



Children's Services
Annual Plan & Report
FY 2022/2023

Children’s Services

FY 2022/23 Annual Plan & Report

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Thank You!

We acknowledge the efforts of all individuals and agencies that 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:

- **FY22/23 Plan**
Future fiscal year investment goals and priorities of the Children’s Services Advisory Board, and Children’s Services Special Initiatives; and
- **FY21/22 Report**
A categorized breakdown of the current fiscal year investments approved for children’s programs; and
- **FY20/21 Report**
A categorized report of the prior fiscal year investments, and demographics of children and families served.

You cannot get through a single day without having an impact on the world around you. What you do makes a difference. You just have to decide what kind of difference you want to make.

- Jane Goodall



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Physician





FY22/23
Priorities &
Investment Goals



FY 2022/23 Investment Goals & Priorities Plan

The Advisory Board reviews and evaluates comprehensive risk factors and indicator data gathered from a variety of reliable and relevant local, state, and national resources to determine the ongoing and emerging needs of children and families in our community. At the annual retreat, held on November 5, 2021, the members considered this data and facts brought forth from their individual areas of expertise to determine results-focused investment goals and priorities for FY22/23.

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 FY22/23. Results-focused investments can be tracked and measured in terms of moving the needle toward a determined target of improvement for specific indicators of child well-being.

Early in 2022, applications will be reviewed by the Advisory Board 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 FY22/23 Children's Services Dedicated Millage once all submitted applications have been reviewed.



FY20/21 CSAB - Investment Review Meeting

FY 2022/23 Children's Services Selected Priorities – 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 enter or re-enter foster care.

C

Funders, systems, policies, and practice align to ensure that our children have developmentally appropriate literacy skills.

D

Children demonstrate improved behavioral functioning.



There were 24,262 children who were provided services across all programs funded by Manatee County Government's Children's millage in FY2021.

*Duplicate count for clients who utilized services with more than one program.
Source: Manatee County Children's Services (Blackbaud Quarterly Reports)*



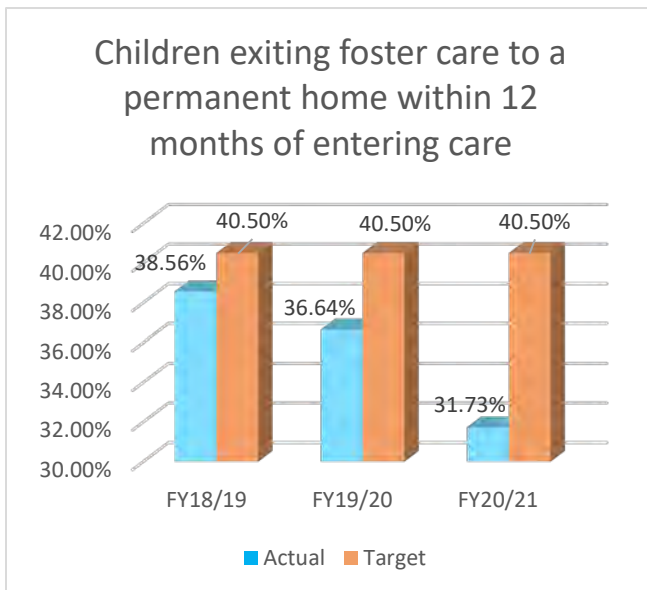
Children in foster care gain a permanent, stable, and nurturing home within 12 months of entering care and remain there.

Target

To meet, or exceed, the following child welfare state/federal placement stability targets by FY2022-2023:

- 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 children in care, age 12-23 months, exiting to a permanent home within 12 months
- 4.12% (or lower) placement moves per 1,000 days in foster care

Present Situation



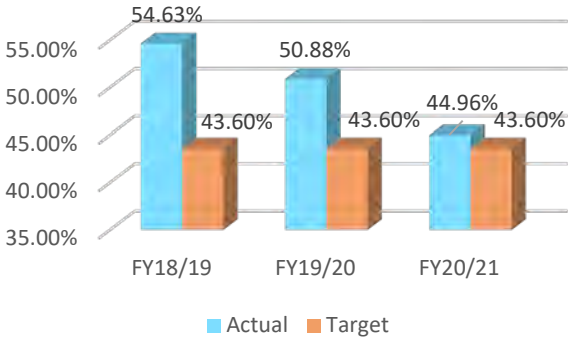
In FY 2020-2021, Manatee County had 531 of 1,673 children in foster care exit to a permanent home within 12 months of entering foster care.

In FY 2019-2020, Manatee County had 634 of 1,730 children in foster care exit to a permanent home within 12 months of entering foster care.

In FY 2018-2019, Manatee County had 630 of 1,634 children in foster care exit to a permanent home within 12 months of entering foster care.

Source: Florida Department of Children and Families

Children exiting to a permanent home within 12 months for those in care 12-23 months



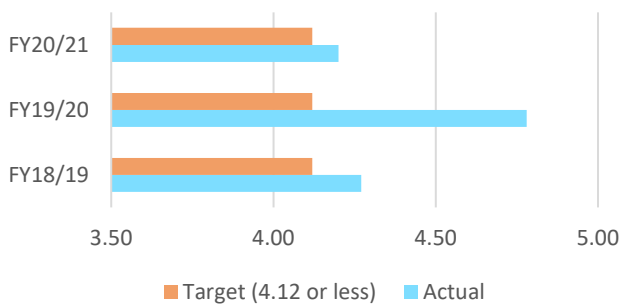
In FY 2020-2021, Manatee County had 317 of 705 children exiting to a permanent home within 12 months for those in care 12-23 months.

In FY 2019-2020, Manatee County had 374 of 735 children exiting to a permanent home within 12 months for those in care 12-23 months.

In FY 2018-2019, Manatee County had 419 of 767 children exiting to a permanent home within 12 months for those in care 12-23 months.

Source: Florida Department of Children and Families

Rate of placement moves per 1000 days in out of home care



In FY 2020-2021, Manatee County children in foster care averaged 4.20 placement moves per 1,000 days in foster care.

In FY 2019-2020, Manatee County children in foster care averaged 4.78 placement moves per 1,000 days in foster care.

In FY 2018-2019, Manatee County children in foster care averaged 4.27 placement moves per 1,000 days in foster care.

Source: Florida Department of Children and Families

Assumptions

Manatee County continues to see removal rates that are high and above the statewide average. For the Circuit 12 (Manatee, Desoto, and Sarasota Counties) over the past five fiscal years the rates of removal per 100 children were an average of 36% higher than the statewide average. The top three reasons for a child to enter out of home care continues to be substance abuse, domestic violence, and inadequate supervision. The focus remains 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 of the establishment and expansion of evidence-based programs that promote early intervention, and safe, but expedited permanency for the child is a priority.



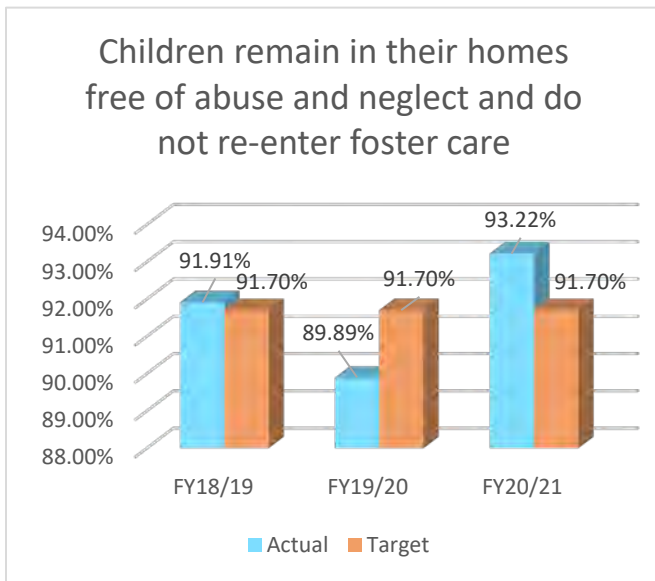
Children remain in their homes free of abuse and neglect and do not enter or re-enter foster care.

Target

To meet or exceed the following federal child welfare prevention targets by FY2022-2023:

- 91.70% (or higher) of children who do not re-enter care within 12 months of moving to a permanent home
- Reduce the number of children who enter foster care (lower is better)

Present Situation

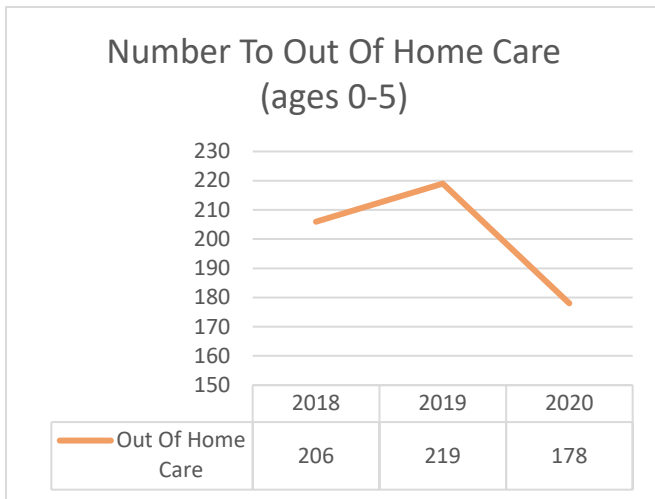


In FY 2020-2021, 591/634 Manatee County children did not re-enter care within 12 months of moving to a permanent home.

In FY 2019-2020, 551/613 Manatee County children did not re-enter care within 12 months of moving to a permanent home.

In FY 2018-2019, 716/779 Manatee County children did not re-enter care within 12 months of moving to a permanent home.

Source: Florida Department of Children and Families



In FY 2020-2021, 64 children ages 0-5 exited out of home care with 92 children ages 0-5 entering during that same time.

In FY 2019-2020, 139 children ages 0-5 exited out of home care with 178 children ages 0-5 entering during that same time.

In FY 2018-2019, 178 children ages 0-5 exited out of home care with 219 children ages 0-5 entering during that same time.

Assumptions

There are many reasons why a child may enter foster care. The top three reasons for a child to enter out of home care continues to be substance abuse, domestic violence, and inadequate supervision. If a child can remain safely in the home with their parents while accessing preventative services, this is the best place for the child to be, not in foster care. Removal from the family and placement in foster care address the problems and experience; 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 from siblings, etc.

The impact of child abuse and neglect, or adverse childhood experienced (ACEs) has many long consequences. This especially can have a profound impact when it occurs during a child’s first 1000 days, 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.

Increased accessibility and integration to evidence-based programs, such as family support services, safety management services, substance/mental health services and/or diversion programs that are individually tailored to the specific situation are critical. We must ensure that there is a coordination of services that follows a strength-based child and family team approach, to decrease the incidence of child abuse and neglect; as well as maximize investments capable of disruption existing cycles of generational abuse and neglect; and reduce ACEs, which should be the primary focus and or goal.



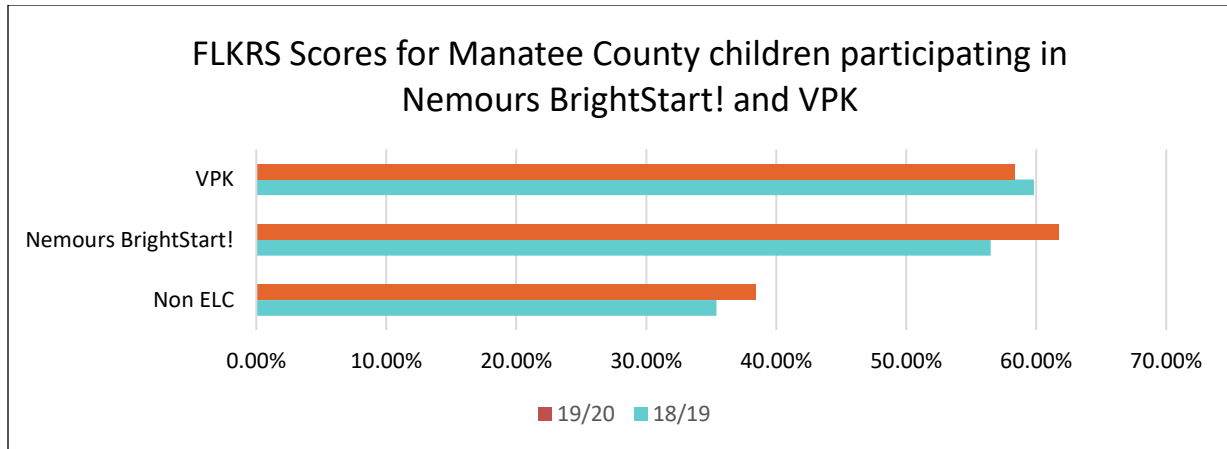
Funders, systems, policies, and practice align to ensure that our children have developmentally appropriate literacy skills.

Target

To ensure that children who demonstrate below developmentally appropriate literacy skills reduce their existing literacy gap towards developmentally appropriate literacy skills using an objective method.

- Increase of Manatee County Kindergarteners scoring Ready for Kindergarten according to Florida Kindergarten Readiness screener (FLKRS).
- Increase to 70% the number of Manatee County 3rd grade students who read on grade level by the end of third grade according to Manatee County School District and the Florida Department of Education.

Present Situation



*Testing was waived for 20/21 due to COVID-19. Results for 21/22 will be available in February 2022
Source: The Early Learning Center of Manatee County*

| Manatee County Kindergarten Students Scored Ready for Kindergarten (FLKRS) | | | | | |
|--|-------------------|-------------------|-------------------|----------------|--------------------|
| School Type | 18/19 School Year | 19/20 School Year | 20/21 School Year | Percent Change | Target Improvement |
| Elementary – All | 50% | 52% | 53% | +1% | Better |
| Elementary – Title 1 | 33% | 34% | 35% | +1% | Better |

Source: Florida Department of Education

| Manatee County 3 rd Grade Students Reading on Grade Level | | | | | | | |
|--|----------------------|----------------------|----------------------|-------------------|-------|------------|-------|
| School Type | 18/19 School Year | 19/20 School Year | 20/21 School Year | Percent Change | | Target 70% | |
| Elementary – All | 53% | NA | 49% | -4% | Worse | -21% | Below |
| Elementary – Title 1 | 33% | NA | 30% | -3% | Worse | -40% | Below |

*Testing was not done in 2019-2020 school year due to COVID-19
Source: Florida Department of Education*

Section 1002.69, Florida Statutes, requires the Florida Department of Education to adopt a statewide kindergarten screening instrument that assess the readiness of each student for kindergarten based on performance standards adopted by the department under section 1002.67 (1), Florida Statutes, for the Voluntary Prekindergarten Education Program (VPK). The screening instrument, known as the Florida Kindergarten Readiness Screener (FLKRS), must be administered to all public school kindergarten students within the first 30 days of school each school year. The FLKRS assessment is Renaissance’s Star Early Literacy®, an online, adaptive instrument that students complete independently in about 20 minutes.

Research shows the following are factors that contribute to reading difficulties:

- Children who attend a chronically low-achieving school
- Children with low English proficiency
- Children unfamiliar with standard English dialect
- Children living in communities of poverty
- Children with cognitive, hearing, and language impairment
- Children whose parents have a history of reading difficulty

“Starting Out Right: A Guide to Promoting Children’s Reading Success”

- M. Susan Burns, Peg Griffin, and Catherine E. Snow

The study, [“Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation”](#), conducted by The Anne E Casey Foundation, determined that students who are not reading proficiently by third grade are 4x more likely to drop out of high school. Further, students who have lived in poverty are 3x more likely to drop out or fail to graduation on time compared to their more affluent peers.

Third grade has been identified as the final year children are “learning to read”, after which students are “reading to learn”. If they are not proficient readers in fourth grade, as much as half of the curriculum taught will be incomprehensible. Their failure to succeed in school will negatively affect their entire life.

Assumptions

Literacy is the ability to “read, write, spell, listen, and speak” and is necessary for learning. Reading helps build independence and self-confidence, it helps children make sense of the world, building social-emotional, logic, and problem-solving skills as well as develops imagination.(1)

At ages as early as 18 months, low-income children begin to fall behind in vocabulary development and other skills critical for school success. A child’s health and the timely recognition of developmental delays is a critical aspect of school readiness that can be discovered through regular child checks, child care, and preschool settings.(2) Children who have developed strong reading skills perform better in school and have a healthier self-image, they become life-long learners and sought-after employees.(3) Elements of high-quality early childhood education programs include but are not limited to the following: assessments that consider children’s academic, social-emotional, and physical progress and contribute to instructional and program planning; meaningful family engagement; program assessments that measure structural quality and classroom interactions; early learning standards and curricula that address the whole child, are developmentally appropriate and are effectively implemented.(4)

With the help of additional support at home, in out of school time programs, or elsewhere students can effectively close the gap in developmentally appropriate level of literacy. Quality Out of School Time (OST) and summer programs that focus on improving reading skills through collaboration with teachers, a correlation to school curriculum, and parent or guardian involvement can help struggling readers close their literacy gap. The largest chances for success in reading on grade level will occur when funders, systems, policies, and practice align to ensure that our children have age-appropriate literacy skills.

(1) [Why Read? - Warner School of Education \(Horizons\)](#) (2)[Third Grade Reading Success Matters - The Campaign for Grade-Level Reading](#) (3)[The Importance of Literacy in a Child's Development - Reading Rockets](#) (4) [The Building Blocks of High-Quality Early Childhood Education Programs - Learning Policy Institute](#)



Children demonstrate improved behavioral functioning.

Target

To meet, or exceed, the following targets of children who are objectively identified as being at risk of behavioral health issues.

- Decrease symptoms of behavioral health as identified objectively by a measure of level of functioning as determined by the program
- Decrease by 5% the number of incidents of referrals for aggression, bullying/harassment, and out of school suspensions

Present Situation

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

| Out of School Suspensions - Q1 | | | |
|--------------------------------|-----------|-----------|-----------|
| School Level | 2019-2020 | 2020-2021 | 2021-2022 |
| Elementary | 612 | 132 | 229 |
| Middle | 297 | 127 | 545 |
| High School | 544 | 106 | 492 |

*2020-2021 decreases are due to the pandemic
Source: School District of Manatee County*

| Referrals for Aggression, Bullying/Harassment - Q1 | | | |
|--|-----------|-----------|-----------|
| School Level | 2019-2020 | 2020-2021 | 2021-2022 |
| Elementary | 836 | 261 | 521 |
| Secondary | 416 | 164 | 455 |

*2020-2021 decreases are due to the pandemic
Source: School District of Manatee County*

| Referrals for Disrespectful, Disruptive, and Inappropriate Behaviors - Q 1 | | | |
|--|-----------|-----------|-----------|
| School Level | 2019-2020 | 2020-2021 | 2021-2022 |
| Elementary | 734 | 161 | 501 |
| Secondary | 2,671 | 485 | 2,381 |

*2020-2021 decreases are due to the pandemic
Source: School District of Manatee County*

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.



Past Initiatives Updates



Results First Initiative

Over the past 28 years, the Children’s Services Dedicated Millage has been used to fund hundreds of programs for children and their families, yet the data collected showed little in how the program made a difference in the lives of the children and families of Manatee County. The Results First initiative was implemented to demonstrate how true program engagement supports children and families in ways that will make a difference in their quality of life. Non-profit agencies, the Children’s Services Advisory Board, and staff focus on results-driven goals that demonstrate how many Manatee County children are doing better because of the programs they engage in. Tracking and verifying the results and milestones throughout the year make it easier to know if the desired results are being achieved as anticipated.

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?

Throughout the fiscal year, Agencies awarded an investment utilizing the Results First method are required to submit quarterly Results First reports reflecting the target number of clients they intend to serve, how many have been served to date, and where the clients are in their milestones that track towards result achievement. This reporting offers the Agency and County staff an opportunity to reflect on whether adjustments are needed in the program process to gain success.

Results First Investment Applications

Community trainings on the Results First Investment Applications have been conducted annually since the introduction of Results First in December 2018/January 2019 for fiscal year 2019/2020. A corresponding scoring matrix was developed for Advisory Board members to utilize during their application review process. The application process in January 2020 (FY20/21), January 2021 (FY21/22), and again this coming January 2022 (FY22/23) will require agencies to submit Children’s Services requests for investment through Blackbaud Gifts Online, a web-based application process. Agencies can access the application through the Manatee County website under “I want to get Human Services Funding”. After the application period closes at the end of February, the Children’s Services Advisory Board scores the requests through Blackbaud’s Reviewers Portal, scores are cumulated, and recommendation meetings are held to determine the annual recommendations to be sent to the Manatee County Board of County Commissioners.

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 FY2016 (October 1, 2015). 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 5 years and continues for a 6th year through FY2022 (October 1, 2021 – September 30, 2022) 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 who are knowledgeable about adoption, as well as coaching for parents to help in assessing their child’s needs, managing crisis, navigating the school system, and advocating for educational needs of the child. Respite care provides parents and other caregivers with short-term child care services that offer temporary relief, improve family stability, and reduce the risk of abuse or neglect (1). Respite provides parents and caregivers an opportunity to recharge and exercise self-care and manage day-to-day struggles.

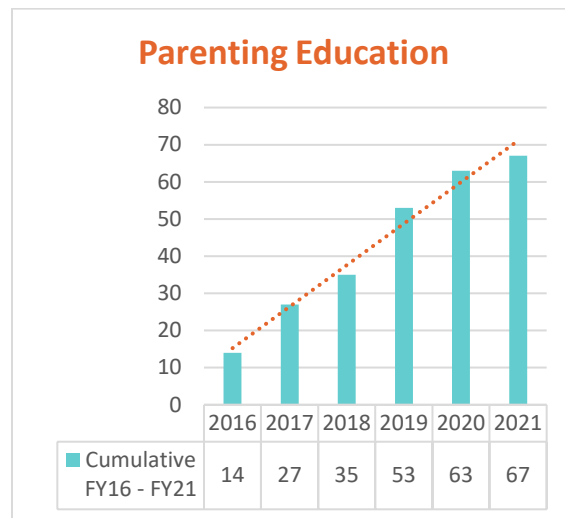
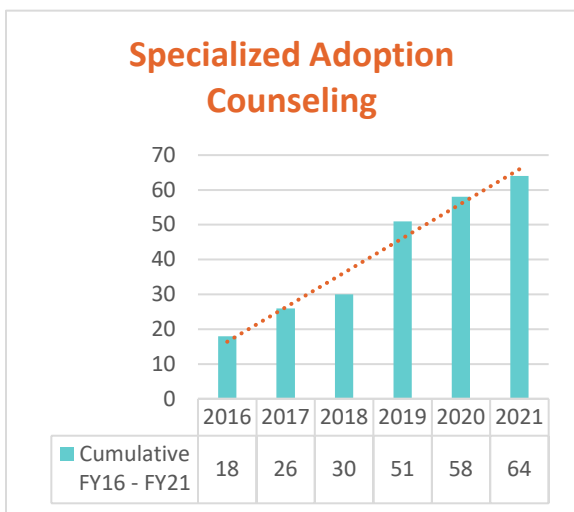
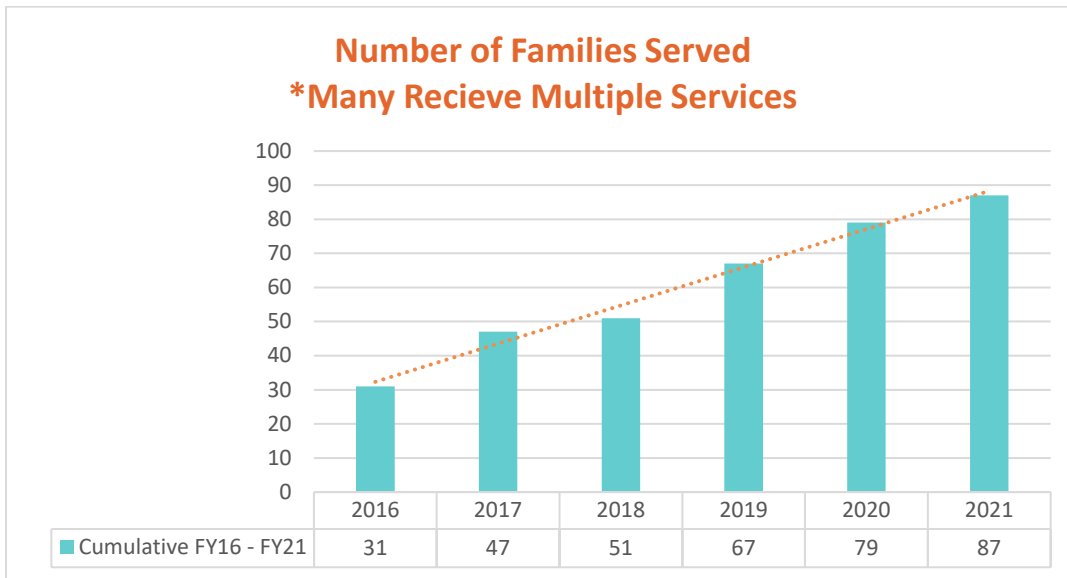
(1) www.childwelfare.gov/topics/preventing/prevention-programs/respite/

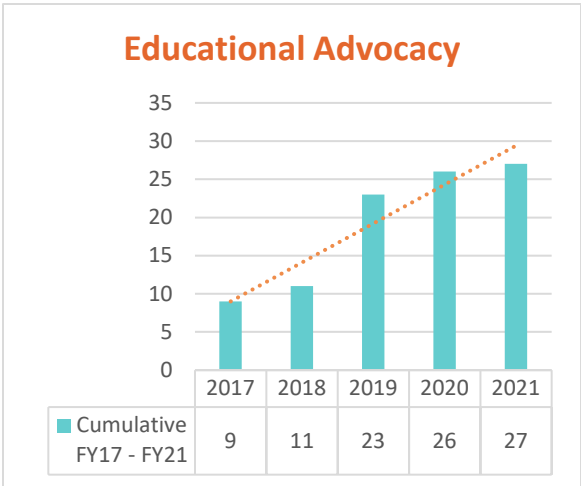
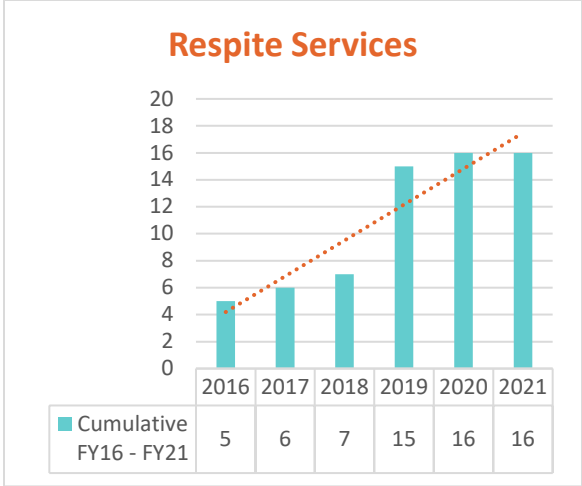
Chosen Families Program

Program Results from October 2015 – September 2021 (FY16 – FY21)

Dissolutions, based on Safe Children Coalition data:

- There have been no dissolutions in the families we have served in Chosen Families since the program started in 2015.
- There was one dissolution in Manatee County in 2021. This was not a family involved in Chosen Families.







How Has the Chosen Families Program Helped?

What are some new things you are doing to set limits or teach rules to your child?

- We talk a lot about empathy. We try to figure out if there is something less obvious going on causing the behavior.
- We tried to make them accountable for their actions by making certain extras contingent on specific behaviors.
- Specific tasks. One task at a time.
- Time limits on phone. Completing a job before doing extra things.
- Talking in advance about what is going to happen and what is expected of him/her, asking them to tell me their expectations.
- Being clear about the boundaries and how I communicate with my daughter.

What have you stopped doing?

- Correcting at home for what happened at school.
- We have stopped harassing them about poor grades, attendance, etc., and instead remind them occasionally of the consequences of their actions.
- Raising our voices.
- Putting so much pressure on myself to do things perfectly.
- Trying not to engage in arguments and getting pulled into them.
- Yelling. I am using more self-control. I used to get agitated because I didn't understand why she was behaving that way.



What have you learned about your child and his/her behavior?

- He doesn't like how he feels when he acts out. He is a complex guy.
- Unfortunately, our children are so severely impacted by prior abuse that they may have to continue to learn their lessons the hard way in life.
- Behavior is trauma induced and it is hard to break.
- That she needs a goal that is attainable without too much stress or pressure.
- Some things are in her control and others are not.
- She does manipulate us so I must be consistent.

What have you learned to help organize your family and manage your time?

- We try to stay on routine, use alarms, and plan ahead.
- We try to keep set times for family game night and other bonding activities. We also require that the kids tell us in advance about events so we can schedule and assist them.
- Consistent, clear schedule, and not overwhelm them with activities.
- Putting things important, like listening and such, before cleaning.
- I am working on me now and work to gain more confidence in my abilities. I set expectation for me each day/week/month and am working to achieve them each day.
- I started saying "no" to what I cannot handle.

How has this program helped your family?

- Helped me build confidence in my parenting and advocacy.
- The program helped us manage our expectations of their performance in school and their interactions with others.

We learned how to help them cope with trauma.

- We all communicate better and understand each other better.
- It has given me community resources to help work through issues. It also gave us respite hours when desperately needed.
- We are actually able to talk to each other.

Other:

- He has made progress socially, emotionally, behaviorally and academically.
- Our Parent Educator and Counselor have listened, taught, cared and helped me through hard moments and decisions. We are thankful.
- I understand that there are many factors in our children's lives that are beyond their control.
- It helped us a lot!
- This has been so helpful. Thank you.
- Our child's behavior improved while our Parent Educator and Counselor worked with our family.
- My coping skills have improved.
- I didn't know I needed to parent differently an adopted child.
- I am learning that I need to let go.
- My counselor has been a real trooper, and I value her.





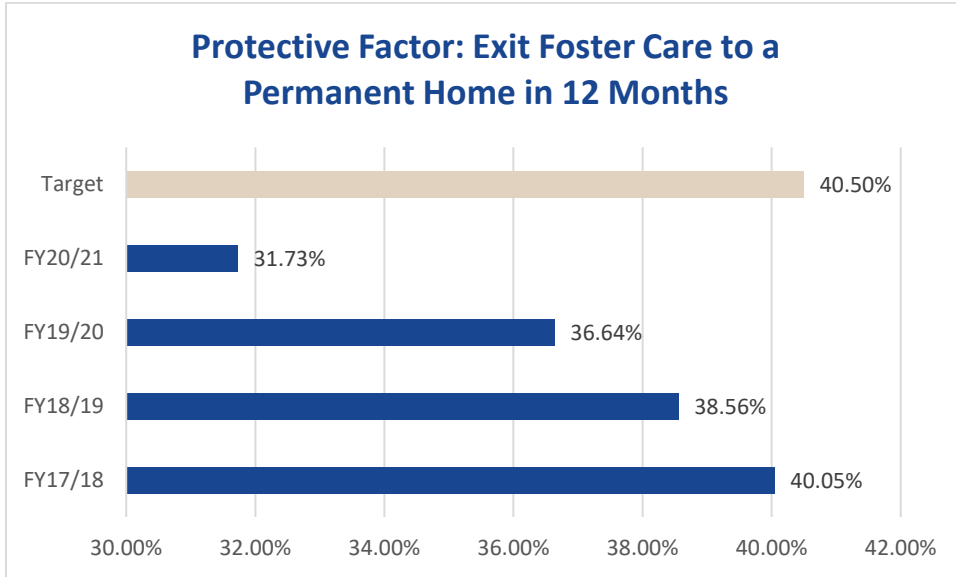
State of the Community



Child Welfare

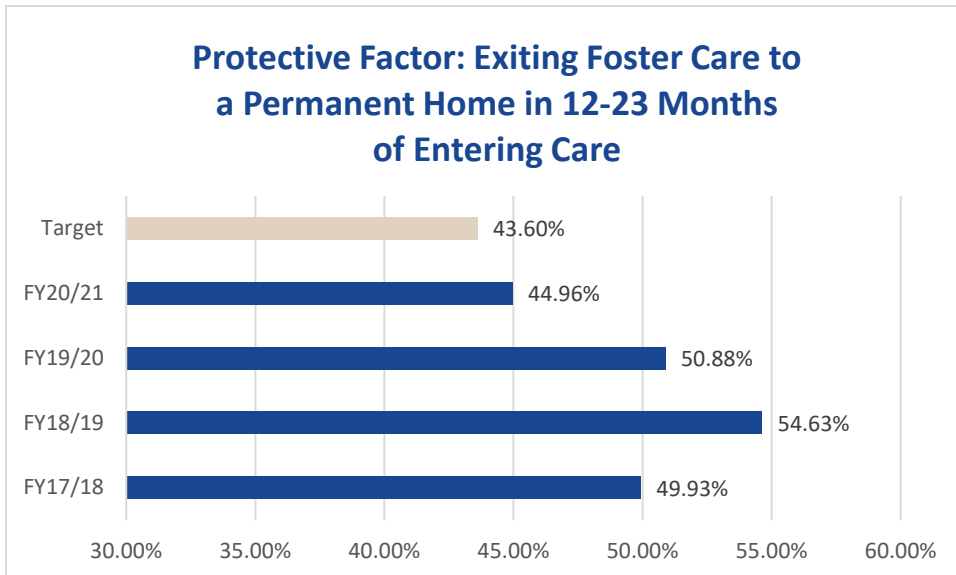
Manatee County dependent children exiting care to a permanent home within 12 months of entering foster care

Source: Florida Department of Children and Families (FY17/18-20/21 Average)



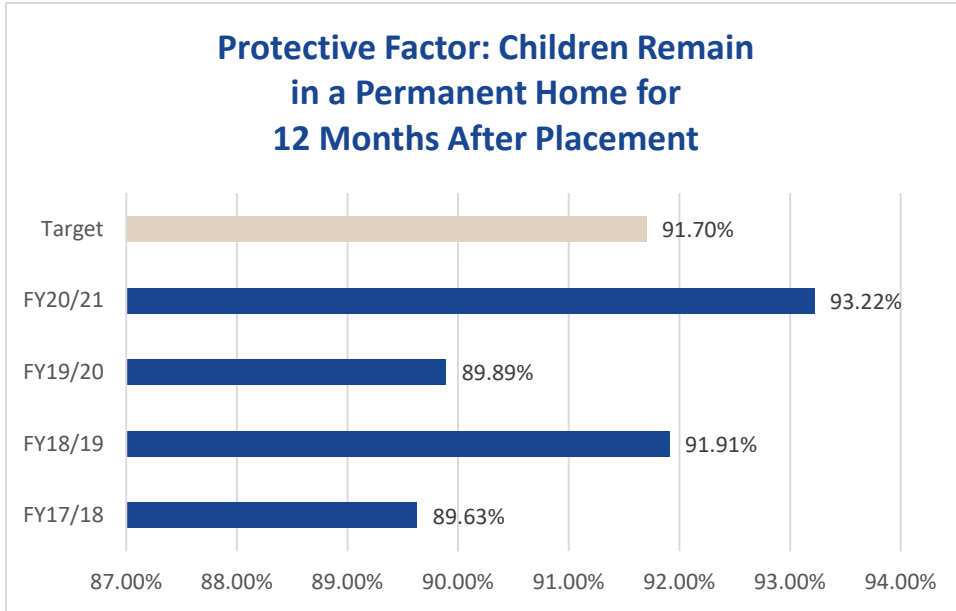
Manatee County dependent children exiting care to a permanent home within 12-23 months of entering foster care

Source: Florida Department of Children and Families (FY17/18-20/21 Average)



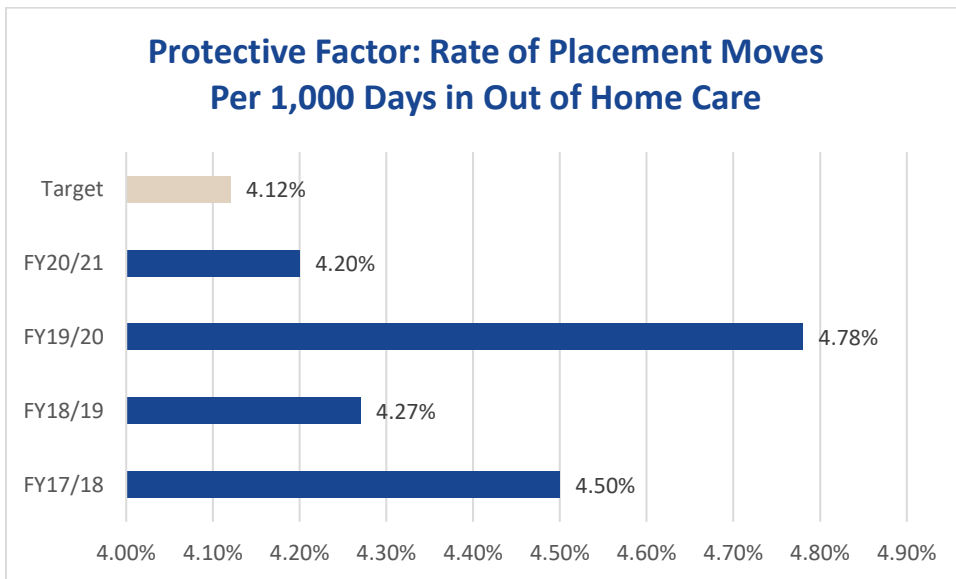
**Manatee County children who do not re-enter foster care
within 12 months of moving to a permanent home**

Source: Florida Department of Children and Families (FY17/18-20/21 Average)



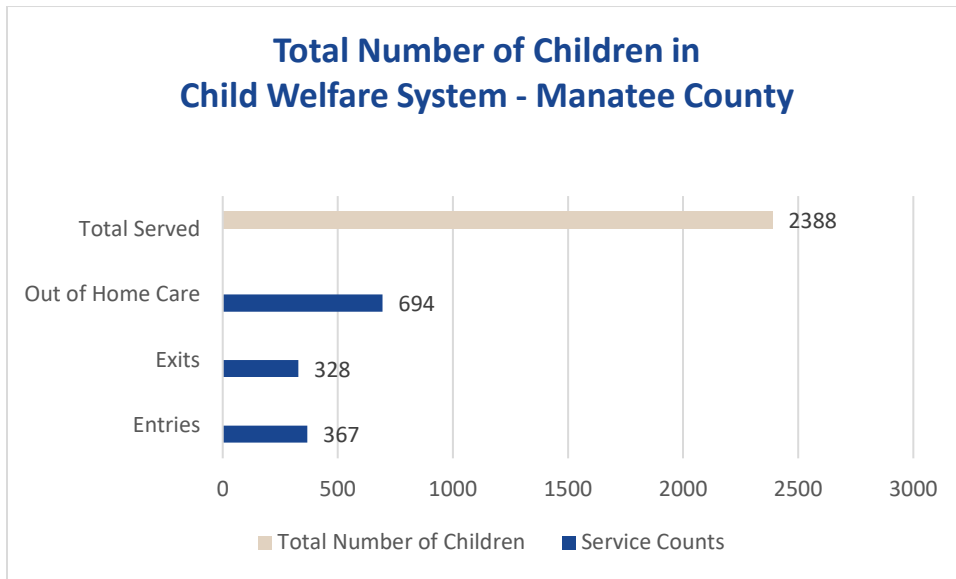
**Rate of placement moves for Manatee County foster children
per 1,000 days in out of home care**

Source: Florida Department of Children and Families (FY17/18-20/21 Average)



Manatee County child welfare system

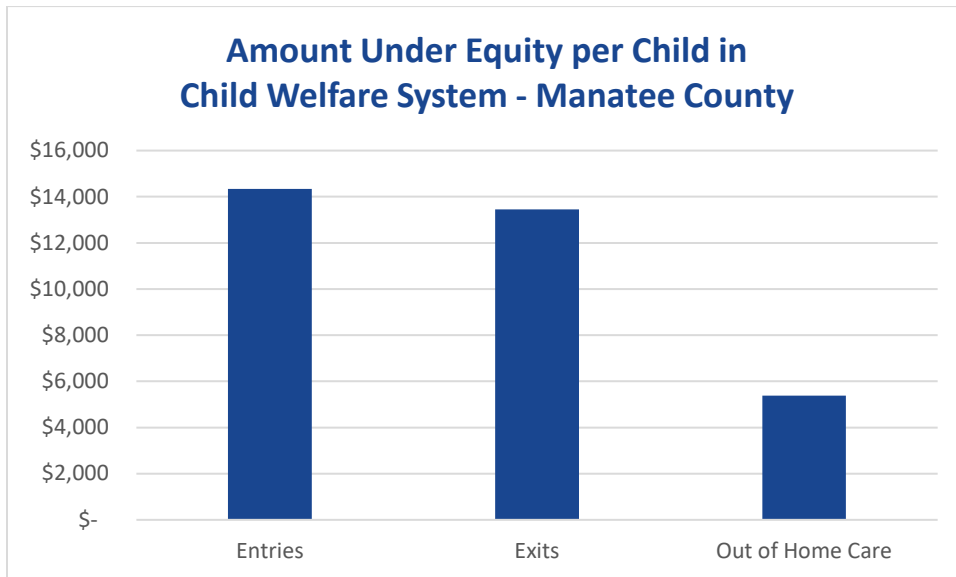
Source: Florida Department of Children and Families (6/30/21)



Total served includes entry, exit, OHC, prevention, diversion, and in-home care

Manatee County child welfare core funding inequities per child

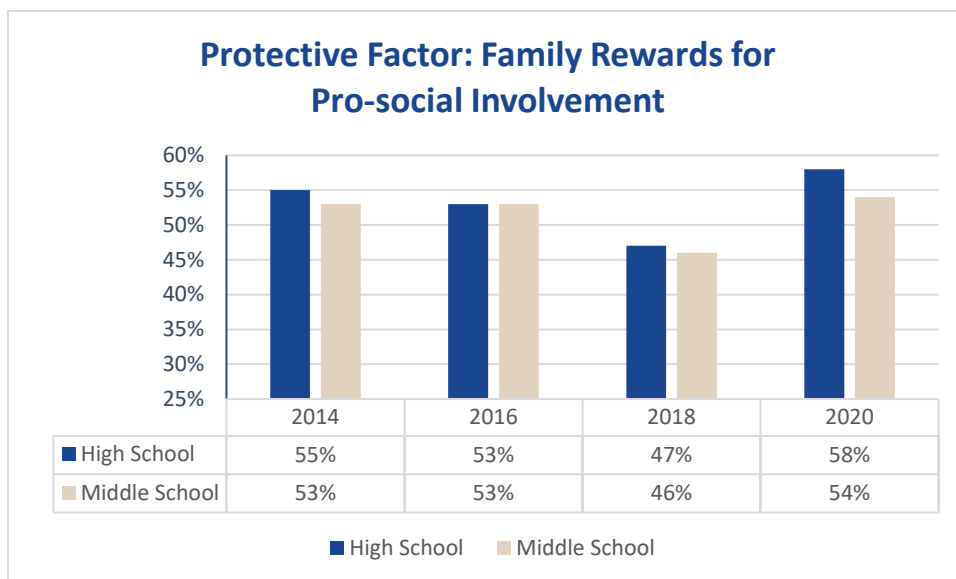
Source: Florida Department of Children and Families (6/30/21)



Family Strengthening and Support

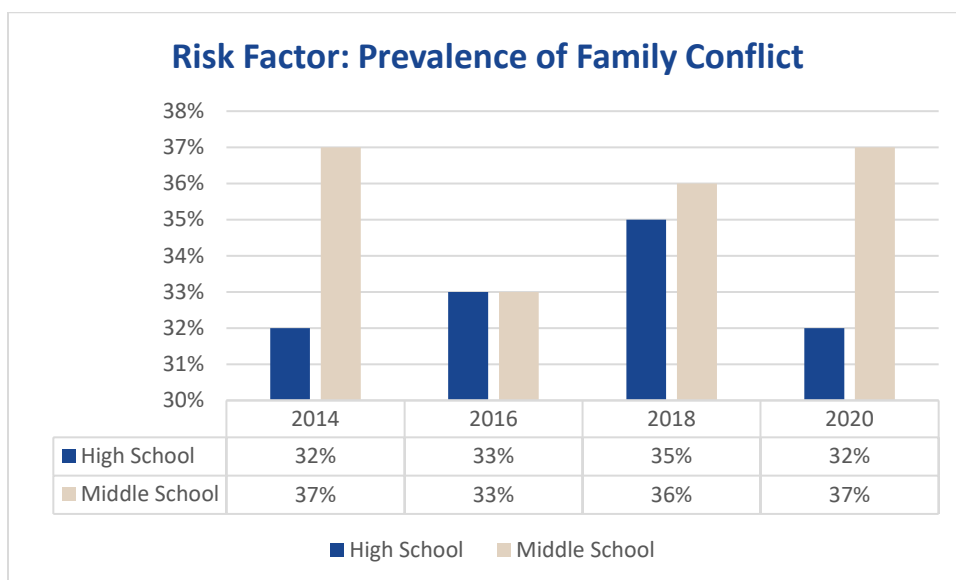
Protective factor prevalence rate in Family Rewards for Pro-social Involvement for Manatee County youth ages 10-17 in the Family Domain

2014-2020 Florida Youth Substance Abuse Survey – Manatee County Data



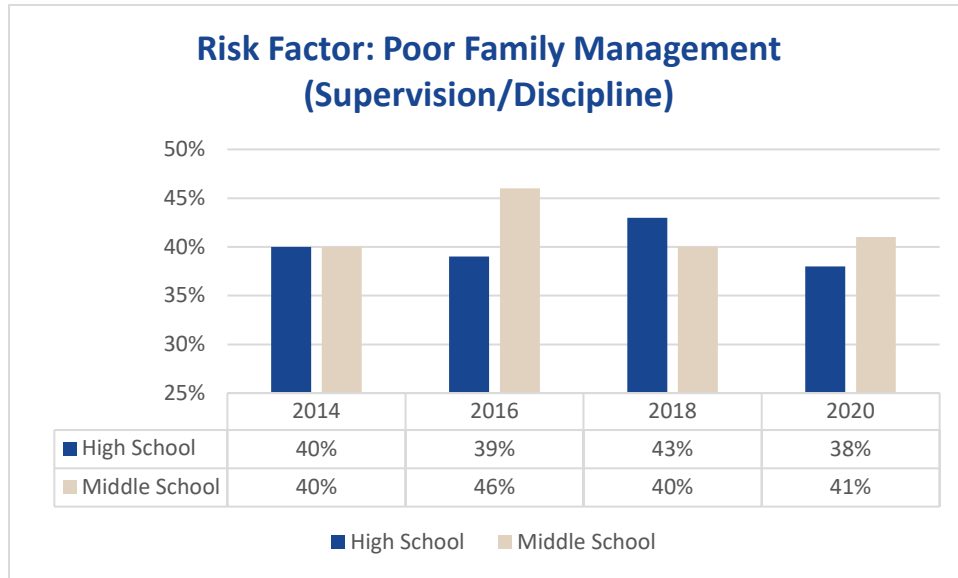
Risk factor prevalence rate in Family Conflict for Manatee County youth ages 10-17 in the Family Domain

2014-2020 Florida Youth Substance Abuse Survey – Manatee County Data



**Risk factor prevalence rate in Poor Family Management (supervision/discipline)
for Manatee youth ages 10-17 in the Family Domain**

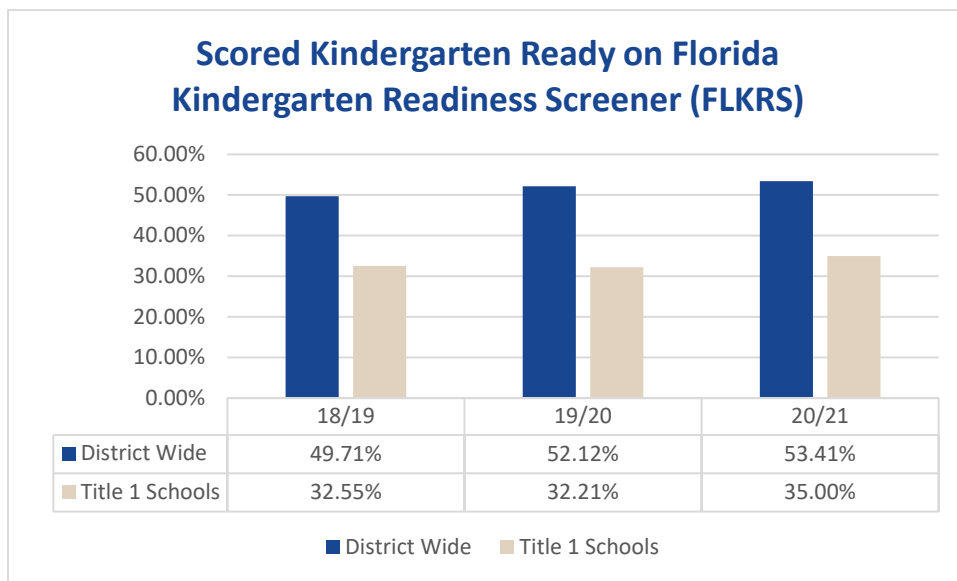
2014-2020 Florida Youth Substance Abuse Survey – Manatee County Data



Kindergarten Readiness

Manatee County Kindergartners scored as Kindergarten Ready on the FLKRS

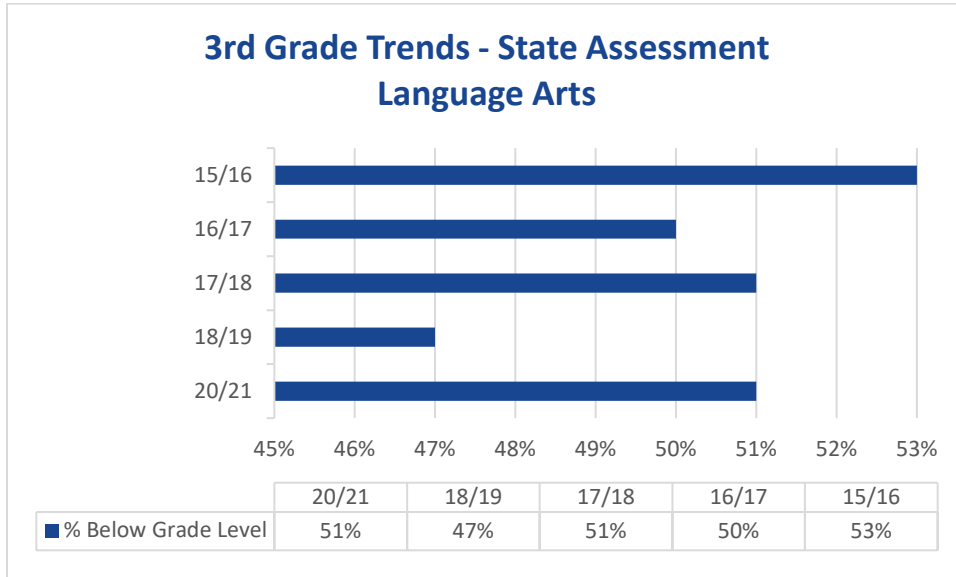
Source: Florida Department of Education



Grade Level Reading and Mathematics

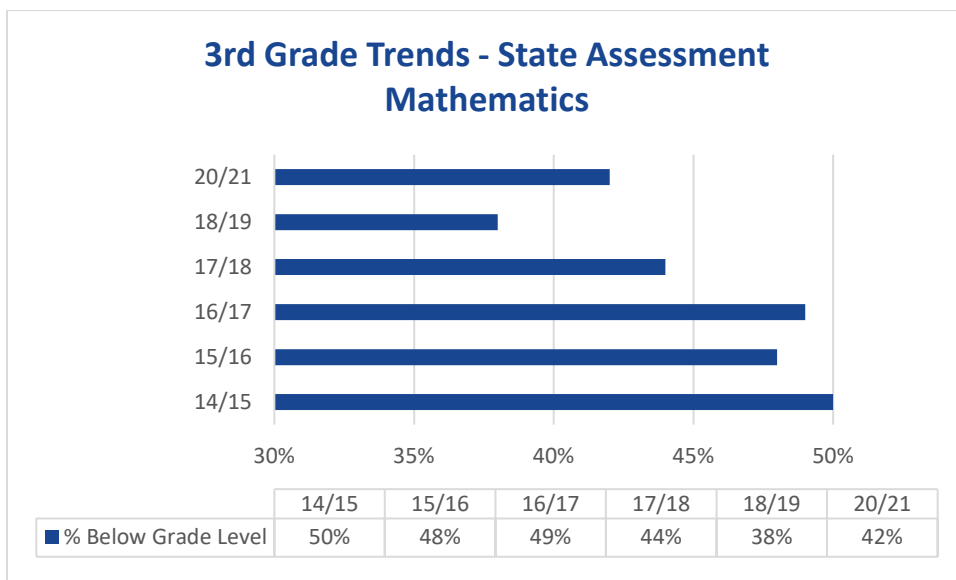
Manatee County 3rd grade students scoring below Level 3 (grade level) in English Language Arts Florida Standards Assessment

Source: Florida Department of Education



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

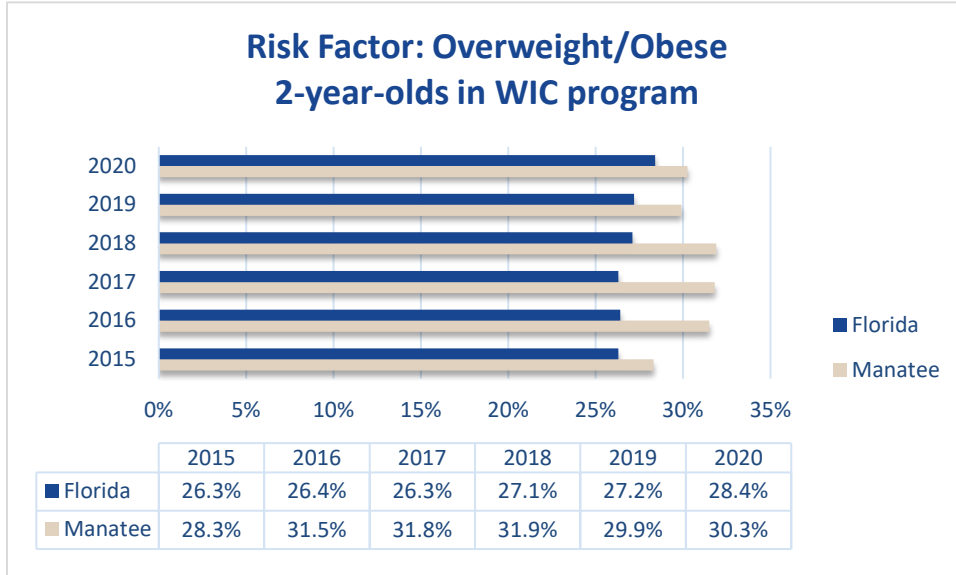
Source: Florida Department of Education



Child Health and Wellness – Obesity

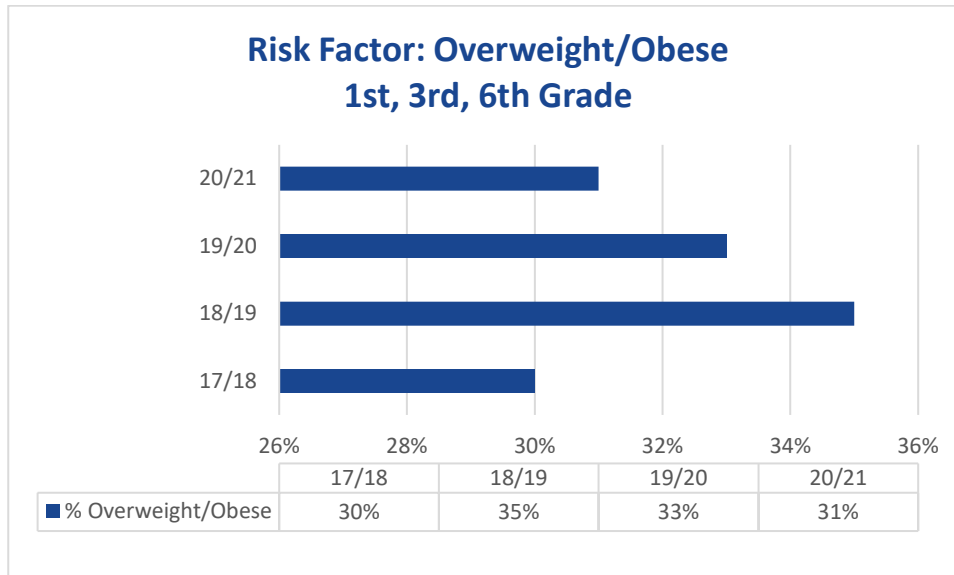
Manatee 2-year-old WIC program children were deemed overweight/obese compared to Florida (BMI > 85th percentile for their age)

Source: Florida Department of Health, Manatee County WIC and Nutrition Services; 2015-2020



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

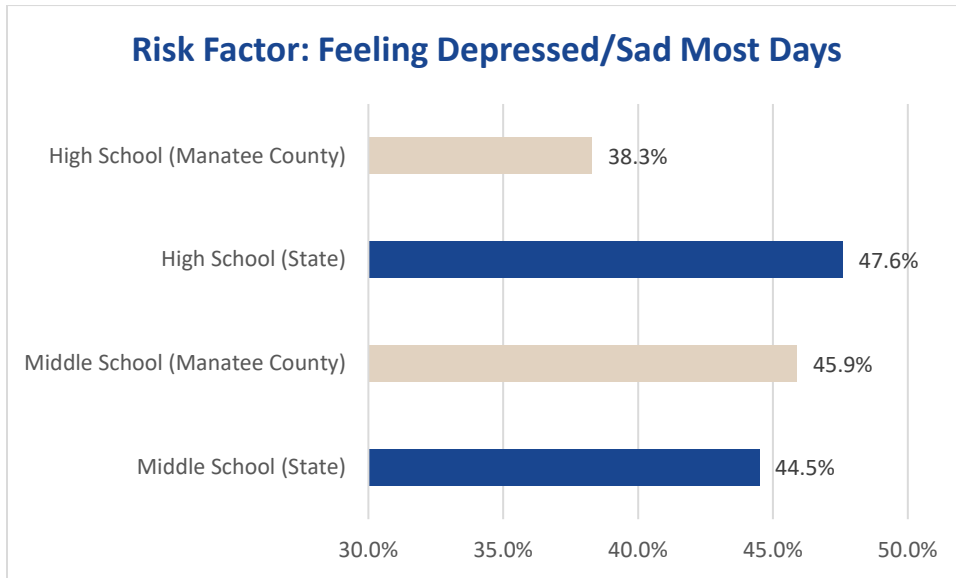
Source: School District of Manatee County



Child Health and Wellness – Mental Health

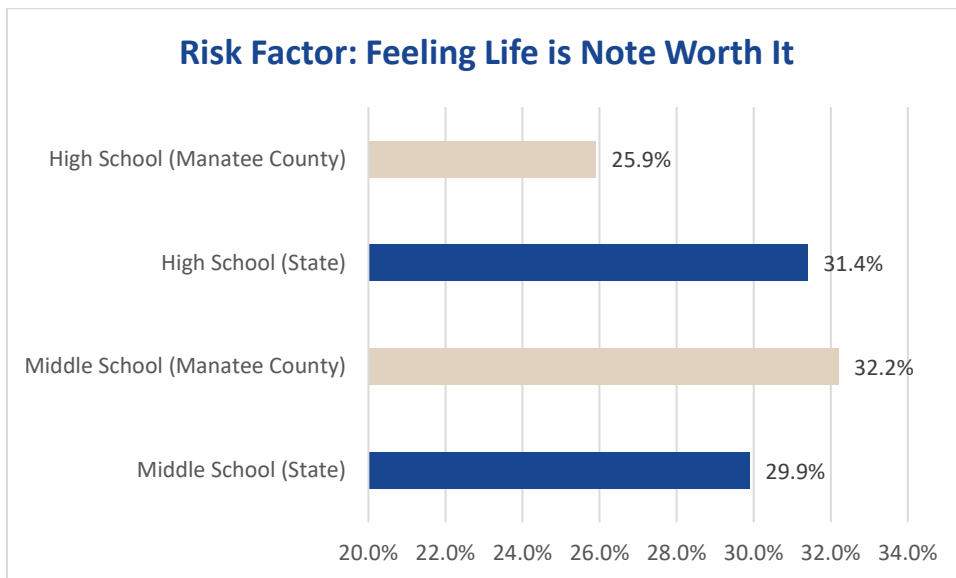
Manatee County and Florida students ages 10-17 surveyed reported they felt sad or hopeless daily most days

Source: 2020 Florida Youth Substance Abuse Survey



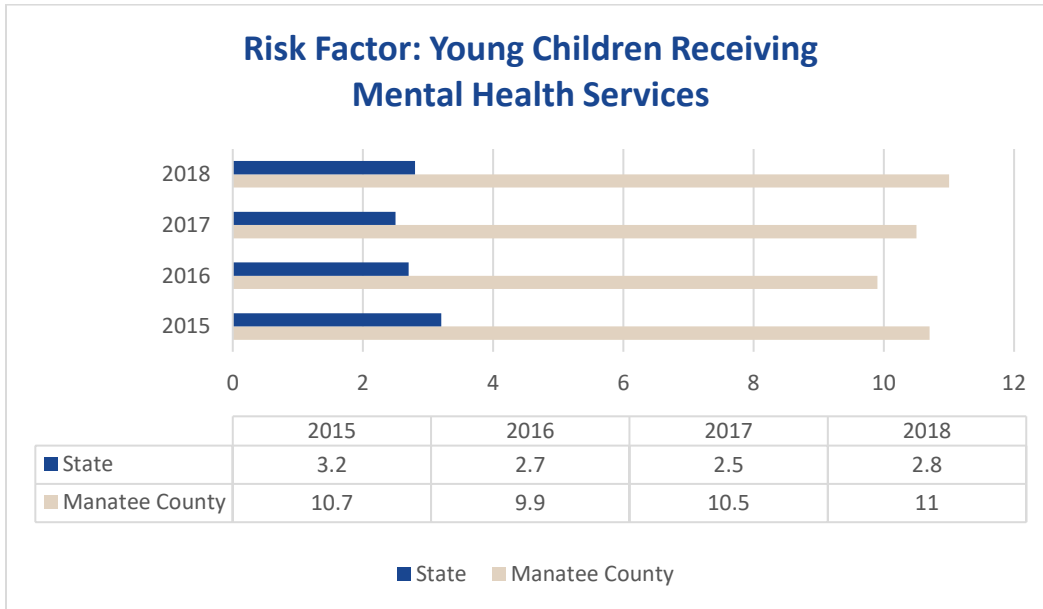
Manatee County and Florida students ages 10-17 surveyed reported they sometimes think that life is not worth it

Source: 2020 Florida Youth Substance Abuse Survey



**Manatee County and Florida children ages 1-5
Receiving Mental Health Treatment Services (Rate per 1,000 population)**

Source: Florida Department of Health 2015-2018



Rate per 1,000 population

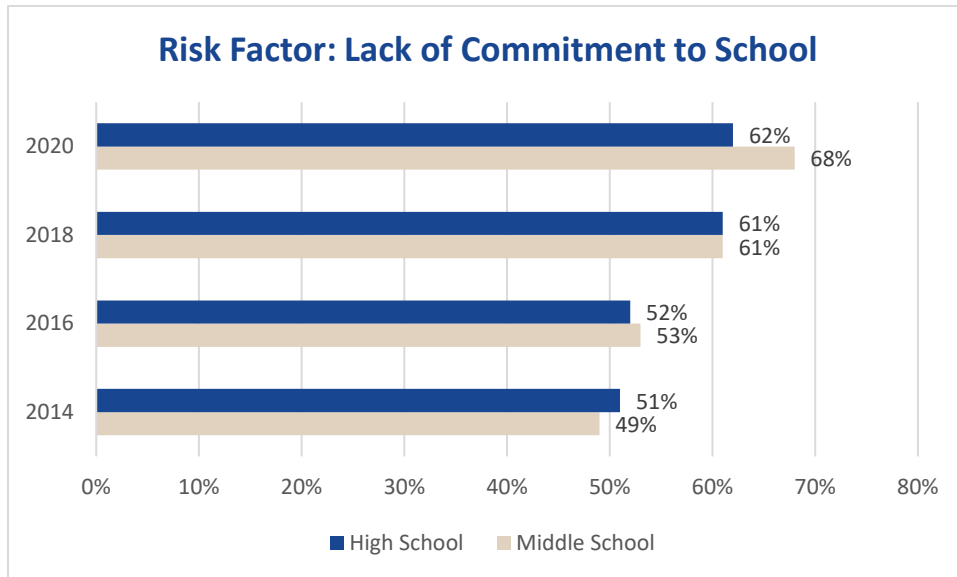


Among children living below 100% of the Federal Poverty Level, more than 1 in 5 (22%) had a mental, behavioral, or developmental disorder.

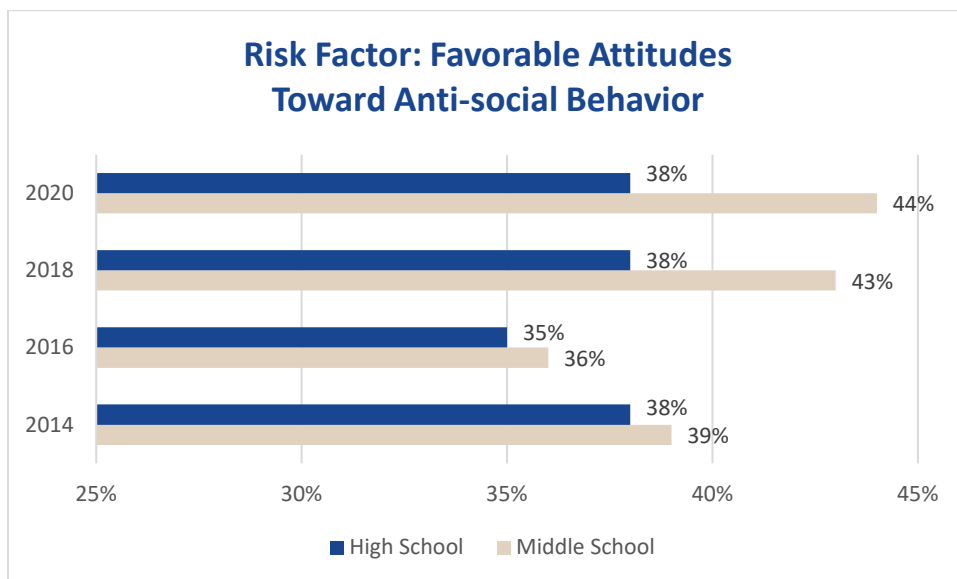
<https://www.cdc.gov/childrensmentalhealth/data.html>

Youth Behavior

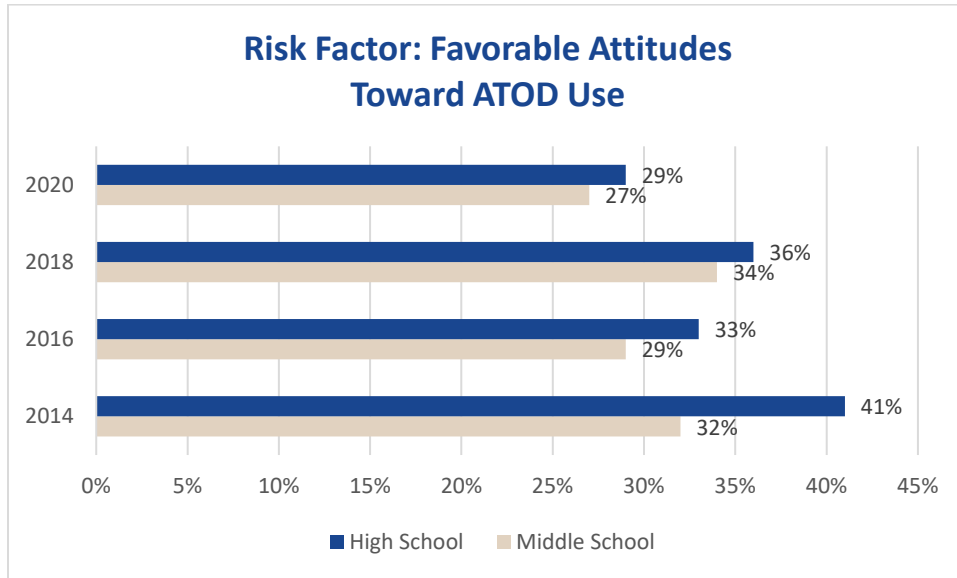
**Risk factor prevalence rate trends for Lack of Commitment to School
for Manatee youth ages 10-17 in the School Domain**
2014-2020 Florida Youth Substance Abuse Survey – Manatee County Data



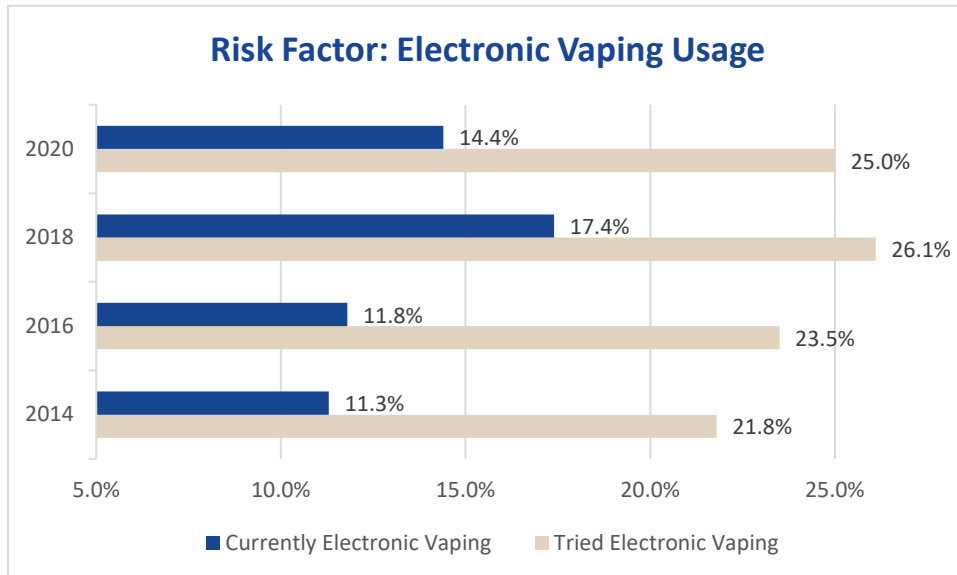
**Risk factor prevalence rate trends for Attitudes Toward Antisocial Behavior
for Manatee youth ages 10-17 in the Peer Domain**
2014-2020 Florida Youth Substance Abuse Survey – Manatee County Data



**Risk factor prevalence rate trends for Attitudes Toward
Alcohol, Tobacco, Other Drug (ATOD) Use for Manatee youth ages 10-17 in the Peer Domain**
2014-2020 Florida Youth Substance Abuse Survey – Manatee County Data

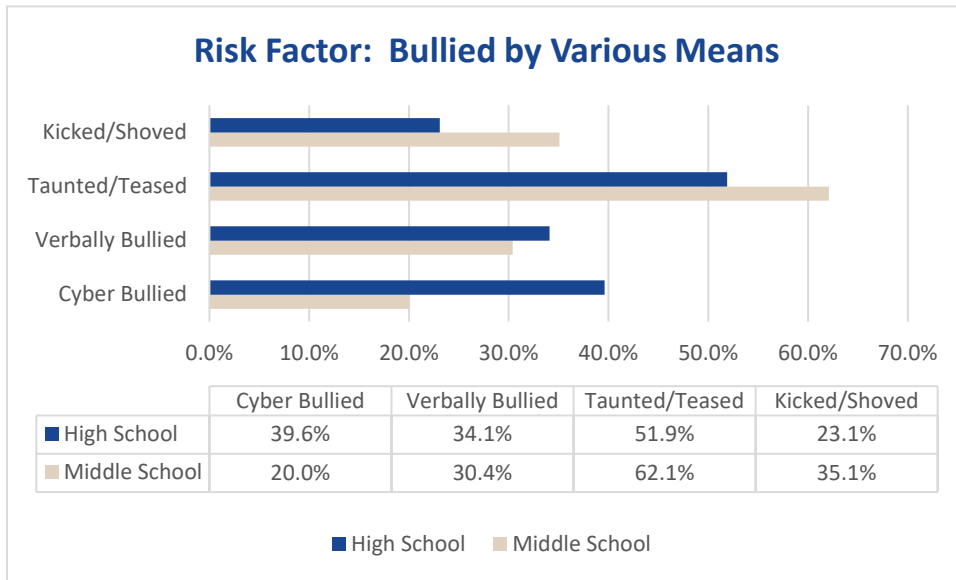


**Risk factor prevalence rate trends for Use of Electronic Vaping
for Manatee youth ages 11-17**
2014-2020 Florida Youth Tobacco Survey – Manatee County Data



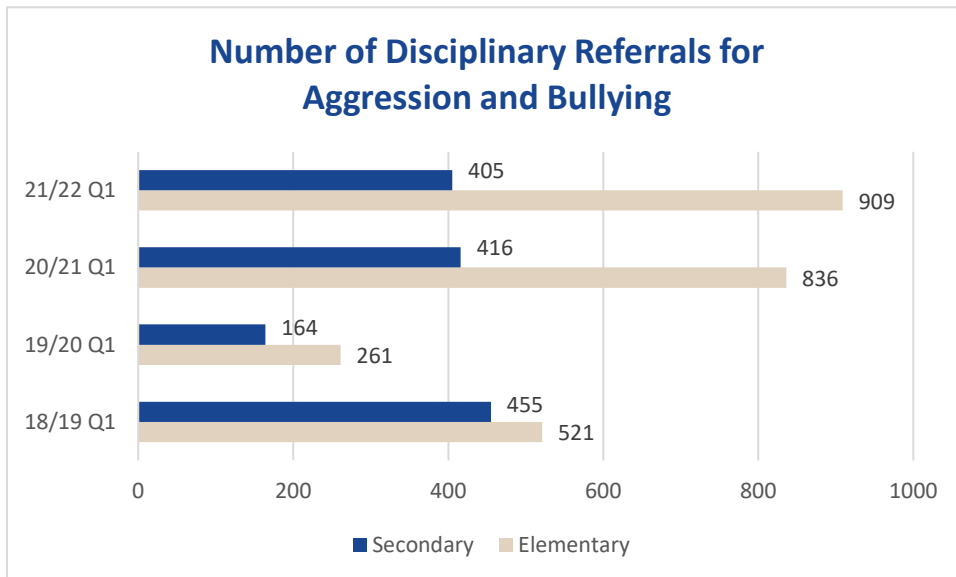
Manatee County students ages 10-17 reported Being Bullied by Various Means

Source: 2020 Florida Youth Substance Abuse Survey – Manatee County Data



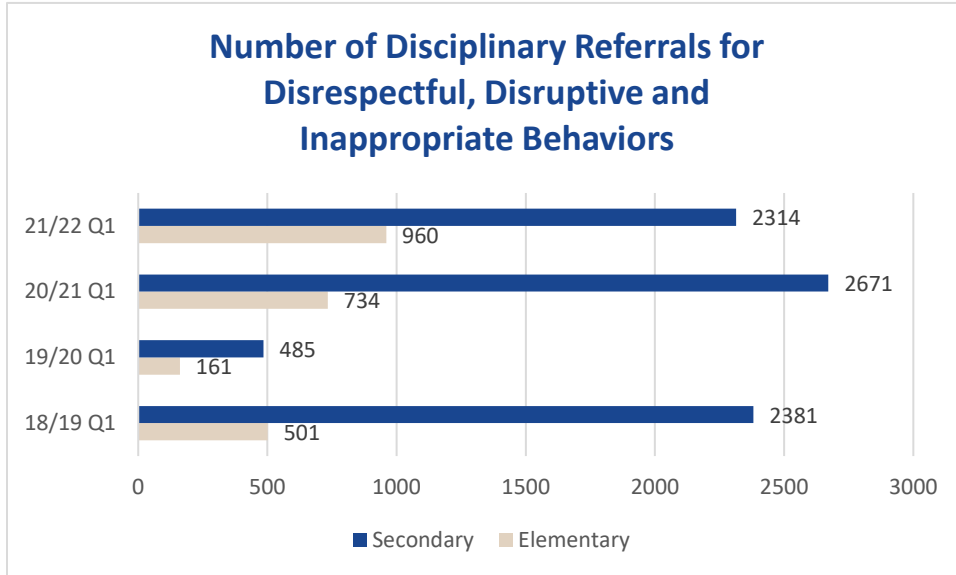
Manatee County students received Disciplinary Referrals for Bullying/Harassment

Source: Manatee School District Discipline Data



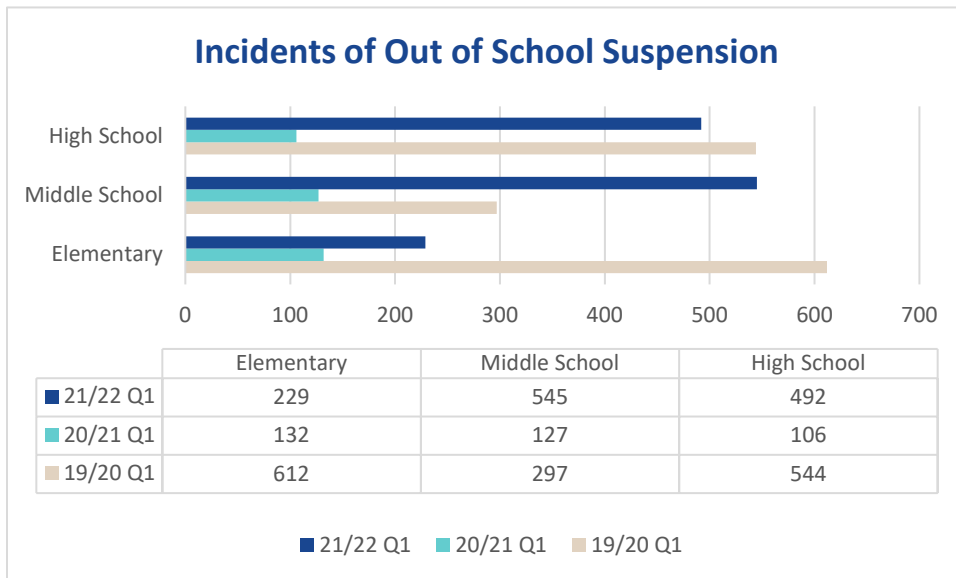
Manatee County students received disciplinary referrals for Disrespectful, Disruptive & Inappropriate Behaviors

Source: Manatee School District Discipline Data



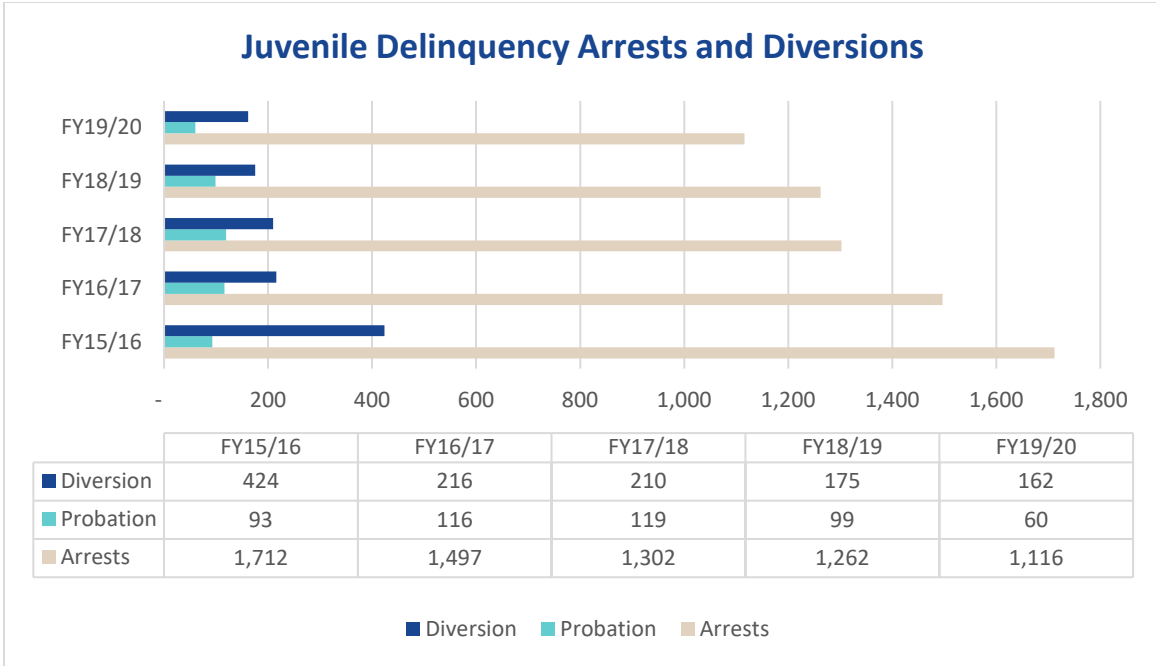
Manatee County students received Out-of-School Suspension

Source: Manatee School District Discipline Data



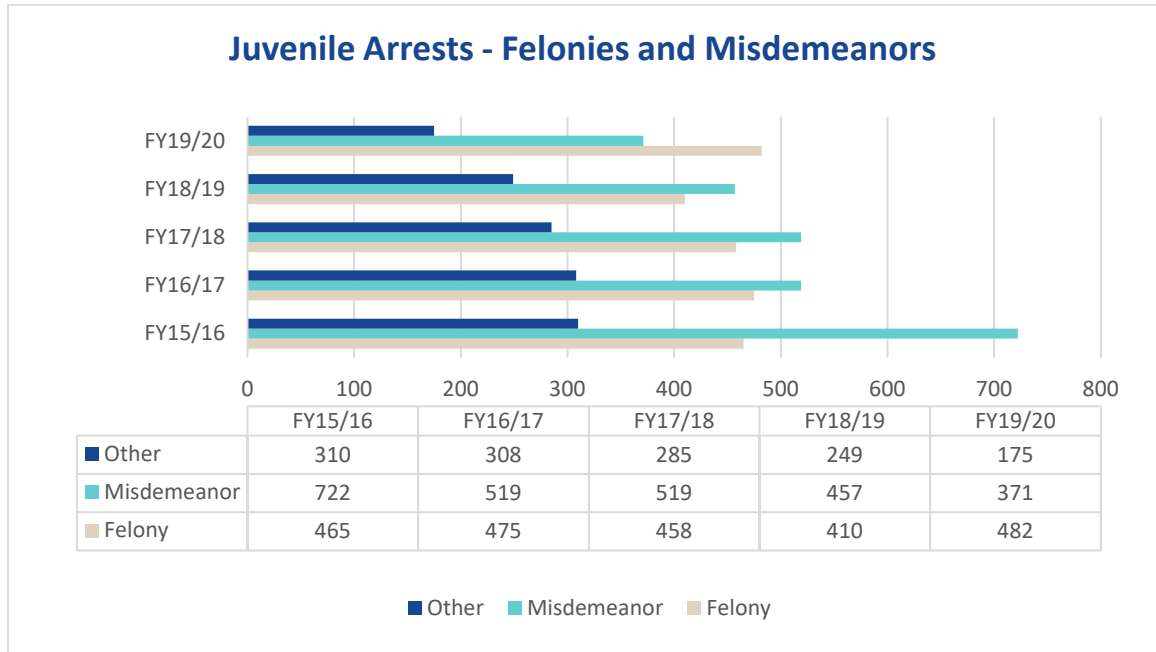
Manatee County Youth Arrests compared to Diversion Referrals

Source: Department of Juvenile Justice Delinquency Profile Data



Manatee County Youth Felony & Misdemeanor Arrests

Source: Department of Juvenile Justice Delinquency Profile Data



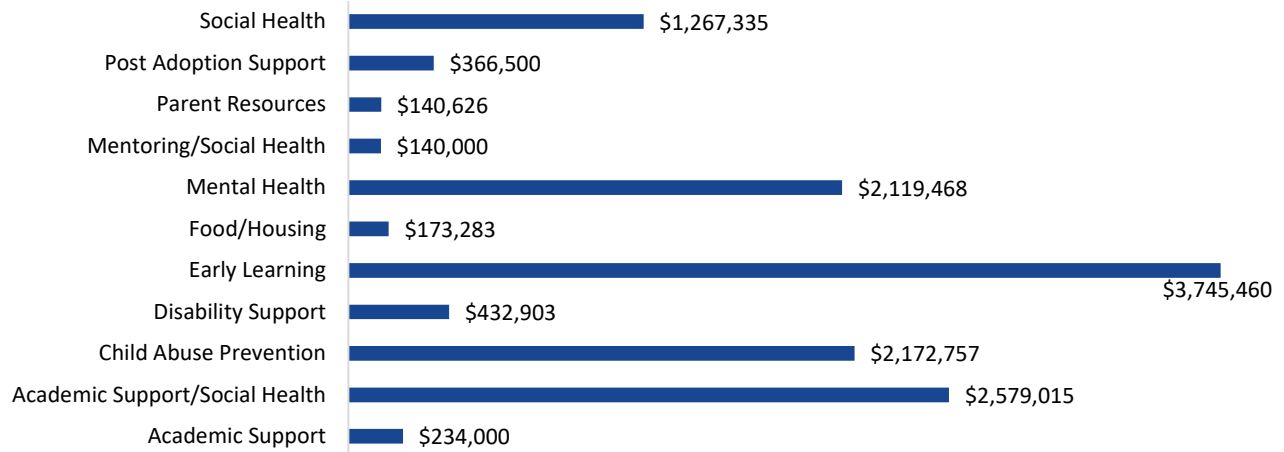


FY21/22 Investment Report

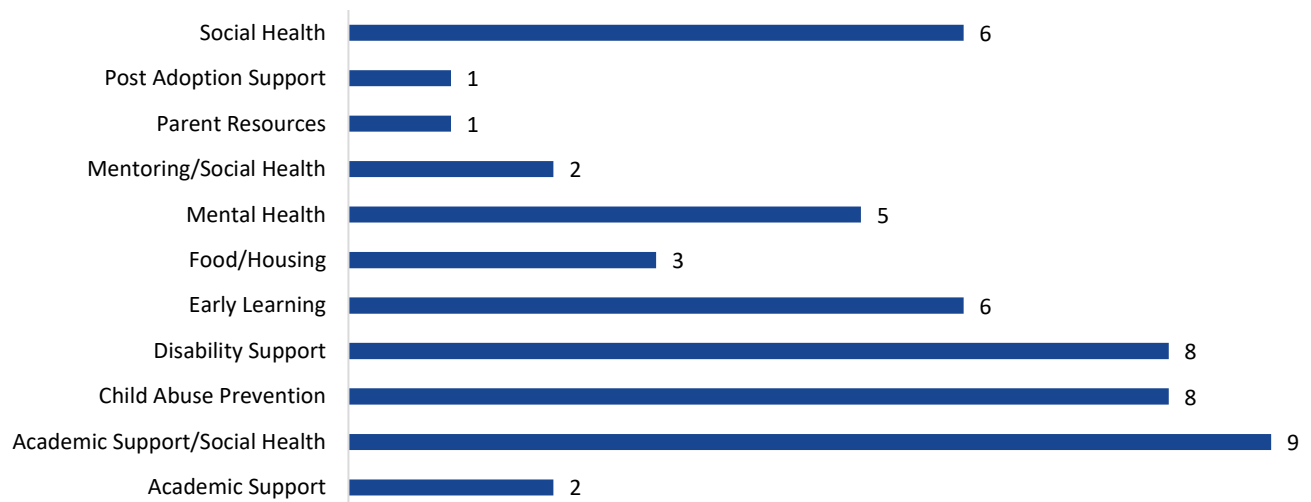


FY21/22 Investment Report

The largest investments for FY21/22 were in early learning, academic support/social health, child abuse prevention, and mental health



The largest number of programs recommended for FY21-22 investment are in child abuse prevention, academic support/social health, and disability support





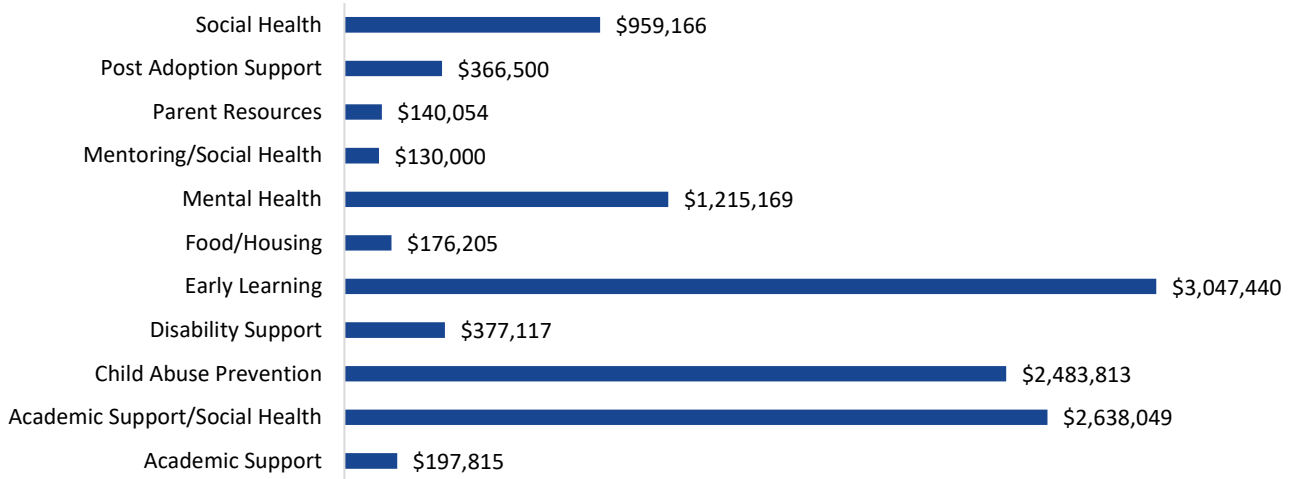
FY20/21 Investment Report



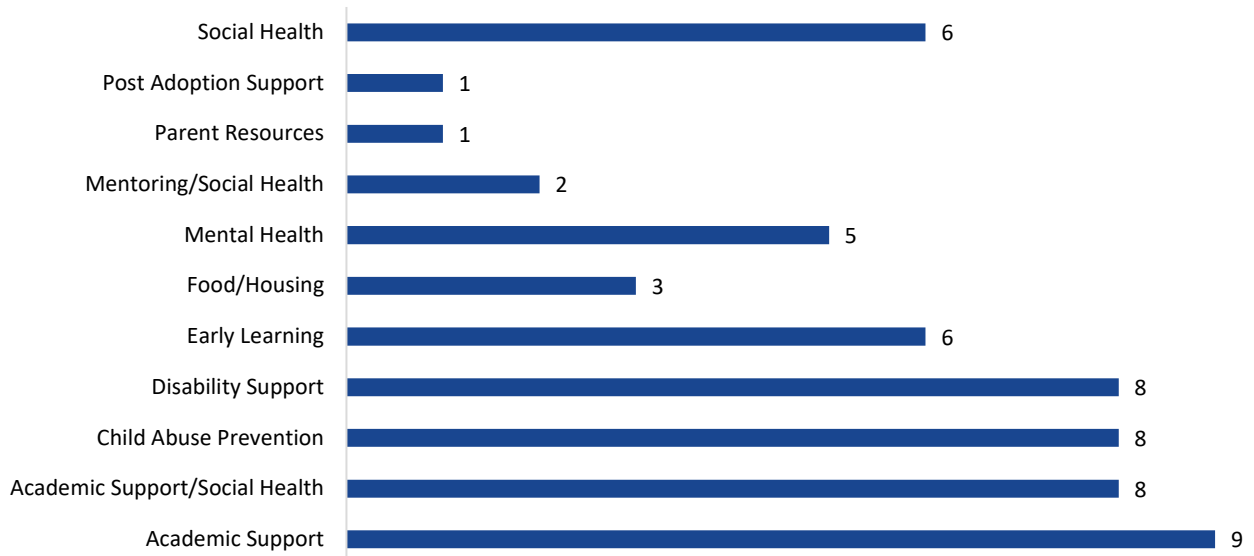
FY20/21 Investment Report

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

The largest investments for FY2020/21 were in early learning, academic/social health, child abuse prevention and mental health



The largest number of programs recommended for FY20-21 investment are in child abuse prevention, academic support/ social health, and disability support



FY20/21 Results First Data

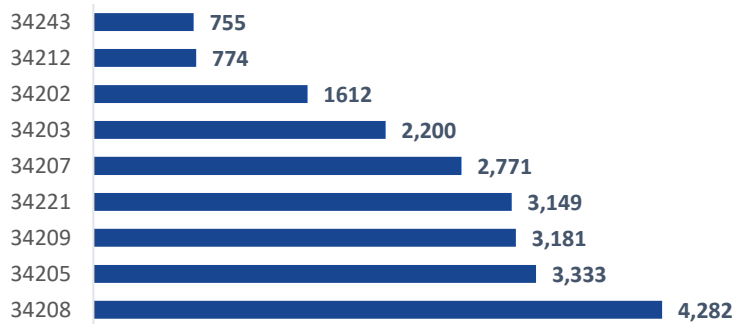
| Number of Programs | Number of Results | Clients Working Towards A Result | Clients Achieved Results | Client Achievement Rate |
|--------------------|-------------------|----------------------------------|--------------------------|-------------------------|
| 49 | 75 | 7,177 | 4,778 | 66.57% |

FY20/21 Client Demographics

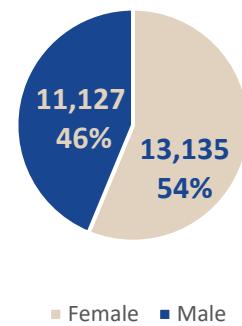
Client demographics represent the breakdown of abused, neglected, at-risk and economically disadvantaged children and families who received services during Fiscal Year 2020/2021 for program investments from the Children’s Services Dedicated Millage.

TOTAL SERVED 24,262

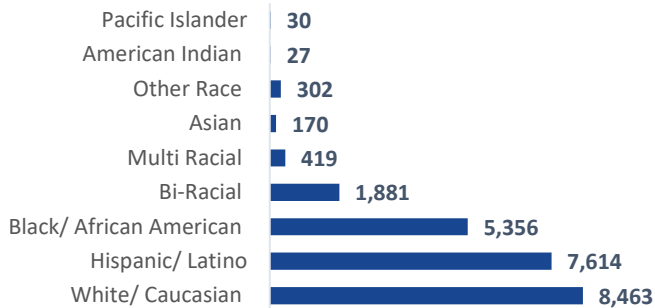
HIGHEST ZIP CODES SERVED



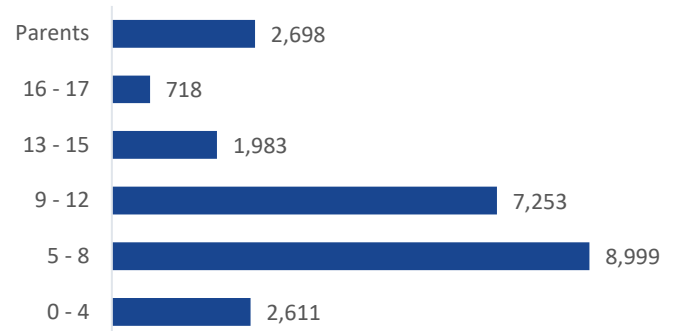
GENDERS SERVED



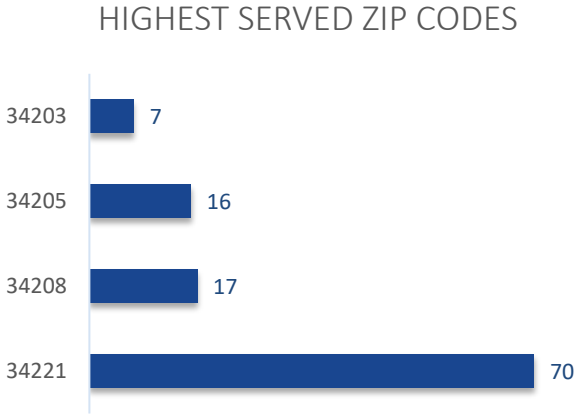
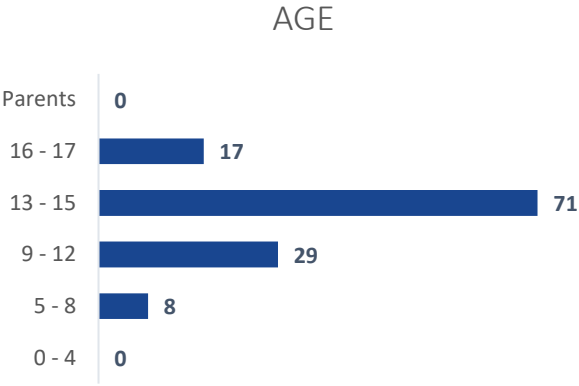
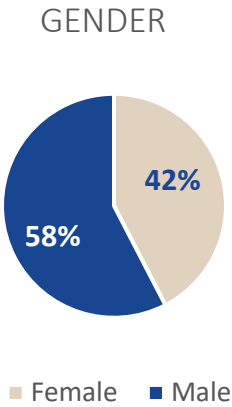
RACE/ETHNICITY SERVED



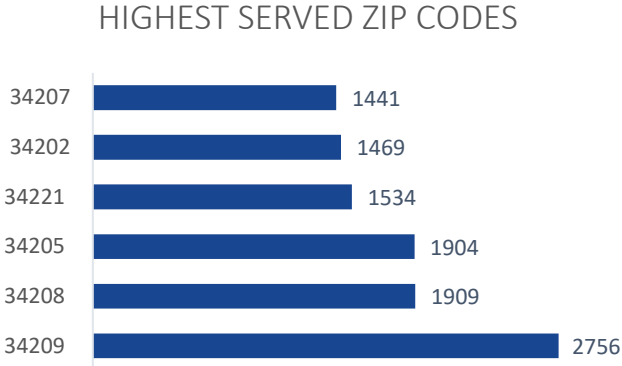
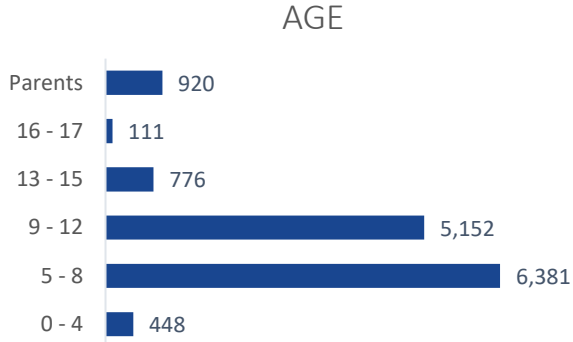
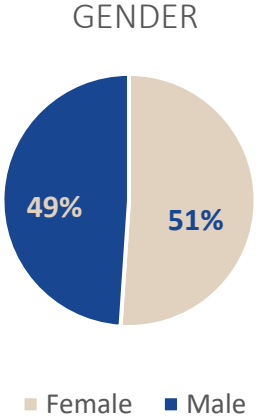
AGES SERVED



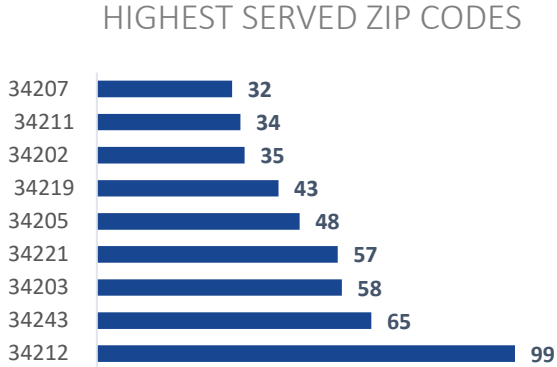
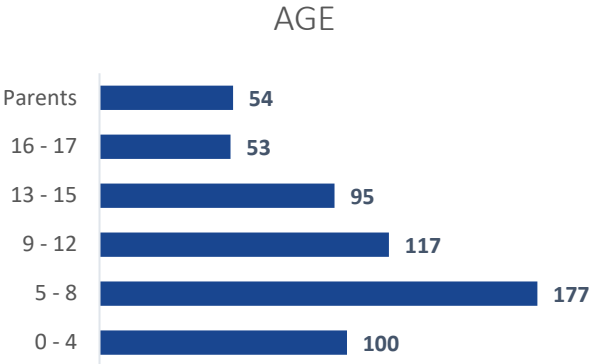
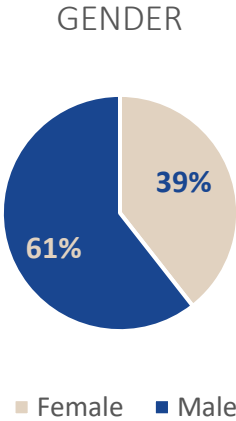
TOTAL SERVED – ACADEMIC SUPPORT 125



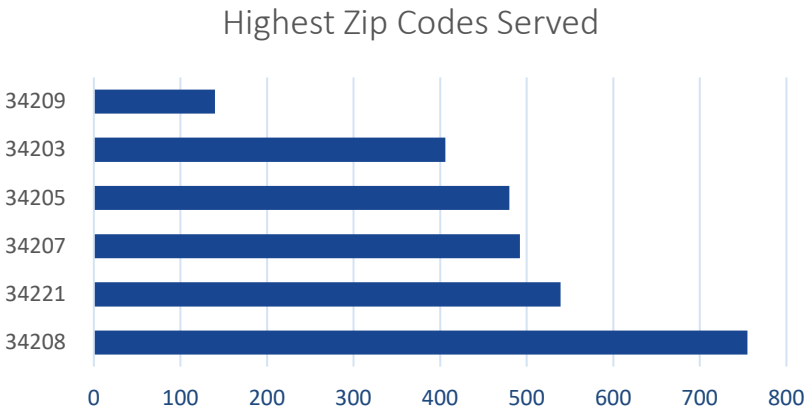
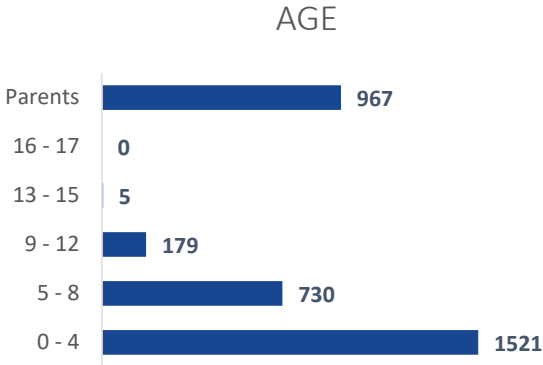
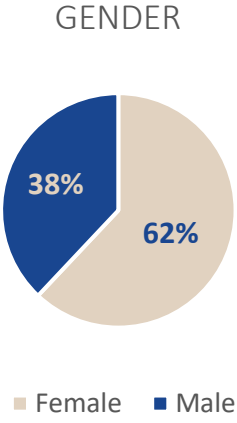
TOTAL SERVED - CHILD ABUSE PREVENTION 13,788



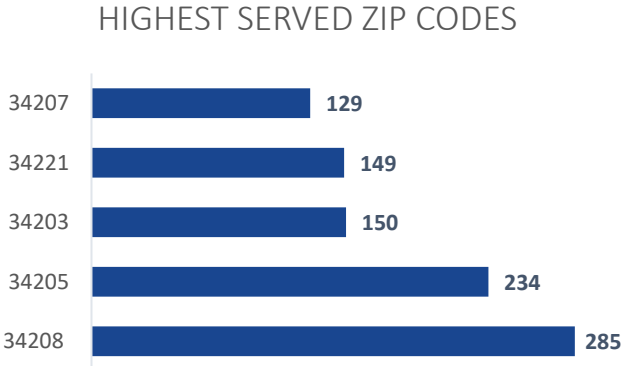
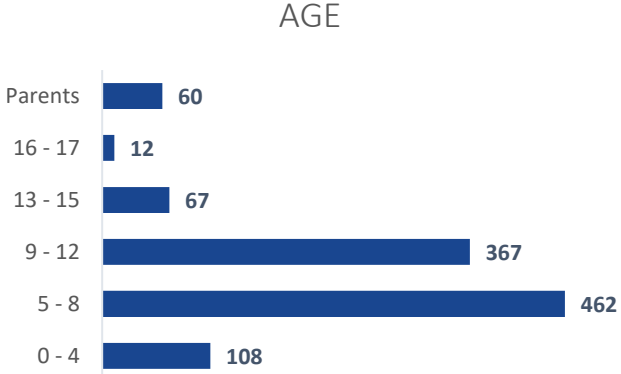
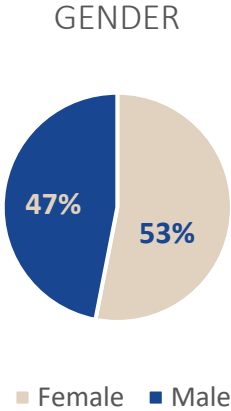
TOTAL SERVED - DISABILITY SUPPORT 596



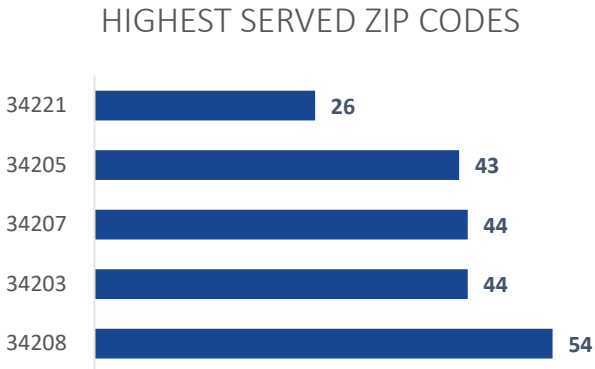
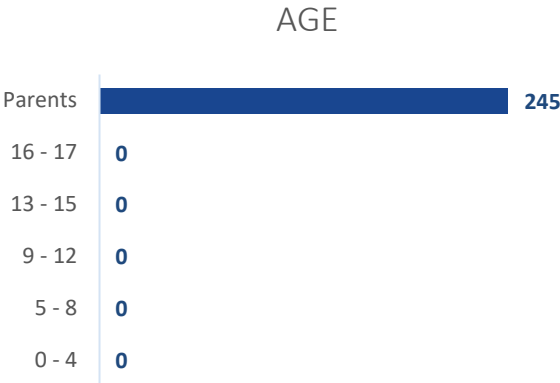
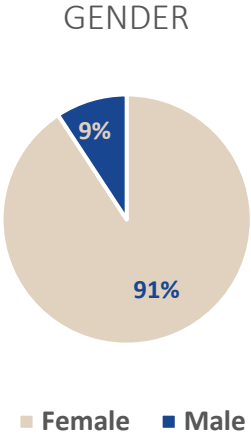
TOTAL SERVED - EARLY LEARNING 3,402



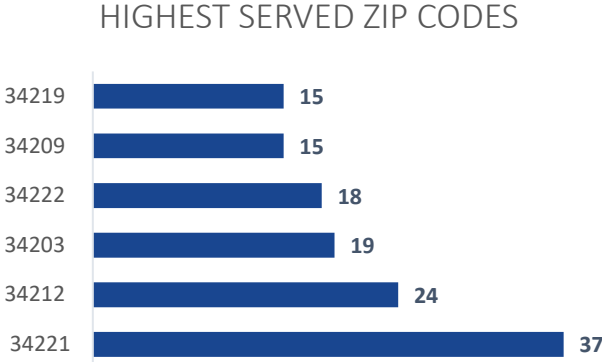
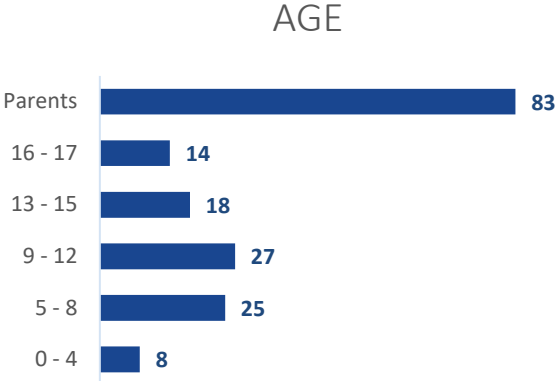
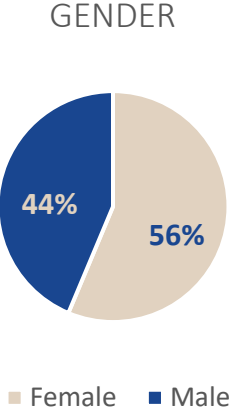
TOTAL SERVED - FOOD AND HOUSING 1,076



TOTAL SERVED – PARENT RESOURCES 245



TOTAL SERVED - POST ADOPTION SUPPORT 175



TOTAL SERVED - SOCIAL/MENTAL HEALTH 1,896

