



FY2020/2021
Children's Services Annual Plan & Report

CHILDREN'S SERVICES FY20/21 ANNUAL PLAN & REPORT

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Thank You!

We acknowledge the efforts of those individuals who provide essential information necessary to assess the needs of children in Manatee County. Input received from private citizens, local social service agencies, the business community, various state agencies and county departments play a major role in the development of this plan.

Welcome

Each year the Children's Services Advisory Board (CSAB) presents the Annual Plan to the Manatee County Board of County Commissioners (BOCC) which includes information that covers three fiscal years, reflecting the past, present, and future work of the Advisory Board and Children's Services staff.

The Children's Services Advisory Board reviews program performance from the previous fiscal year, conducts reviews of programs funded during the current fiscal year, and builds the plan for the next fiscal year.

The plan and report are divided into three sections based on the data, which includes:

- **FY20/21 Plan**
Future fiscal year investment goals and priorities of the Children's Services Advisory Board, and Children's Services Special Initiatives;
- **FY19/20 Report**
A categorized breakdown of the current fiscal year investments approved for children's programs; and
- **FY18/19 Report**
A categorized report of the prior fiscal year investments, and demographics of children and families served.

“Never doubt that a small group of thoughtful, committed people can change the world...”
~ Margaret Mead

CHILDREN'S SERVICES ADVISORY BOARD

Chair

Xtavia Bailey
Child Advocate

Vice-Chair

Sandra Stone, Ph.D.
Child Advocate



Amy Diss
Child Advocate

Connie Shingledecker
Criminal Justice Representative

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Child Advocate

Kimberly Kutch
Department of Children & Families

Vacant
NAACP Representative

Gina Messenger
School Board Member

Debbie Tapp
United Way Suncoast

George VanBuren, M.D.
Physician

Gail Wynne
Child Advocate

Vacant
Family Law Division Judge





FY20/21 Investment Goals And Priorities Plan



Fiscal Year 20/21 – Investment Goals and Priorities Plan

The Advisory Board reviews and evaluates comprehensive risk factor and indicator data gathered from a variety of reliable and relevant local, state, and national resources to determine the ongoing and emerging needs of the children and families in our community. At the annual retreat, held on October 4, 2019, the members considered this data and facts brought forth from their individual areas of expertise to determine results focused investment goals and priorities for FY20/21.

Overall Desired Results

- A** Children in foster care gain a permanent, stable, and nurturing home within 12 months of entering care and remain there.
- B** Children remain in their homes free of abuse and neglect and do not re-enter foster care
- C** Funders, systems, policies and practice align to ensure that our children read on grade level by the end of 3rd grade
- D** Children demonstrate age-appropriate social and behavioral well-being

The overall desired results for children in Manatee County are not achievable with an unfocused approach to investment, nor are they attainable with the amount of funds available. To make a difference with the available funds, the Advisory Board set the priorities outlined in this plan for FY20/21. These results-focused investments can be tracked and measured in terms of moving the needle toward a set target of improvement for specific indicators of child well-being.

Applications will be reviewed by the Advisory Board in 2020, based on Results First and the priorities contained within this report for improving the health and welfare of our county's abused, neglected, at-risk and economically disadvantaged children. The Advisory Board will make recommendations to the Board of County Commissioners for the investment of the FY20/21 Children's Services Dedicated Millage once all submitted applications have been reviewed.

Fiscal Year 20/21 – Priority/Result Data

A Children in foster care gain a permanent, stable, and nurturing home within 12 months of entering care and remain there.

Target

To meet, or exceed, the following child welfare state/federal placement stability targets by FY2021-2022:

- 40.50% (or higher) of children in foster care are exiting to a permanent home within 12 months of entering care
- 43.60% (or higher) of the children exiting to a permanent home within 12 months for those in care 12-23 months
- 4.12% (or lower) placement moves per 1,000 days in foster care

Present Situation

Manatee County children in foster care exiting to a permanent home within 12 months of entering out of home care					
FY17/18	FY18/19	Percent Change		Target Comparison	
36.4% (168/461)	38.56% (630/1634)	+2.16%	↑	better	40.50% or higher below

Manatee County children in foster care exiting care to a permanent home within 12-23 months of entering out of home care					
FY17/18	FY18/19	Percent Change		Target Comparison	
48.7% (383/785)	54.63% (419/767)	+5.93%	↑	better	43.60 % or higher above

Percent of placement moves per 1,000 days for Manatee County children in out of home care					
FY17/18	FY18/19	Percent Change		Target Comparison	
4.53%	4.27%	-0.26%	↓	better	4.12% or lower above

In Manatee County YTD 2019 (Sept) 119 children ages 0-5 exited out of home care out of the with 181 children ages 0-5 entering during that same time period. In 2018, 186 children ages 0-5 exited out of home care with 206 children ages 0-5 entering out of home care during the same time period. In 2017, 194 children ages 0-5 exited out of home care with 179 children ages 0-5 entering out of home care during that same time period.

Assumptions

Manatee County has continued to see the severity of cases, many of which involve opioid addicted parents, which make it difficult to safely service children in their homes. The top three reasons a child comes into care are 1) drug abuse by the parent, 2) domestic violence in the home, and 3) physical abuse. The focus of this priority is not to solve the problem; it is to assist in getting our children into a safe, stable and nurturing environment within 12 months from entering foster care. The best way to exit foster care is to reunify with the biological family if it is safe to do so. The next option would be through adoption, so the available number of pre-adoptive parents is critical to achieving permanency. Support the establishment and expansion of evidence-based programs that promote early intervention and safe, but expedited permanency for the child.



Children remain in their homes free of abuse and neglect and do not re-enter foster care

Target

To meet or exceed the following federal child welfare prevention targets by FY2021/2022:

- 91.70% (or higher) of children who do not re-enter care within 12 months of moving to a permanent home

Present Situation

Manatee County children did not re-enter care within 12 months of moving to a permanent home					
FY17/18	FY18/19	Percent Change		Target Comparison	
89.63% (830/926)	91.91% (716/779)	+2.28%	↑	better	91.70% or higher
					above

The average number of child abuse investigations YTD in 2019 (July) was 324. The average number of investigations increased slightly in 2018 at 352 from 2017 at 348, which was a slight decline from 2016 at 355 and 2015 at 359.

2019 YTD (July) verified findings are 1. Substance Misuse (161), which includes illicit drugs, alcohol, prescriptions, substance misuse, and Substance Exposed Newborns; 2. Household member violence (117); and 3. Inadequate supervision (91).

Assumptions

There are many assumptions on why children enter foster care. The three main reasons in Manatee County are substance use by the parents, domestic violence in the home, and physical abuse. What causes a parent to do these things varies. If a child can remain safely in the home with their parents gaining access to preventative services, that is the best place for the child to be; not in foster care. Removal from family and placement in foster care adds to the problems and experience in foster care is seldom an effective solution. Some foster children face academic challenges due to movement of placements and schools, there are issues regarding social-emotional development and fitting in with peers, separation of siblings, etc.

The impact of child abuse and neglect, or adverse childhood experiences (ACEs) has many long consequences. This especially can have a profound impact when it occurs during a child's first 1000 days of life, which is their essential time for brain development and attachment/relationship building. ACEs can cause cognitive delays, emotional difficulties, development of high-risk behaviors later in life, depression, anxiety, and chronic medical problems.

Increase accessibility to evidence-based programs, such as substance/mental health services and/or diversion programs that are individually tailored to the specific situation; and ensure that there is a coordination of services that follows a strength based child and family team approach, in order to decrease the incidence of child abuse and neglect; as well as maximize investments capable of disrupting existing cycles generation abuse and reduce ACEs.



Funders, systems, policies and practice align to ensure that our children read on grade level by the end of 3rd grade

Target

To increase the percent of Manatee County children (birth through 3rd grade) who demonstrate age-appropriate literacy skills and read on grade level by the end of 3rd grade to 70% by the FY2021/2022 school year.

Present Situation

Manatee County 3 rd grade students reading on grade level						
School Type	17/18 School Year	18/19 School Year	Percent Change		Target Comparison	
Elementary - All	50%	53%	+3%↑	better	70%	below
Elementary - Title I	31%	33%	+2%↑	better	70%	below

According to research, third graders who are not reading at grade level are among the most vulnerable to drop out of school later. A study by the Annie E. Casey Foundation found that 88% of students who did not earn a high school diploma were struggling readers in third grade. Third grade has been identified as important to reading literacy because it is the final year children are “learning to read”, after which students are “reading to learn”. If they are not proficient readers when they begin fourth grade, as much as half of the curriculum they will be taught will be incomprehensible. Their failure to succeed in school will negatively affect their entire life. At-risk students who are unable to read by third grade, may suffer from depression, behavioral programs, drug or alcohol dependency. Their future employment possibilities are limited.

Assumptions

Research shows that learning begins long before the child enters kindergarten. As early as 18 months, low-income children begin to fall behind in vocabulary development and other skills critical for school success. Children, even infants, soak up words, rhymes, songs and images. Vocabulary development is particularly important. A child’s health, and the timely recognition of developmental delays, is another critical aspect of school readiness. High quality early education programs provide an opportunity to get children on the right track by building a strong foundation for pre-reading and school readiness skills. Quality Out of School Time (OST) and summer programs that focus on improving reading skills with a close correlation to school curriculum can help struggling readers catch up to grade level.

With leadership from CSAB directing our community tax dollars, investing in high quality early learning and OST providers, that have the leadership, commitment from the Board and the executive staff and willingness to hire qualified staff and have all staff participate in Suncoast Campaign for Grade Level Reading (SCGLR) training.

Organizational leadership demonstrates willingness, readiness, capacity and culture to shift investments and funding into planning and developing resources and partnerships with libraries, schools, churches, and civic organizations to advance and improve at-risk and low-income children’s reading skills. The largest chances for success will occur when funders focus investment and systems, policies and practice align to ensure that our children will read on grade level by the end of 3rd grade when children begin to read to learn.



Children demonstrate age-appropriate social and behavioral well-being

Target

To meet, or exceed, the following targets to improve the social and behavioral well-being of youth by the 2021/2022 school year.

Incidents of out of school suspensions to decrease by 20%

Incidents of referrals for aggression, bullying/harassment to decrease by 20%

Present Situation

Out of school suspension is among the most commonly recognized methods of addressing conduct infractions in schools.

Out of School Suspensions						
School Level	17/18 School Year	18/19 School Year	Percent Change		Target Comparison	
Elementary	27%	31%	+4%↑	worse	7%	above
Middle	28%	28%	+0%-	neutral	8%	above
High School	42%	37%	-5%↓	better	22%	above

Incidents of Discipline Referrals for Specific Infractions:

Referrals for Aggression, Bullying/Harassment						
School Level	17/18 School Year	18/19 School Year	Percent Change		Target Comparison	
Elementary	3,273	3,798	+15%↑	worse	-20%	below
Secondary	917	1,341	+38%↑	worse	-20%	below

Referrals for Disrespectful, Disruptive, and Inappropriate Behaviors						
School Level	17/18 School Year	18/19 School Year	Percent Change		Target Comparison	
Elementary	3,759	4,714	+23%↑	worse	-20%	below
Secondary	13,018	12,903	-1%↓	better	-20%	below

Assumptions

Every school has students who have been exposed to overwhelming experiences, such as witnessing domestic violence, being targets of abuse, homelessness or having a parent with substance abuse or mental health issues. These adverse childhood experiences (ACE) result in a trauma response that can lead to a cascade of social, emotional and academic difficulties that can interfere with a child's ability to learn or behave appropriately at school. ACEs can diminish concentration, memory and the organizational and language abilities of students need to succeed in school, potentially leading to problems with academic performance, challenging behavior in the classroom, and difficulty building relationships.

Research has shown that removing children from the school environment can negatively affect their educational well-being and does not improve student behavior. School suspension and expulsion is ideally a disciplinary option of last resort, and there is a need to develop approaches to decrease the behaviors that lead to suspensions. Alternative disciplinary practices promote future positive outcomes versus punitive methods that do little to change student behavior and can break the bonds between students and their schools, and lead to further isolation. Trauma-informed approaches can be infused into already established teaching methods and school practices, and usually will make classroom management, teaching, and disciplinary practices easier and more effective. Mentoring has also been shown to be very effective both in and outside the school setting.



Special Initiatives



Children's Services Special Initiatives



Results First Initiative

Over the past 27 years, the Children's Services Dedicated Millage has been used to fund hundreds of programs for children and their families. While this funding has produced volumes of data it was compliance driven data vs. results driven data. The Results First initiative provided a solution to this problem. Now the Children's Services Advisory Board and staff are progressing toward a new results-driven goal: establishing the result (specific human gain) the investment will bring to fruition and the target (how many of our children are doing better). Targets, results, and milestones are being developed and tracked so that we will know if the desired results were achieved. This is the heart of the Results First framework.

As investors, we focus on three questions whenever we consider funding

1. What are we buying?
2. What are the chances that this result will be achieved?
3. Given other ways we could spend the money to achieve the same human gain, is this the best possible use of our resources?

How will we know if we are successful?

First, we will have much more clarity on results achieved with our investments. Second, we will see results go up over time. We will track these two factors very specifically for each program; and we can because a result focus gives us fewer documents with richer data. The conversation is challenging – but much more streamlined and meaningful.

Results First Investment Applications

Hal Williams has worked with staff to develop a new results-based funding application, which was used for the FY19/20 process. A corresponding scoring matrix was also developed for the Advisory Board. After reviewing the FY19/20 process, there were some changes made to some of the questions to be used in the FY20/21 process. The non-profit agencies will submit their requests for investment through the newly developed Blackbaud Gifts Online web-based application process; and the Advisory Board will score the requests through the Reviewers Portal.



2016-2019

Thank you to
Hal Williams, Outcome Guide
for our progress from the initial
Results First prototype process
to today's results measurement
for all investments of the
Children's Services Dedicated
Millage.



Adoption Preservation and Support Initiative



In response to many adoptions in the community that have dissolved in recent years, a 4-year RFP was developed and released to begin the program in FY2015/16. The specifications required multifaceted prevention and intervention to address needs of families formed by adoption, performed by adoption-competent professionals.

Funding has been awarded for 4 years and continues for a 5th year through FY19/20 to Parenting Matters for the Chosen Families program, a collaborative effort between three non-profit agencies with a single point of entry design. The basic premise is to educate and empower adoptive parents to handle problems themselves, maintain their commitment to the child, and encourage realistic expectations.

Specialized services help adoptive parents understand their child's identity issues and anger; provide guidance and support throughout the adoptive child's growing years to parents seeking services that address a wide range of issues, behaviors and emotions related to a family formed through adoption. The program also provides counseling for the adopted child, siblings, and the family. Support networks provide access to other parents knowledgeable about adoption; coaching for parents to help in assessing their child's need, managing crisis, navigating the school system and advocating for educational needs of the child. Respite services provide childcare for parents who need to recharge and exercise self-care and managing day-to-day struggles.



“This program has really helped my family. We have grown as parents and in our relationship towards each other. It has also improved our marriage.” Mother of two adopted children

“Now I know that whenever my stomach starts to hurt, I will get nervous. So, I'll go and do something quiet, like one of the things we talked about . . . and usually color or focus on my breathing and my stomach will stop hurting and it won't grow into a headache and all over nervousness.” Anna, adoptee, age 9

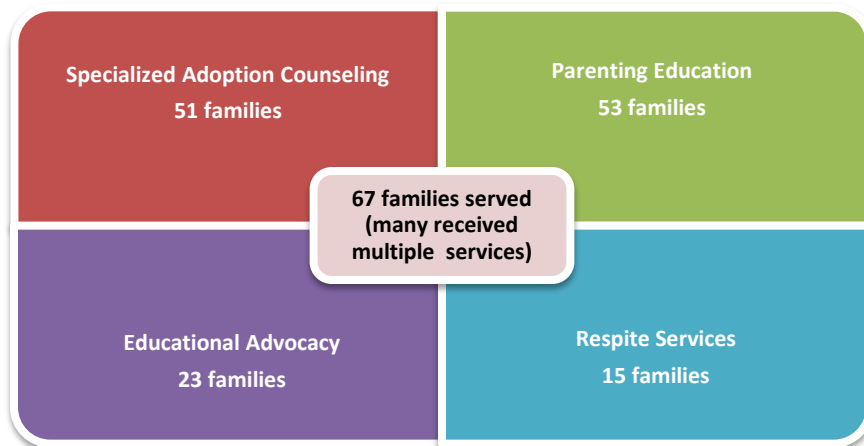
“When I start to have bad or sad thoughts or start to feel sorry for myself, I use my journal and write down my feelings. When I read back over them, I know that's just negative self-talk and is not true.” Shana, adoptee, age 14

“Well . . . now I think before I do something impulsive. I remember to use the 3-step rule that you showed me. 1) I get the idea, and 2) Before I act on it, I think about the consequences and how the person will feel, then 3) I can decide if this is something I really want to do or not. Before I used to just get the thought and do it.” Tim, adoptee, age 12



Chosen Families Program – First 4 Year Results – FY15-FY19

No adoption dissolutions in the families served FY15-FY19



“I am so happy I have my Parenting Educator these days. Just as she predicted, my young daughter is asking about her bio family more and more, and I am pleased to answer her.” Sheila, mother of a 4-year-old adoptee

“Our parenting educator has so much knowledge and many creative solutions for us to try. She is easy to talk with and always puts an emphasis on parental self-care.” Mother of an adopted son

“The most significant piece of the puzzle is the team approach to address our family’s needs. They have helped our family reach a level of relative peace and stability that I really doubted was possible.” Paul, adoptive father of two teenagers

“This program has helped me understand the adoptive child’s point of view and how trauma affects the brain. The retreat at Dream Oaks helped quite a bit and showed our family how to have fun AND learn at the same time.” Parent of adopted children – Family attended the *Charting the Course* workshop held at Dream Oaks Camp





State of the Community



Child Welfare

Manatee County dependent children exiting care to a permanent home within 12 months of entering foster care

Source: Florida Department of Children and Families (FY2017/18 Average)



Manatee County children who do not re-enter foster care within 12 months of moving to a permanent home

Source: Florida Department of Children and Families (FY2017/18 Average)



Family Strengthening and Support

53% protective factor prevalence rate in Family Rewards for Prosocial Involvement for Manatee County youth ages 10-17 in the Family Domain

2016 Florida Youth Substance Abuse Survey – Manatee County Data



33% risk factor prevalence rate in Family Conflict for Manatee County youth ages 10-17 in the Family Domain

2016 Florida Youth Substance Abuse Survey – Manatee County Data



46% risk factor prevalence rate in Family Management (supervision/discipline) for Manatee youth ages 10-13

2016 Florida Youth Substance Abuse Survey – Manatee County Data



39% risk factor prevalence rate in Family Management (supervision/discipline) for Manatee youth ages 14-17

2016 Florida Youth Substance Abuse Survey – Manatee County Data



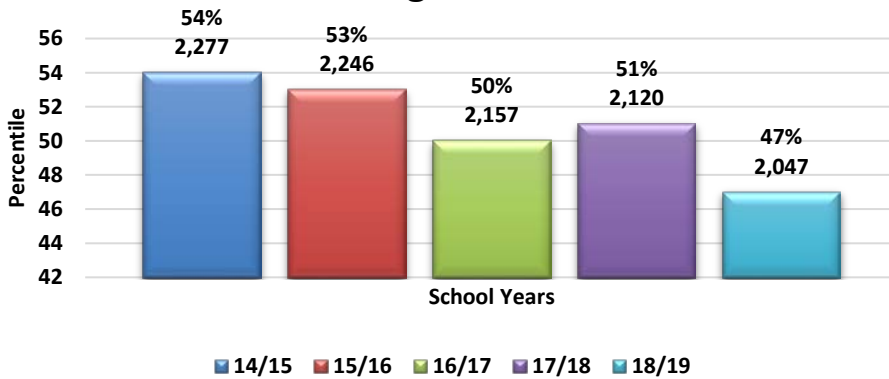
Grade Level Reading and Mathematics

Manatee County 3rd grade students scoring below Level 3 (grade level) in English Language Arts Florida Standards Assessment

Source: Florida Department of Education



3rd Grade Trends State Assessment Language Arts Students Scoring Below Grade Level

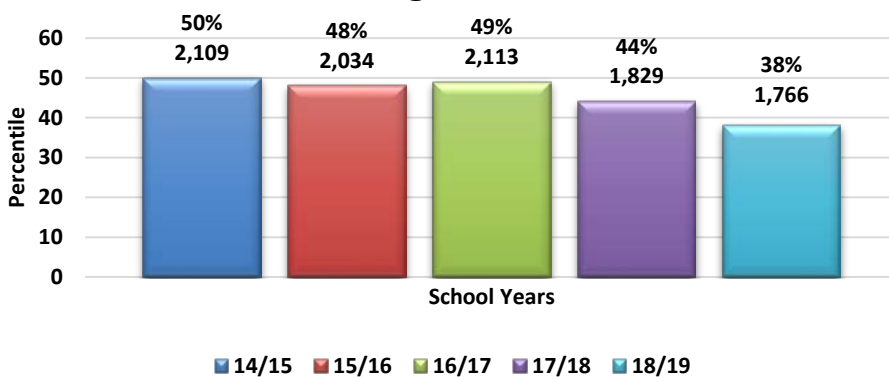


Manatee County 3rd grade students scoring below Level 3 (grade level) in Math Florida Standards Assessment

Source: Florida Department of Education



3rd Grade Trends State Assessment Mathematics Students Scoring Below Grade Level



Kindergarten Readiness

Manatee County Kindergartners scored as Kindergarten Ready on the FLKRS

Source: Manatee School District Data



Title I School Kindergartners in Manatee District scored as Kindergarten Ready on the FLKRS

Source: Manatee School District Data



Childhood Obesity

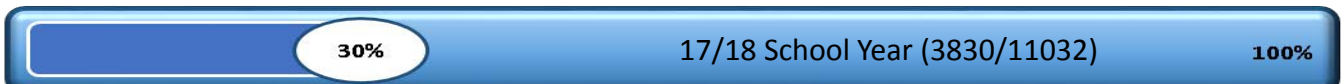
Manatee 2-year-old WIC program children were deemed overweight/obese compared to 27% of Florida children (BMI > 85th percentile for their age)

Source: Florida Department of Health, Manatee County WIC and Nutrition Services; 2018



Manatee District students were screened in Grades 1, 3, and 6 deemed overweight/obese (BMI >85%)

Source: School District of Manatee County data



Florida students ages 14-17 were deemed overweight/obese (BMI > 85th percentile for their age)

Source: 2017 Florida Youth Risk Behavior Survey

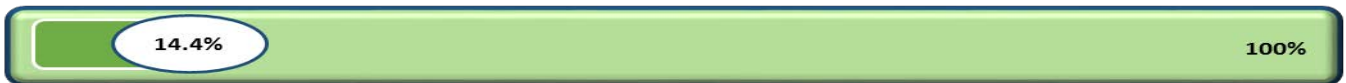


Mental Health

Florida students ages 14-17 surveyed
reported they felt sad or hopeless daily for 2 weeks in a row in the past 12 months
Source: 2017 Florida Youth Risk Behavior Survey



Florida students ages 14-17 surveyed
reported they seriously considered attempting suicide in the past 12 months
Source: 2017 Florida Youth Risk Behavior Survey



Bullying

Manatee County students ages 10-14 reported being verbally bullied in the past 30 days
Source: 2016 Florida Youth Risk Behavior Survey – Manatee County Data



Manatee County students ages 15-17 reported being verbally bullied in the past 30 days
Source: 2016 Florida Youth Risk Behavior Survey – Manatee County Data



Manatee County students received disciplinary referrals for Bullying/Harassment
Source: Manatee School District Discipline Data

Elementary School Students



Secondary School Students



School Suspensions

Manatee County students received out-of-school suspension

Source: Manatee School District Discipline Data

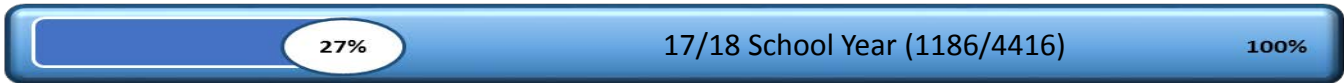
High School Students



Middle School Students



Elementary School Students





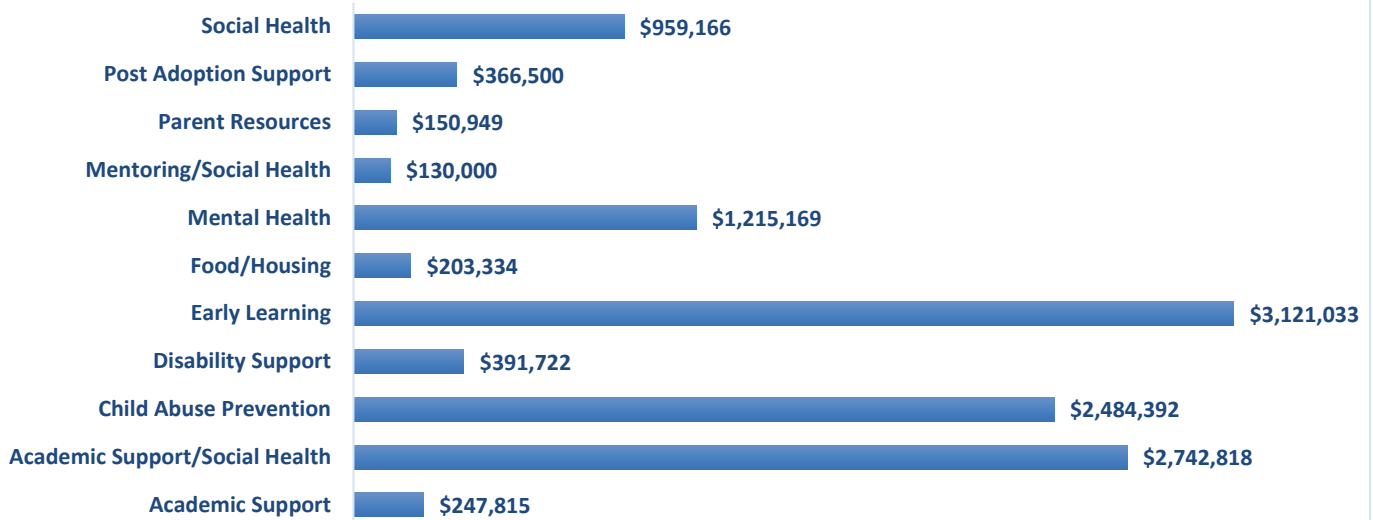
FY19/20 Investment Report



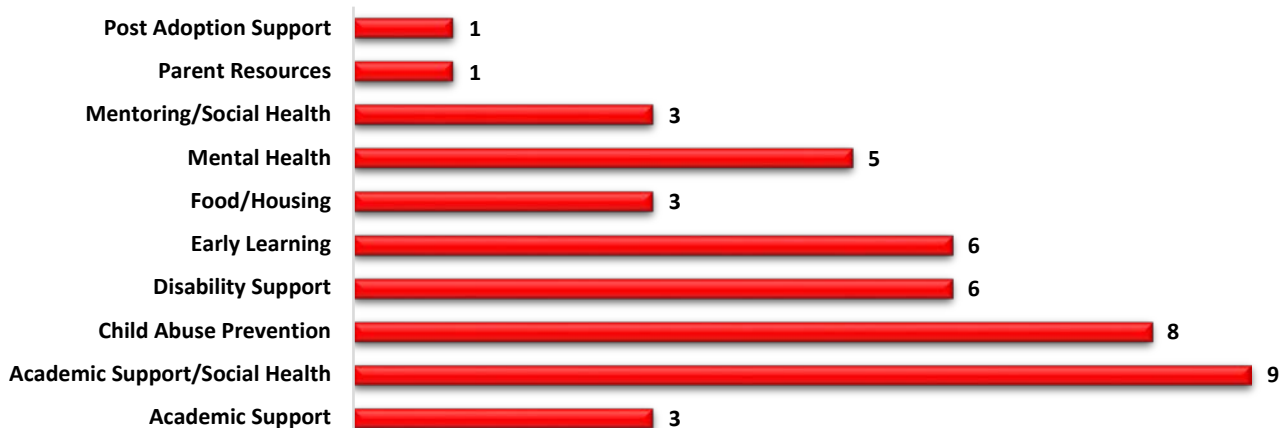
FY2019/20 Investment Report

This section of the Annual Report contains a categorized breakdown of the current fiscal year investments approved for children’s programs and services.

The largest investments for FY19/20 were in early learning, academic support/social health, child abuse prevention and mental health



The largest number of programs recommended for FY19-20 investment are in child abuse prevention, social health, and academic support/social health (highest cost to execute).





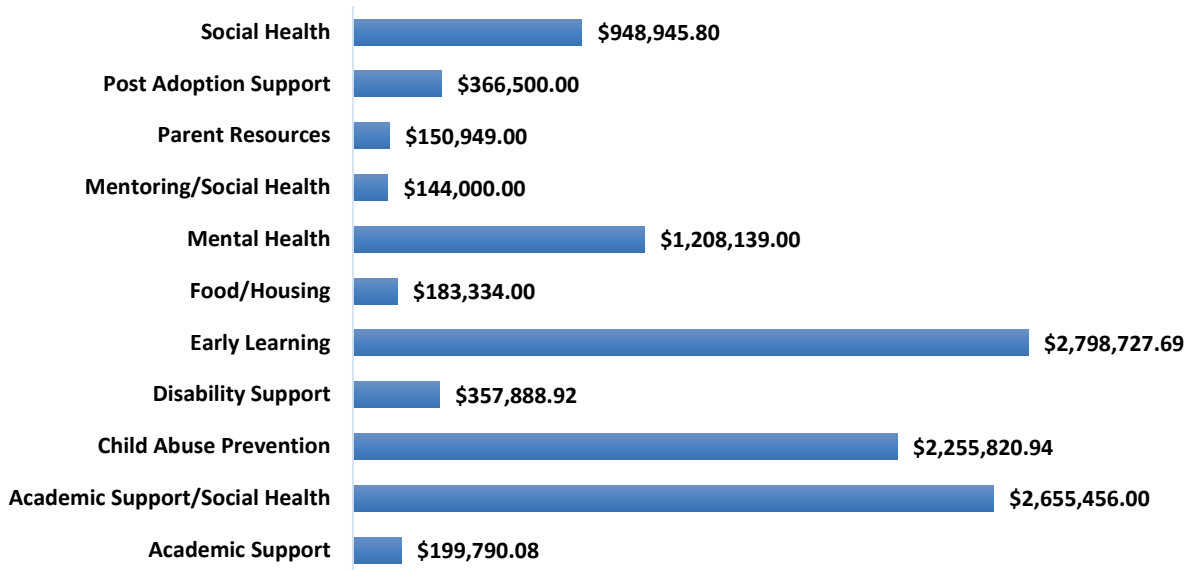
FY18/19 Investment Report



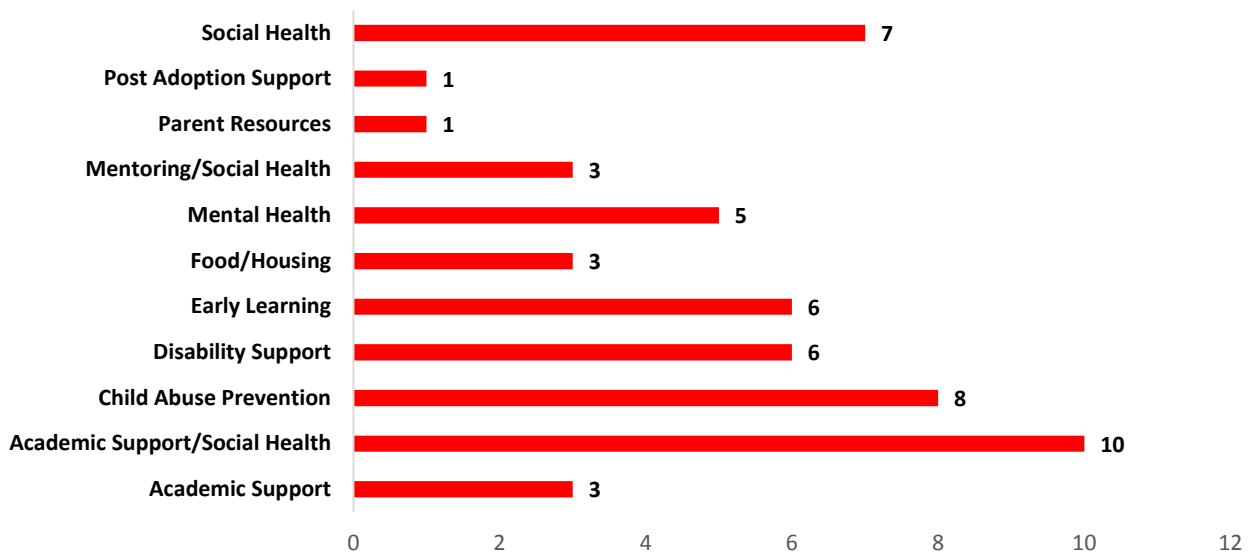
FY18/19 Investment Expenditure Report

This section of the Annual Report contains a categorized breakdown of the prior fiscal year investment expenditures and demographics of children and families served.

The largest investments in FY18-19 were in early learning, academic support/social health, and child abuse prevention

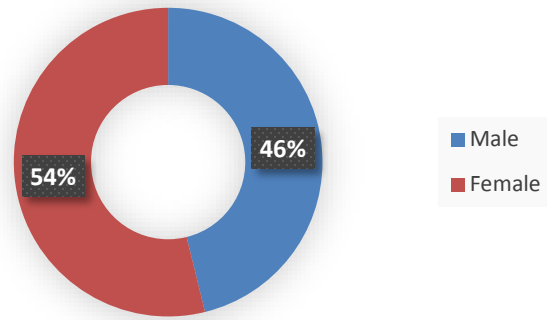


The largest FY18-19 investments were in the academic support/social health, child abuse prevention, and social health categories.

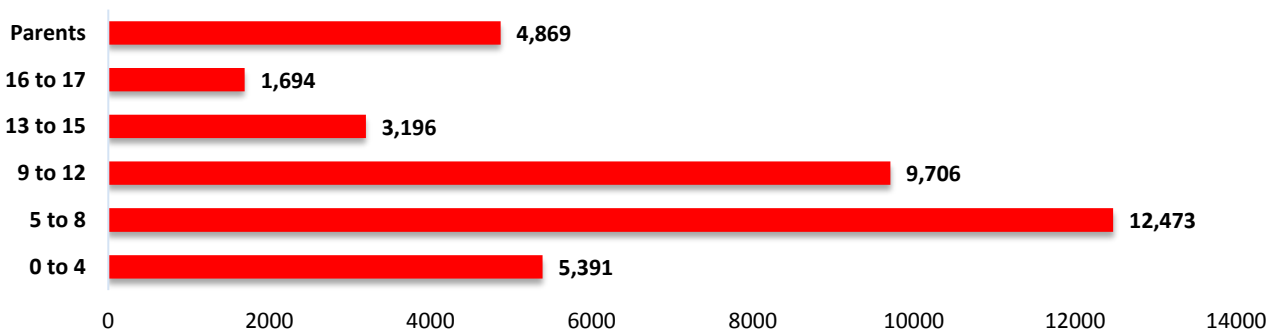


Total Served
37,329

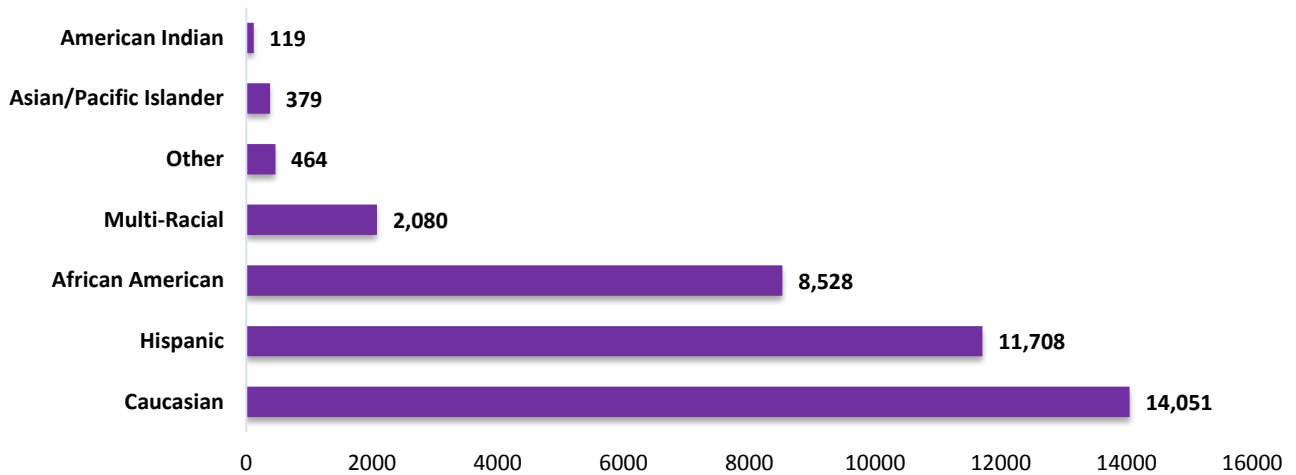
Genders Served



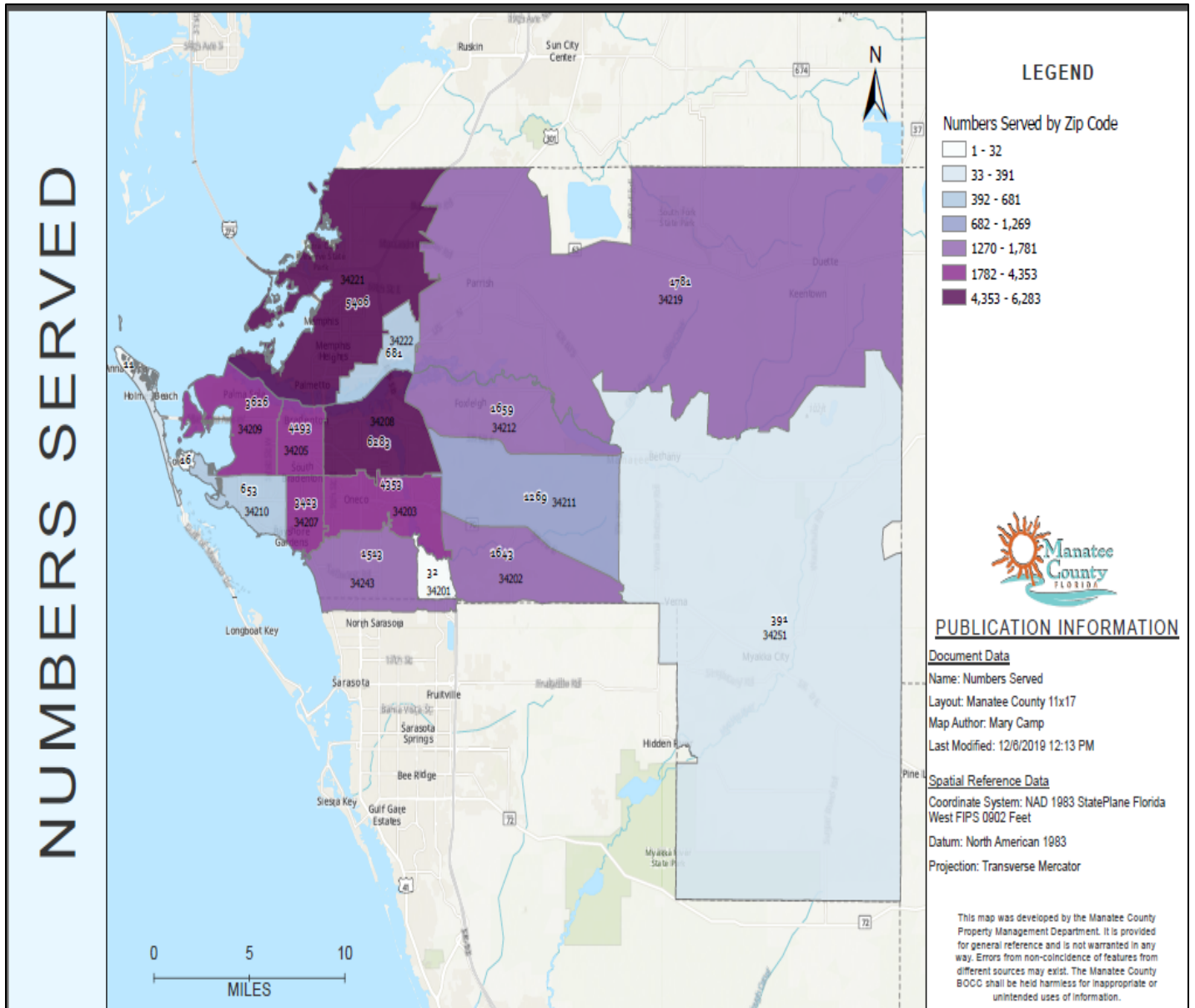
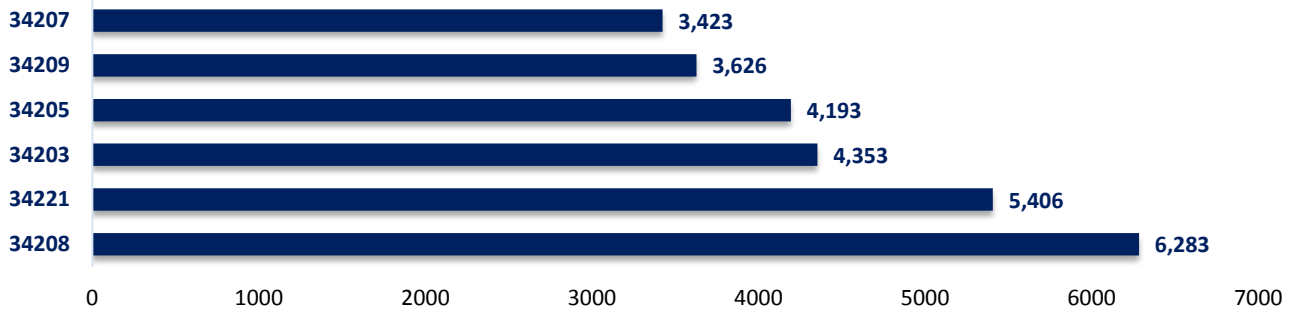
Ages Served



Races Served



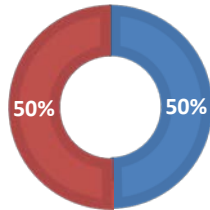
Highest Served Zip Codes



ACADEMIC SUPPORT

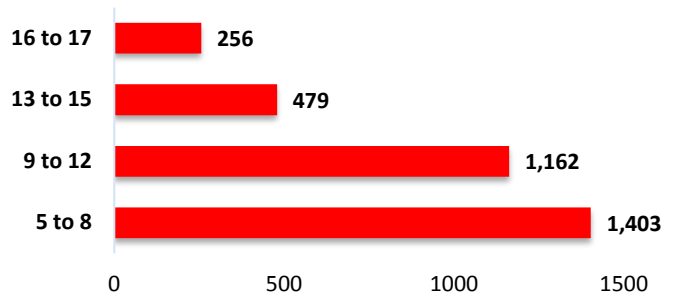
GENDER

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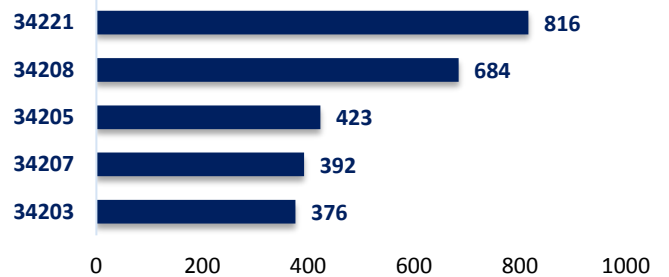


3,300
SERVED

AGE



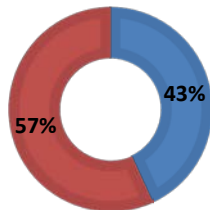
HIGHEST SERVED ZIP CODES



ADOPTION PREVENTION

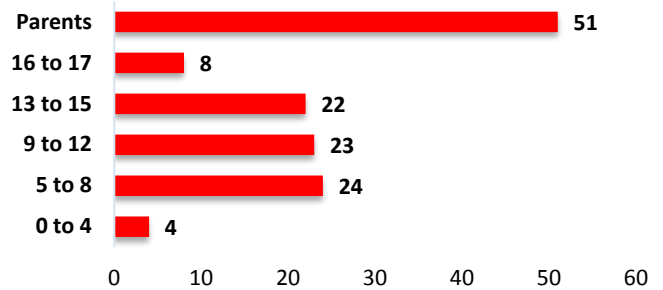
GENDER

■ Male ■ Female

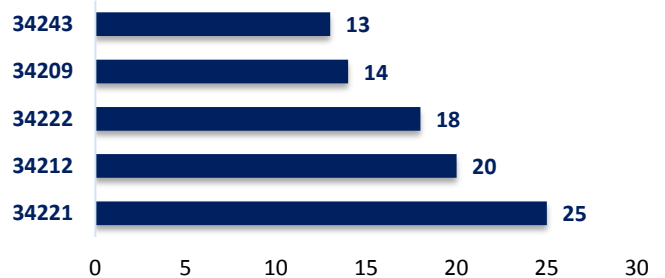


132
SERVED

AGE



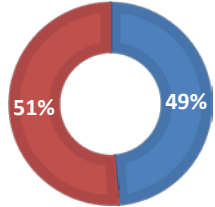
HIGHEST SERVED ZIP CODES



CHILD ABUSE PREVENTION

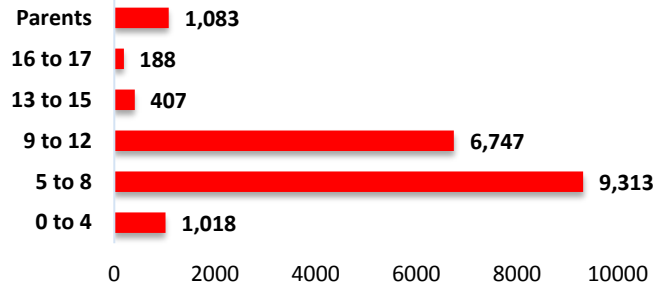
GENDER

■ Male ■ Female

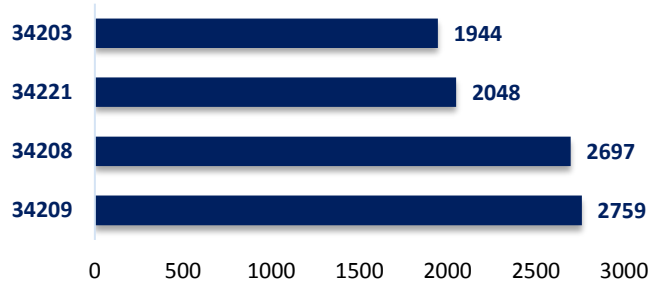


18,756
SERVED

AGE



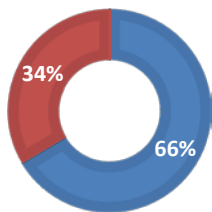
HIGHEST SERVED ZIP CODES



DISABILITY SUPPORT

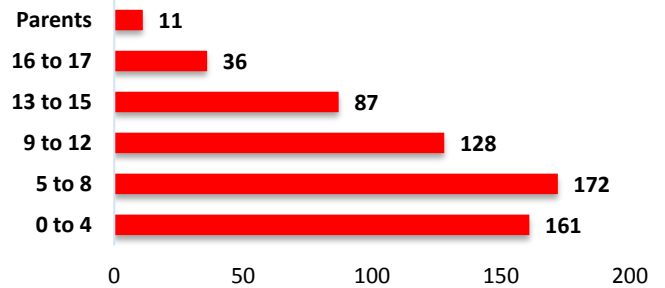
GENDER

■ Male ■ Female

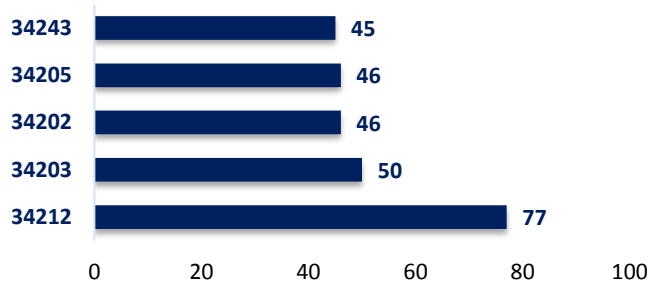


595
SERVED

AGE



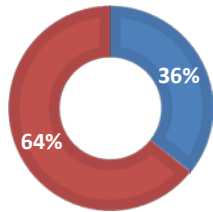
HIGHEST SERVED ZIP CODES



EARLY LEARNING

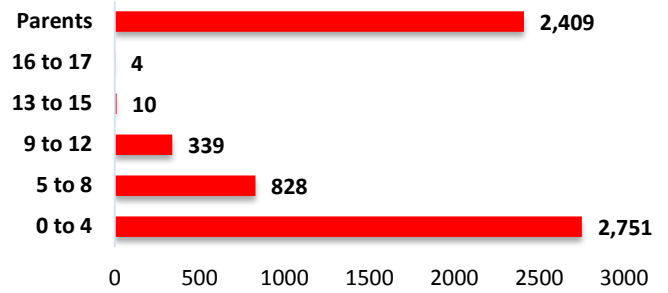
GENDER

■ Male ■ Female

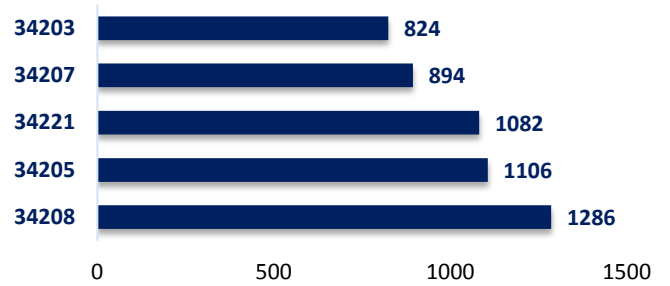


6,341
SERVED

AGE



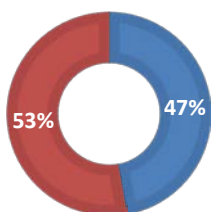
HIGHEST SERVED ZIP CODES



FOOD / HOUSING

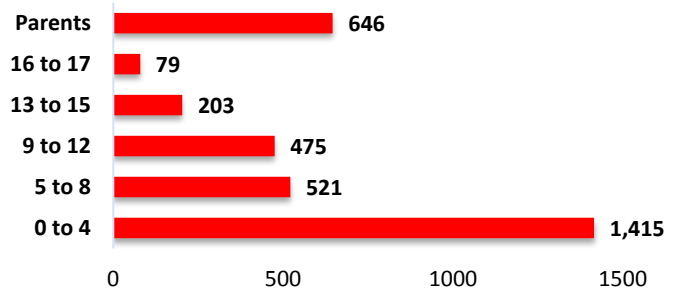
GENDER

■ Male ■ Female

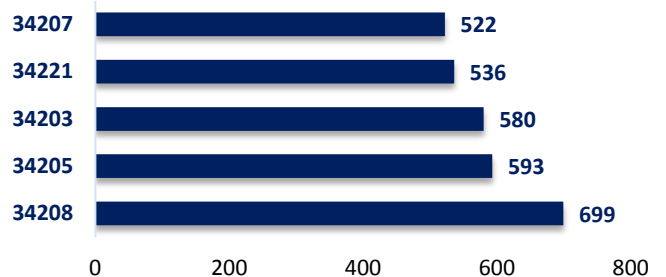


3,339
SERVED

AGE



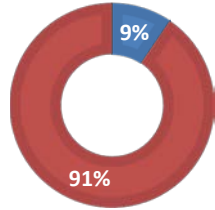
HIGHEST SERVED ZIP CODES



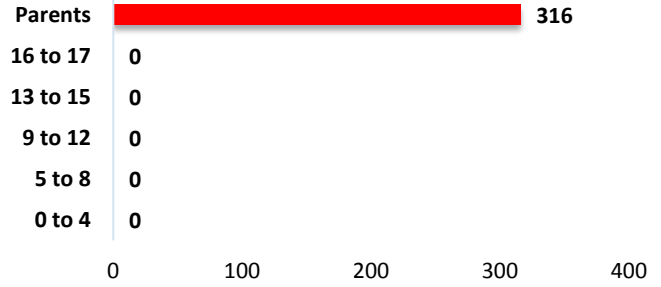
PARENT RESOURCES

GENDER

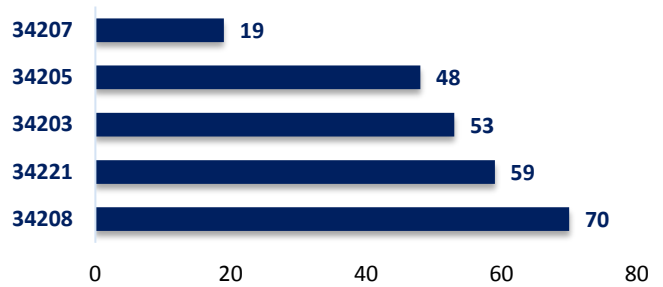
■ Male ■ Female



AGE



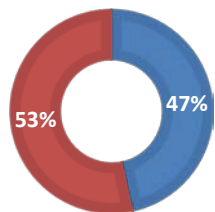
HIGHEST SERVED ZIP CODES



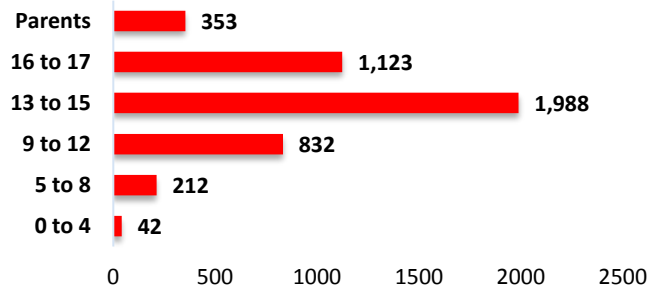
SOCIAL/MENTAL HEALTH

GENDER

■ Male ■ Female



AGE



HIGHEST SERVED ZIP CODES

