact efforts, a recent needs assessment identified mental health needs and it is currently in a planning process. The Birth to 22 initiative is addressing the array of available mental health services across a child's life span; planning is in process and it is anticipated that CSC will be a funding partner to provider some of those services.

**Q: Is there a way to determine whether a child is mentally disturbed?**

**A:** In the Healthy Beginnings System focusing on children ages birth to five there is a screening process; the screen will identify children experiencing delays. A child experiencing delays may be due to a child's mental health issue, or a parent's mental health issue. Referrals can be made and services provided. In the Primary Project program which operates in 12 elementary schools, a screening is performed in kindergarten and first grade, to identify children with challenges. There are psychologists and other staff performing psychological testing working within the school system.

A subcommittee within the Birth to 22 initiative meets regularly to discuss mental health issues. There are approximately 20 funders involved, and all are interested in investing in mental health services.

**Q: When comparing sustained funding vs. recurring RFPs, if a provider is not working out, is one system more beneficial than the other?**

**A:** If there is a provider with poor performance, the program will not achieve outcomes even if it is delivered with fidelity. CSC would be able to end the funding. There are corrective action processes and the ability to terminate the program even if it has sustained funding. CSC recognizes that there is a life-cycle to help providers develop programs, and the Science of Implementation is used by CSC. It takes 18 months to go through the installation and early



implementation, with an additional period of time to gain experience and demonstrate fidelity, to ultimately achieve the outcomes. Even within a recurring RFP process there are points along the way to determine whether a provider will work out. CSC must allow the RFP cycle to give sufficient time to honor the developmental steps outlined.

**Q: It is clear that people and communities that are suffering need to take an active part in their own healing. How many opportunities will be created for that to happen? Are we going to look at the current programs with intentionality to determine whether community residents are employed in their own healing process? The never-ending evergreen contracts prohibit opportunities for this to happen.**

**My mental health consult with veterans always includes me telling them that there is no adequate mental health response to them having walked through hell. It is my hope that CSC would respond to the horrific tragedy in Parkland by recognizing that particular manifestation of mental illness. There are children who are suffering from trauma every day, however, due to the tragedy, many resources were immediately shifted to that particular manifestation instead of trying to help, nurture, and heal those children who suffer from trauma every day. It is my concern that children who have chronic trauma will now be ignored.**

**Q: Is this CSC Funding Process presentation being given in order to tee-up Council review of the upcoming budget, or a policy workshop? Do we review the Funding Process Policy frequently, or bi-annually? Some questions seemed to reveal there may be a better way to conduct the funding process.**

**A: The presentation was given to respond to a Council member's question regarding whether the Entry Agencies went out to RFP on occasion, and the recommendation was to not change the process and continue with sustained funding.**

## 2. Minutes

### A. February 22, 2018 Council Meeting

**A motion by Lynch/Bean to approve the Minutes of the February 22, 2018 Council meeting as presented was approved by unanimous vote.**

## 3. Public Comment – Agenda Items – N/A

## 4. Council Committees:

- Finance Committee – The Finance Committee met prior to the Council meeting and had reviewed the audit, which had been a clean audit. The Committee recommended approval of the Minutes of the February 22, 2018 Finance Committee meeting, approval of the Financial Statements of February 28, 2018, and approval of the revisions to the Council's Investment Policy.

A copy of the Investment Policy was requested. It was stated that there was a version on the CSC website, accessed by clicking on "About Us", "Council Policies" and "Investment Policy". The newly revised Investment Policy will be sent to Council members.

It was noted that documents pertinent to committee recommendations (which the Council was being asked to vote upon) were not provided in advance; Council members asked to get the paperwork in advance. It was noted that the Finance Committee notebook was usually provided in everyone's paperwork the week prior to the Council meeting, but in the case of the current month only Finance Committee members had received it, and had only received it the day prior to the Council meeting. It was noted that on occasion there would be documents that were walked into the committee meeting(s) as handouts, so those documents would be provided to Council members at their places on the day of the Council meeting. PFM will start managing the Council's investments beginning April 2, 2018. The Committee had a consensus on the budget forecast for 2018/19. The budget will be brought back to the Council for voting once finalized.

CSC's new Chief Financial Officer Debra Heim was introduced.

**A motion by Goodman/Bean to approve the recommendations of the Finance Committee was approved by unanimous vote.**

- Personnel Committee – Chair Weber stated that the Personnel Committee had met March 27<sup>th</sup> and had reviewed the CSC workforce demographics. He stated that the Personnel Committee was satisfied with the diverse representation of talent and was also satisfied with the associated HR practices. It is recommended that the Personnel Committee conduct such a review on an annual basis.

## 5. Consent Agenda

### 1. Additions, Deletions, Substitutions

It was noted that the agenda item packet reflected the wrong date on the agenda items. It was listed as March 22, 2018 and it should have reflected March 29, 2018.

2. Items to be Pulled for Discussion – Agenda item 5B(2) (Reference #7) was pulled for discussion purposes.
3. Adoption of the Consent Agenda and Walk-in Warrants List

**A motion by Burdick/Robinson to approve the Consent Agenda with the exception of Agenda item 5B(2) (Reference #7), and approve the Walk-in Warrants list was approved by unanimous vote.**

### A. Program

1. FY 2017-18 Computer Replacement Initiative Contract between CSC and Nonprofits First - For informational purposes only; no action required.
2. Resolution #18-004 Authorizing Allocation Increase for The Children's Place at HomeSafe, Inc. - Healthy Beginnings Entry Agency - Approved by Consent

3. Resolution #18-005 Consenting to the Assignment of the Strong Minds Outcome Evaluation Agreement to WeEval LLC – Approved by Consent
4. Resolution # 18-006 Authorizing Mentoring Mini Grant Funding – Approved by Consent

B. Business

1. Warrants List – Approved by Consent
2. Proclamation Recognizing April 2018 as Child Abuse Prevention Month

The Proclamation recognizing April, 2018 as Child Abuse Prevention Month was read.

Comments

Staff has worked collaboratively with the Department of Children and Families, the agency ChildNet, community partners in the Birth to 22 initiative, partners in CSC's Healthy Beginnings System of Care, and together with other stakeholders to work towards the reduction of child maltreatment in Palm Beach County. The Proclamation sets forth that there are not enough positive options for these children placed in foster care; there is an urgent cry for quality foster care homes. The urgent cry extends to the need to create safeguards so that children can continue to be supported when they are placed with relatives. In addition, relative caregivers need to be supported so that they can appropriately care for their children.

Moving forward in partnership with the Community Alliance in child abuse prevention planning, an examination will be made of the disproportionate amount of children of color in the child welfare system. Work will continue with Juvenile Justice (JJ) partners: there is a significant amount of children who are neglected or abandoned as a result of connection or touch with the JJ system.

Ongoing efforts for the upcoming year include:

- the disproportionate number of children of color in the child welfare system
- children neglected or abandoned due to their connection with Juvenile Justice
- addressing the opioid epidemic
- addressing human trafficking, and
- how preventable child deaths can be a continued area of emphasis and focus

This work will continue in an effort to reduce the number of incidents of child maltreatment in Palm Beach County.

**Q: What is being done to try to alleviate the 40% of African-American children being abused?**

**A:** The number comes from those who have had interactions with the child welfare system, not all African-American children. Of the calls made to the child welfare hotline, and of those that are *verified* cases of child abuse, 40% of the *verified* cases were regarding African-American children. There are complex reasons why there may be an overrepresentation of children of color in this system, as there may be overrepresentation within other systems such as the health care system, early care and

education, criminal justice, etc. It is because there is a disproportionate contact to begin with.

**Q: This only gives statistics on *verified* child abuse cases. What's the real number including unverified cases?**

**A:** The data can be gathered and presented at a future Council meeting.

**Q: (Question directed to Southeast Regional Managing Director of Department of Children and Families): What percentage of calls do you investigate?**

**A:** About 25% of the calls received by the child abuse hotline are investigated and verified. There is another 15% to 20% of calls that are not substantiated, but there are some indications of abuse, neglect, or abandonment, although the parents/guardians are not taken to court. Of the verified number, we then look at the number that need to be removed because it is not safe for the children in the home. DCF's first priority is to place with family, friends, or relatives – someone the children know.

Unfortunately there are not enough foster homes. A number of children in foster homes may not be in the *most appropriate* foster homes. One of the major foster home recruiting agencies – Kids in Distress – has just received a \$480,000 appropriation for the upcoming year to use to increase the number of foster homes. DCF is well aware that a nurturing foster home is much more appropriate for children than a group home. One of our top priorities is looking at children ages 0-5 who are in group care. In Palm Beach County, there are currently only 7 or 8 children between the ages of 0 to 5 that are in a group home and they have only been there a few days. A sibling group of 6 children has recently been removed from their family home and are in the group home. We hope to get them placed soon.

**Q: What do we do with these Proclamations?**

**A:** This is the third Proclamation that we have accepted in the month of March: one was given by the Board of County Commissioners, one from the Community Alliance, and now one from CSC. Throughout the month of April, CSC and its partners will continue to promote its work and awareness through social media, through the pinwheel gardens, and through a host of other activities around the county. The Proclamations will be traveling around to the activities to be showcased to other municipalities and civic organizations who are conducting awareness events.

A kickoff for the month of the prevention of child abuse awareness events begins April 4<sup>th</sup>. We know that we've seen a significant decline in the rates of child abuse and neglect due to our continued efforts to bring awareness around this issue. We invite you to visit the CSC website where the child abuse prevention and awareness BRIDGES activities for the month of April are highlighted.

**Q: The Proclamation is well written. This is something that needs to be in the newspaper, it should be an editorial.**

**A:** We've done press releases in previous years, and I imagine that we can do some this year.

**A motion by Goodman/Burdick to approve this Proclamation to raise awareness and recognize April 2018 as Child Abuse Prevention Month was approved by unanimous vote.**

Unfortunately there does not seem to be enough awareness of the kind of numbers of child abuse and neglect and the need for more foster homes. Should a child die, that is when there are headlines in the media. It would be better if the need could be promoted without any deaths to stimulate public awareness.

**Q: Can we look at underlying causes – what is a root cause of child abuse and neglect? Maybe through partnerships we can work to address root causes and thereby decrease child abuse and neglect.**

**6. Non Consent Agenda**

A. Business – N/A

B. For Informational Purposes Only – N/A

**7. Walk-In Items – N/A**

**8. Chief Executive Officer's Report**

1. Follow Up from January's Meeting – Which Racial/Ethnic Groups Drop Off or Do Not Enroll in the Healthy Beginnings System? – The report was broken down to prenatally, infants, and children. For the prenatal and infant age groups the data remains consistent, there is no indication of a dramatic drop off. When looking at the statistics for the "children" age group there is a decline in the proportion of African American children that enroll in the Entry Agency compared to other groups. African American children referred is 27% and it drops to 23% enrolled. Caucasian goes from 9% referred to 11% enrolled, and there are also similar increases for Haitian and Hispanic children. The data will be further reviewed, and the work around more successfully engaging the African American families will be explored.
2. Two Generation Programming: Families' Ascent to Economic Security (FATES) – Families may often refuse to take a pay increase because they would stand to lose all subsidies and benefits. CSC is involved with the Kellogg Foundation, and the Florida Children's Council has secured an implementation grant of \$1.2 million from the Kellogg Foundation to implement FATES. CSC will be able to ensure that families can retain their child care, and over time, as the family progresses in its career path, they will then pick up a sliding scale of the costs. This alleviates the fiscal cliff drop off. The project includes an evaluation component so results will be shared with the Council.

**Q: Do we work with Housing Authorities that give out the vouchers? The County has found that Families have been found to refuse job advancements because they are afraid to lose their vouchers.**

**A:** We will take a look at it. Randy is the lead, and is working with CareerSource and the Early Learning Coalition.

3. EC-LINC Parent Leadership and Racial Equity Convening – Dr. Williams-Taylor recognized LaNita Sanders, Program Officer for her leadership role in the Parent Leadership and Racial Equity convening. Two resident leaders from Stonybrook Apartments in Riviera Beach, two staff from Community Partners, and Ms. Sanders from CSC, had attended the event in Oakland, CA in January.

4. Great Ideas Initiative Success Story – NAMI Ending the Silence – The National Alliance on Mental Illness (NAMI) was one of 26 organizations that received CSC's Great Ideas Initiative funding. NAMI used the funding to start the "Ending the Silence" program, a 50-minute presentation for middle and high school youth. The presentation focuses on mental health issues, how to help a friend, how to talk to a trusted adult, and how to end stigma. The presentation ends with a testimonial from a recovering youth sharing their successes. Over 950 middle and high school students have benefited from these presentations.
5. Ready by 21 National Meeting – Due to Palm Beach County's Birth to 22 initiative and its work, the Forum for Youth Investment selected Palm Beach County as its venue for this year's Ready by 21 National Meeting. It will be at the Convention Center, and attendance is usually around 500, with leaders talking about partnerships, policies and practices. Many members of CSC staff are conducting workshops and presentations. An update of the event will be provided in April.
6. Birth to 22 Business Breakfast (Pre-Event) – In order to take full advantage of the national convening by Ready by 21, CSC is hosting a breakfast for the business community to highlight the local Birth 22 initiative. The event is entitled "Palm Beach County Children: Our Most Promising Startups". Council members were asked to get the word out. The event is a vehicle to formally launch the Youth Master Plan. Tony Carvajal from the Florida Chamber Foundation will be moderating the breakfast event, and Kim Fortunato, President of the Campbell Soup Foundation will be the Keynote Speaker. She will discuss how to bring many entities together to improve child outcomes, providing her insight in how they did it in Camden, New Jersey. There will be a panel which includes our Vice Chairman, Thomas Bean. Mr. Bean was thanked for his participation.

Sponsorship of "Palm Beach County Children: Our Most Promising Startups" Breakfast – If Council members know of any entities that may want to sponsor the business pre-event please encourage them. Sponsorship proceeds will be given to Achieve Palm Beach County, an initiative working to ensure that Palm Beach County students have access to post-secondary training and college degrees. This funding will be a scholarship program and will be focused on those students who are in college, but due to circumstances may be only \$400 or \$500 away from dropping out. It will be used for emergency funding to help them stay in college. A second recipient of the sponsorships is Inner City Innovators, Inc. whose mission is to inspire and empower inner city youth to embody change and safety in their communities. The United Way registration website link is provided in the CEO Report.

A sponsorship form for the business breakfast will be emailed. A sponsorship form for the Ready by 21 event was provided.

7. Swim Lesson Vouchers – Due to CSC funding, the number of children receiving swim lessons in Palm Beach County has jumped from 527 in 2014, to 2050 - nearly a four-fold jump. During the swim season of 2017, CSC and the Drowning Prevention Coalition had worked to determine how to best reach those families in need. Presentations were given to BRIDGES locations in March, the 1-hour presentation allowed the attending families early access to the vouchers. In addition, outreach was made to summer camps, and the price of swim lessons was discounted. Lastly, there has been greater cooperation with the YMCA of Palm Beach County to accept more camps. The number of campers receiving swim lessons is now at 909. The zip codes where the swim vouchers are redeemed mirror the BRIDGES locations. The swim vouchers become available on April 1, 2018. There are 15 public pools accepting the swim vouchers.

**Q: How do we go about recruiting more students to take advantage of CSC's generosity?**

**A:** There are paid social media posts which has been the most effective way. The outreach performed by Drowning Prevention Coalition employees at the BRIDGES sites is another way. There is also outreach to summer camps.

**Q: There is a special needs population, and children on the autism spectrum who are particularly attracted to water. Is the outreach working with special needs agencies?**

**A:** Five children with autism have drowned in Palm Beach County in the last decade. CSC has an autism and drowning prevention brochure which is distributed through FAU CARD (Center for Autism-Related Disabilities). Special needs children have priority with the voucher and can also receive second and third vouchers in the summer, they could receive upwards of 24 swim lessons, although it's rare for someone to redeem 3 vouchers. There are children who redeem two vouchers, and it's largely at the therapeutic recreation center pool in Lake Worth.

8. Community Impact Data – The Communications team and Business Systems Analysts created 14 flyers for the most engaged and largest municipalities (examples of several were at Council member places). The flyers show the types of CSC programs and services available in those communities. Snapshots have also been put together for legislative use and district use, CSC will be meeting with legislators and county commissioners over the next few months to share this information.

9. TLJMS Healthcare Professional of the Year Nomination – Debbie Manigat was recognized for her nomination as a finalist in the category of TLJMS Healthcare Professional of the Year for the T. Leroy Jefferson Medical Society Inaugural Awards Luncheon. Congratulations to Debbie.

9. Legal Reports – N/A

10. Public Comment – Non-Agenda Items – N/A

#### 10. Council Comments

Staff were thanked for their work and for supporting the Council.


The First Robotics South Florida Regional will be held at the Palm Beach County Convention Center on Friday, March 30<sup>th</sup> and Saturday, March 31<sup>st</sup>. It is an event that displays the ingenuity of students and exhibits their enjoyment at competing. The event is free and open to the public. The core principle of the regional is to help each other with gracious professionalism.

#### 12. Adjournment

The meeting was adjourned at 6:10 p.m.

---

~~Vincent Goodwin, Secretary~~  
Thomas P. Weber, Chair



---

Lisa Williams-Taylor, Ph.D., Chief Executive Officer