

2020 Strategic Investment Plan

The Children's Board of Hillsborough County

Approved January 26, 2012



INTRODUCTION

“Increasing the number of children who are ready for school and succeeding at third grade is not the sole responsibility of any single agency or professional group; rather it is a shared community concern. Effective strategies require multiple actions at the individual, family, and community levels—as well as in state and national policies—to reduce risk factors and strengthen protective factors.”

*Lisbeth B. Schorr and Vicky Marchand
Pathways Mapping Initiative, Harvard University*

The Children’s Board of Hillsborough County is committed to “doing what it takes” to improve the well-being of young children and their families in Hillsborough County, Florida. In light of the current economic challenges, we must change what we do and how we do it, because trying hard is not good enough – we must be able to show the results of our efforts and our strategic investment to taxpayers and voters. This update to the Children’s Board 2012 Strategic Plan follows a Results Based Accountability™ framework. According to the Fiscal Policy Studies Institute (www.resultsaccountability.com), Results Based Accountability™ (RBA) follows a disciplined thinking process which “begins with the end in mind” and works backwards to the means to get there. The “end,” in this case, is the Children’s Board’s overarching goal of *Children are Ready for Kindergarten and Succeeding by Eight Years Old*. To accomplish this goal, this plan includes three results which are “conditions of well-being stated in plain language, that taxpayers and voters can understand and recognize as important.” These results are: (1) Children are Healthy and Developmentally On Track; (2) Children are Ready to Learn and Succeed; and (3) Children Have Supported and Supportive Families.

To measure the achievement of these results, “indicators” that the research literature shows are associated with the three results areas were selected. These indicators reflect evidence-based results associated with the well-being of children and their families and closely align with indicators being tracked by other Florida Children’s Services Councils, the Florida Children’s Cabinet and several state initiatives and national foundations.

Rationale for a Focus on Young Children

Studies have shown that a child’s success in school, as well as later in life as an adult, depends on positive experiences during early childhood. Children from lower socioeconomic backgrounds are less likely than children from higher socioeconomic backgrounds to be cognitively ready to start school, and they tend to do less well in school and are more likely to become teen parents, to engage in crime and to be unemployed as adults (Halle 2009, Rouse et al. 2005). Throughout the first few years of life, young children are strongly influenced by the people around them and the communities where they live. Society can increase the odds of favorable developmental outcomes through effective interventions in early childhood that change the balance between risk and protection (Shonkoff & Phillips, 2000).

Third grade is widely acknowledged as pivotal point in children’s education because success by age eight years old reflects what has happened to children since birth and predicts what may happen next—academically, socially, and economically. Studies also show that by the end of third grade, children stop learning to read and begin reading to learn (Boots, 2005, citing National Research Council, 1998). And other studies have shown that children who start school with disadvantages do not catch up, and will continue to fall behind their better-prepared peers:

- Disparities in early literacy and other academic skills at third grade are linked to persistent achievement gaps.
- The gaps that appear by third grade have implications for long term economic competitiveness.
- Pre-kindergarten intervention alone is not sufficient to prevent achievement gaps and their consequences.
- Creating the right conditions for early childhood development is likely to be more effective and less costly than addressing problems at a later age.

Lastly, the Chapin Hall *Longitudinal Analysis of Third-Grade Students in Chicago in 1996-1997 and their Educational Outcomes* (Lesnick et. al. 2010) has shown that:

- Third-grade reading level is a significant predictor of eighth-grade reading performance.
- Eighth-grade reading achievement and ninth-grade school effects account for many of the differences in ninth-grade student performance.
- Eighth-grade reading achievement and ninth-grade school effects explain differences in graduation and college enrollment rates.

What follows is a guide to accomplishing the desired specified results for children and their families in Hillsborough County. In addition to results, it includes indicator baselines showing where we have been and where we are headed if we continue on our current course. It also includes the story behind these baselines (why they look like they do), considers potential partners who can play a role in achieving the results and lists actions that can help ensure children are ready for school and are succeeding in school and other areas of their life by third grade.

Measuring the Success of Strategic Investments

The Children’s Board is using a Results-Based Accountability™ model to assess the effectiveness of our programmatic investments. The Children’s Board began by first determining what we want for the children in our community (Results), then establishing how to measure our success (Indicators) and finally, the best way to achieve the results (strategic investment strategy). Beginning with community-level results to inform our funding policy maintains the focus on what we want for the children of our community and guides the strategies for achieving these results.

Data Availability

This plan uses data from a variety of respected sources including the U.S. Census Bureau, Florida Department of Education, Florida Department of Children and Families and the Florida Department of Health, among others. Data sources are cited on each indicator page. All indicators show the most current data available, even though the data may be from prior years. For example, birth data is reported annually, but has been collected in a previous year. In the case of school readiness and child maltreatment, assessment criteria have changed and so comparisons with previous years cannot be made. And finally, U.S. Census data, reported for years between decennial censuses, are estimates or projections and numbers may be updated or modified periodically.

The Data Development Agenda contains indicators for which data is not currently available or is only available on a state or national level. Gaps in existing county-level child indicator data are found in important areas such as social-emotional development, positive behaviors and the influence of neighborhoods.

Finally, the indicators presented here were chosen based on research, input from agencies, programs and citizens, alignment with the Children’s Board 2012 Strategic Plan, alignment and ability to provide useful and helpful insight to the Children’s Board. There is no intention to present these indicators as the only ones that definitively measure child well-being. Indicators from other organizations that were reviewed as part of the selection process for this plan included other Children’s Services Councils (the Children’s Trust, the Children’s Services Council of Broward County, the Children’s Services Council of Palm Beach County, the Juvenile Welfare Board, the Children’s Services Council of Martin County), The Policy Group for Florida’s Families and Children Inc., the Florida Children’s Cabinet, Florida Kids Count, and the California First Five Program, the Connecticut Commission on Children, and America’s Children Key Indicators of Well-Being.

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Hillsborough County, Florida – At a Glance



People QuickFacts	Hillsborough County	Florida
Population, 2010	1,229,226	18,801,310
Population, percent change, 2000 to 2010	23.1%	17.6%
Population, 2000	998,943	15,982,839
Persons under 5 years old, percent, 2009	7.2%	6.3%
Persons under 18 years old, percent, 2009	24.5%	21.9%
Persons 65 years old and over, percent, 2009	11.8%	17.2%
White persons, percent, 2010	71.3%	75.0%
Black persons, percent, 2010	16.7%	16.0%
American Indian and Alaska Native persons, percent, 2010	0.4%	0.4%
Asian persons, percent, 2010	3.4%	2.4%
Native Hawaiian and Other Pacific Islander, percent, 2010	0.1%	0.1%
Persons reporting two or more races, percent, 2010	3.1%	2.5%
Persons of Hispanic or Latino origin, percent, 2010	24.9%	22.5%
Living in same house 1 year ago, pct 1 yr old & over, 2005-2009	79.8%	82.5%
Foreign born persons, percent, 2005-2009	14.5%	18.7%
Language other than English spoken at home, pct age 5+, 2005-2009	24.2%	25.8%
High school graduates, percent of persons age 25+, 2005-2009	85.4%	84.9%
Bachelor's degree or higher, pct of persons age 25+, 2005-2009	28.7%	25.6%
Veterans, 2005-2009	99,469	1,685,421
Mean travel time to work (minutes), workers age 16+, 2005-2009	25.7	25.8
Housing units, 2009	527,291	8,852,754
Homeownership rate, 2005-2009	63.5%	69.7%
Median value of owner-occupied housing units, 2005-2009	\$200,600	\$211,300
Households, 2005-2009	455,764	7,076,539
Persons per household, 2005-2009	2.52	2.52
Median household income, 2009	\$47,129	\$44,755
Persons below poverty level, percent, 2009	15.2%	15.0%

Business QuickFacts	Hillsborough County	Florida
Nonfarm employment, 2008	526,833	7,366,571
Nonfarm employment, percent change 2000-2008	4.8%	18.5%
Total number of firms, 2007	114,846	2,009,747
Black-owned firms, percent, 2007	8.6%	9.0%
Asian-owned firms, percent, 2002	3.6%	2.7%
Hispanic-owned firms, percent, 2007	19.9%	22.4%
Women-owned firms, percent, 2007	28.6%	28.9%
Manufacturer's shipments, 2007 (\$1000)	9,444,867	104,832,907
Merchant wholesaler sales, 2007 (\$1000)	17,752,902	221,641,518
Retail sales, 2007 (\$1000)	19,110,290	262,341,127
Retail sales per capita, 2007	\$16,335	\$14,353
Accommodation and food services sales, 2007 (\$1000)	2,619,799	41,922,059
Building permits, 2009	3,745	35,329
Federal spending, 2008	8,583,706	149,872,178 ¹

Geography QuickFacts	Hillsborough County	Florida
Land area, 2000 (square miles)	1,050.91	53,926.82
Persons per square mile, 2010	1,169.7	348.6

Source: US Census State and County Quick Facts <http://quickfacts.census.gov/qfd/states/12/12057.html>

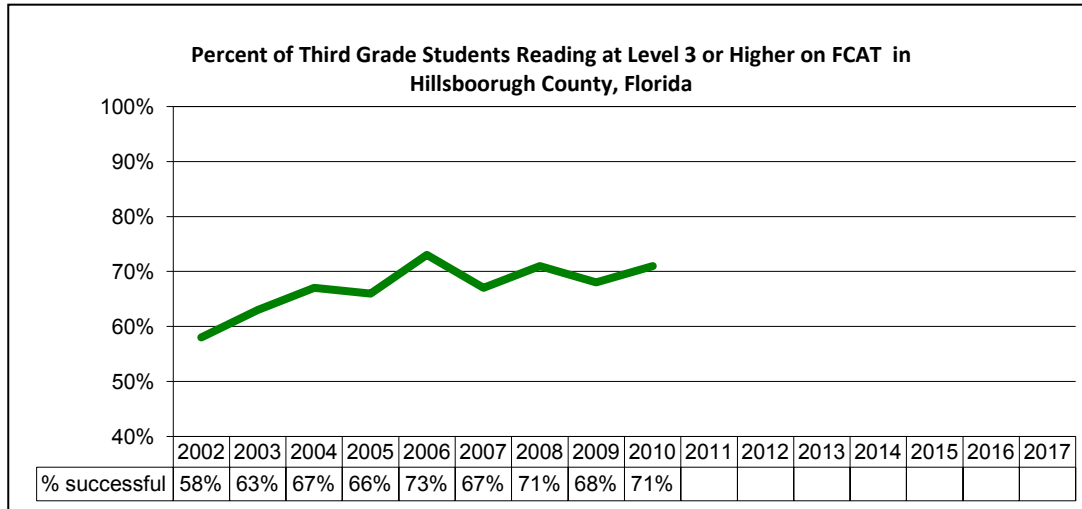
BEGIN WITH THE END IN MIND...

Children are Succeeding by Age Eight

Studies have shown that reading on grade level by the time children are eight years old is a predictor of future success in school and in life.

This pivotal time is when children stop learning to read and begin reading to learn.

This goal will also assess whether children who enter Kindergarten ready to learn, continue to succeed.

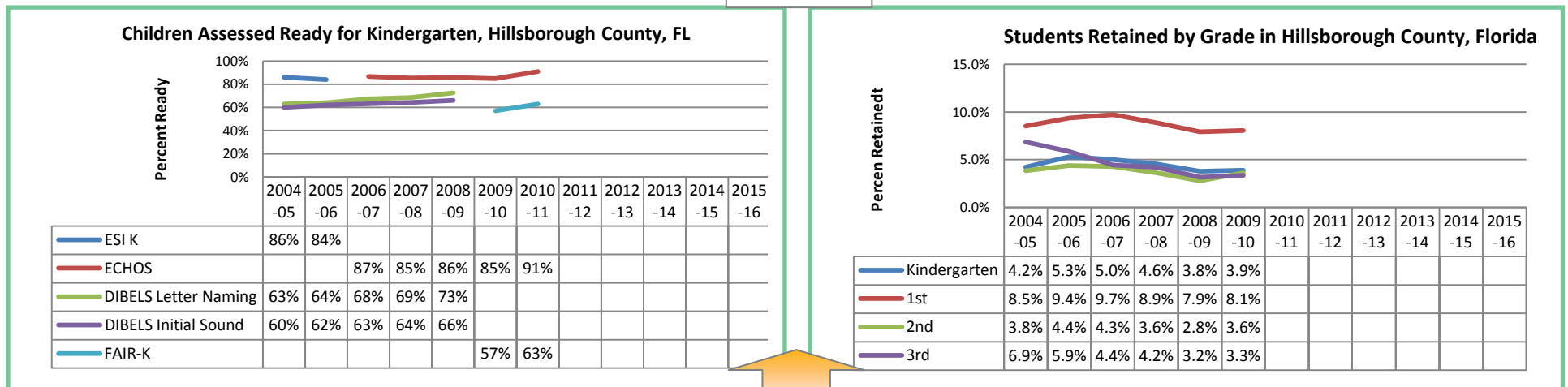


The State of Florida uses the Florida Comprehensive Assessment Test (FCAT) to measure student achievement in a standardized way around the state. Student achievement is an important topic to consider since it can influence future success in higher education and work.

Notes: The Third Grade FCAT Reading exams are scored on a scale of 1 to 5. The state considers a score of 3 and above to meet state standards.

School Readiness is a predictor of Early School Success

For the purpose of this plan, we consider children prepared to learn when they screen ready for Kindergarten and continue to be promoted to the next grade.



Contributing to...

Children's Board Selected INDICATORS

% Children Immunized

% Low Birth Weight Births

% Children Developmentally On-Track

% of Students Absent 21+ Days

% Children Attending High Quality Child Care

Child Maltreatment

% of Parents with a healthy/ expanding support network of family or friends

RESULTS and HEADLINE INDICATORS

GOAL: Children Succeeding by Age Eight

(% Students Screened Ready for Kindergarten ~ % of Students Retained in Grades K-3 ~ % Meeting High Standards in Reading)



Population - Level	RESULTS	Children are Healthy and Developmentally on Track	Children are Ready to Learn and Succeed	Children Have Supported and Supportive Families
	INDICATORS	Headline Indicators		
	<ul style="list-style-type: none"> • % children with up-to-date immunizations • % low birth weight babies 	<ul style="list-style-type: none"> • % of students absent 21 days or more 	<ul style="list-style-type: none"> • Child maltreatment rates 	
	Data Development Agenda*			
	<ul style="list-style-type: none"> • % Children developmentally on track 	<ul style="list-style-type: none"> • % children attending high quality child care 	<ul style="list-style-type: none"> • % of parents with healthy/expanding support networks of family or friends 	

*Reliable, consistent and comparable data and data sources for indicators on the Data Development Agenda will continue to be researched. In some cases, primary data collection will need to be designed and conducted.

How Community-Level Results and Indicators were Selected

Indicator reports done by other agencies and organizations helped to inform the selection of indicators for this Plan. These include:

- Other CSC's (JWB, CSC of Palm Beach County, The Children's Trust of Miami-Dade, CSC of Martin County and CSC of Broward County), Florida Children's Cabinet, The Policy Group for Florida's Children and Families
- State Initiatives (California First Five, Connecticut Commission on Children, Early Childhood Colorado Framework)
- Organizations (Pathways Third Grade Initiative, Kids Count, America's Children, Child and Youth Well-Being Index)

Results and indicators were also discussed based on Communication Power (speaks to a broad range of audiences, easy to understand, showcases our selected Results), Proxy Power (relates to the central importance of the Result and has a direct relationship to the Result), and Data Power (data is accessible, no/low cost, available on a timely basis and data is clean and collected the same way over time).

Final results and indicators for this plan were selected by Children's Board members based on alignment to the Children's Board strategic direction and ability to impact the result.

HOW POPULATION RESULTS (INDICATORS) AND PERFORMANCE MEASURES (OUTCOMES) FIT TOGETHER

POPULATION RESULTS

Children are Healthy and Developmentally on Track

- % of children with up-to-date immunizations*
- % Low birth weight births*
- % Children developmentally on track*

Children are Ready to Learn and Succeed

- % of children attending high-quality child care*
- % of students absent from school 21 or more days*

Children Have Supported and Supportive Families

- Rate of child maltreatment*
- % of parents with healthy/expanding support networks of family and friends*

PERFORMANCE MEASURES (PARTICIPANT RESULTS)

(How much did the program do?)

of Investigation Completed

(How well did the program do it?)

% Initiated within 24 hrs of Report

(Is anyone better off as a result of program efforts)

Abuse/Neglect Investigations

% Substantiated Abuse/Neglect

The relationship between Population and Performance Measures is a “contribution” relationship, not a cause and effect relationship. What our program partners do for participants is a contribution to what we and other funders are trying to do across the community.

Often the only difference between a population indicator and a lower right (Is anyone better off?) performance measure is the difference in scale between a client population and the total population.

Contribution Relationship

Alignment of Measures

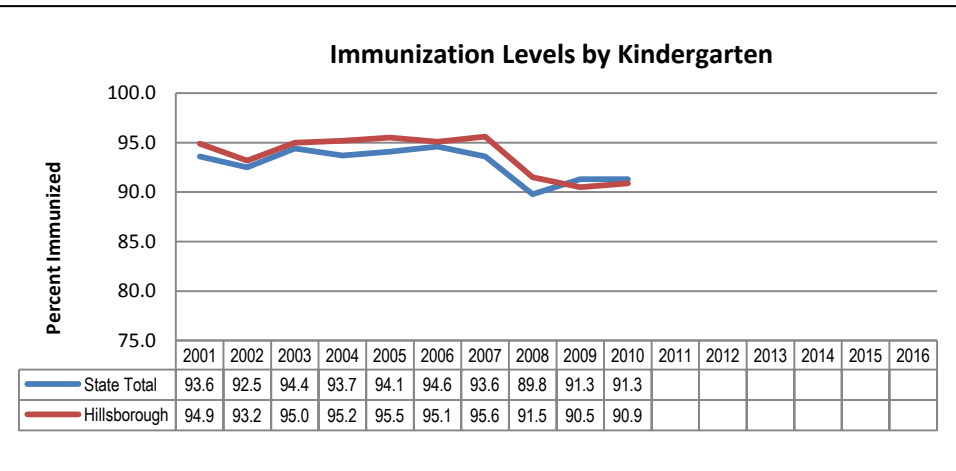
This allows us to think about how our work is aligned with what we are trying to accomplish across the community. It allows us to think about how measures at the program level relate to those at the population level. And it allows us to avoid the trap of holding programs responsible for population level change. We can hold programs responsible for what they do for their participants. We must hold ourselves, across the community, responsible for the well being of the population. (Mark Friedman, www.resultsaccountability.com)

RESULT: Children are Healthy and Developmentally on Track

Immunization Rate

What Does it Mean? *Percent of children fully immunized at Kindergarten entry*

Why is it Important? Data on vaccination coverage are used to identify groups at risk of vaccine-preventable diseases, to monitor vaccination coverage, and to evaluate the effectiveness of programs designed to increase coverage. Rates of childhood and adolescent immunizations are one measure of how extensively children are protected from serious vaccine-preventable illnesses. (America's Children: Key National Indicators of Well-Being, 2011)



Number of Students Fully Immunized at Kindergarten

Year	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Hillsborough	14,265	14,447	15,115	15,740	16,133	15,972	15,592	14,502	14,668	14,900

Notes:

- Source: <http://www.floridacharts.com/> (Florida Dept of Health, Bureau of Immunizations)
- Source: <http://vaperforms.virginia.gov/indicators/healthfamily/immunization.php> (Health and Family Immunization)

Story Behind the Curve (Graph): Nationally, children living in families with incomes below the poverty level had lower rates of coverage (68 percent) compared with children in families with incomes at or above the poverty level (70 percent). (America's Children: Key National Indicators of Well-Being, 2011) Although there are no studies demonstrating that immunizations have a direct effect on children's readiness to learn, immunizations are required for a child to enter a formal child care setting and the public school system.

Partners with a Role to Play: Public Health Department, pediatricians, immunization manufacturers, policy makers

What Works? What Can we Do? Several factors influence immunization rates. **Poverty/access to care issues:** Fragmented health care systems, insurance coverage restrictions, provider unwillingness to deliver vaccines in-office, incomplete availability of vaccine for children program services and referral to other agencies for vaccine delivery. **Cultural approaches to health care:** New and widely reported fears of harmful effects from immunizations, low family prioritization for vaccine delivery, misunderstanding of vaccine relevance and lack of trust in the medical community. **Missed opportunities:** Provider manufacturer obstacles, vaccine not available, vaccine shortage (manufacturer), reimbursement deficiencies, lack of simultaneous administration, invalid contraindications, and misinformation about vaccine needs.

Strategy, Action Plan, Budget

Partnering with agencies who provide immunizations

Sending reminders and developmental guidance to parents

Funding for mobile health and other means to engage parents and promote on-time immunizations

RESULT: Children are Healthy and Developmentally on Track

Percent Low Birth Weight Births

What Does it Mean? *A measure of healthy, well-timed births; includes full term singleton births*

Full Term Birth – at least 37 weeks gestation

Low Birth Weight – baby weighs less than 2500 grams

Why is it Important? Appropriate birth weight reduces risk of infant death, serious newborn health problems and risk of long-term disabilities, such as visual and auditory impairments, learning disorders, behavioral problems, grade retention, and school failure.

Story Behind the Curve (Graph): Low birth weight births have been increasing slightly in the past few years. Low birth weight rates among African American women remained consistently, and substantially higher than white and Hispanic women.

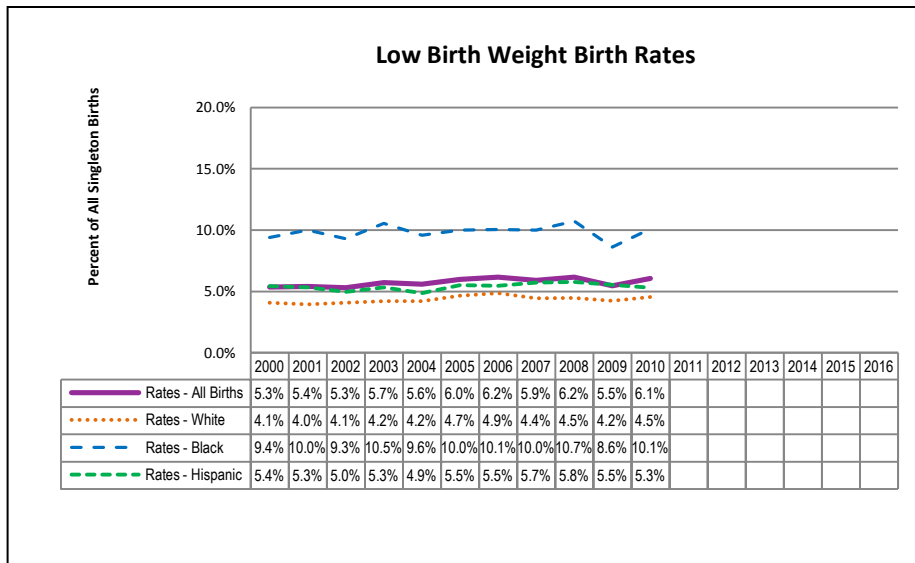
Partners with a Role to Play: medical practitioners, parents, insurance providers, media, government, funders

What Works? What Can we Do?

Connect families to help with nutrition, childbirth and parenting preparation, housing, maternal depression, substance abuse, and domestic violence.

Work with public agencies to encourage healthy habits and behavior during pregnancy, including good nutrition and not smoking.

Help to connect prenatal care with services that treat substance abuse and other problems likely to interfere with healthy childbearing or parenting.



Notes:

- Source: <http://www.floridacharts.com/FLQuery/Birth/BirthRpt.aspx> (Florida Department of Health)

Strategy, Action Plan, Budget

Funding for prevention/early intervention services for pregnant women and women of child-bearing age

Engagement and educational supports for women of child bearing age through culturally competent, neighborhood-based approaches

RESULT: Children are Ready to Learn and Succeed

Percent of Young Children Absent from School 21 Days or More

What Does it Mean?

Absent 21+ Days reports the percentage of students from the total elementary school enrollment who were absent 21 or more days during the school year as tracked by the Florida Department of Education.

Why is it Important? According to the Pathways Mapping Initiative, regular school attendance helps boost academic learning, achievement and motivation. When children miss a substantial number of school days, it is more difficult for them to learn to read and to acquire other crucial academic skills. Early chronic absenteeism is associated with lower academic achievement, truancy in middle school, school dropout, delinquency and substance abuse.

Story Behind the Curve (Graph):

The Florida Department of Education data from the 2003/04 school year through the 2008/09 school year shows the percentage of elementary school students who were absent from school 21 or more days has ranged from 6.6 percent to a high of 7.8 percent in 2004/05.

Partners with a Role to Play:

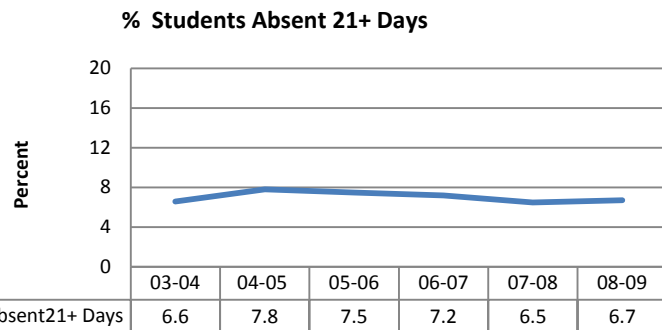
Partners in turning the curve on elementary school absenteeism include students, parents and families, schools, businesses, and the community. Everyone has a role to play - community leaders, college students, senior citizens and other adults, the media, health providers, employers, the faith community, recreation centers, and law enforcement. Key partners are family resource centers and Healthy Start sites that provide comprehensive services for families.

What Works? What Can we Do?

The child, family, school, and community all play a role in regular school attendance. Young children who are behaviorally, socially and cognitively ready for school and who have caring adults in their life are less likely to miss school. Family factors include support for education, parent involvement in the classroom, the ability to help with homework, and strong school/family partnerships. Schools experience less absenteeism when they understand student needs, have clear expectations and consequences including positive incentives around attendance, and provide engaging activities in the classroom. Schools benefit from a good classroom environment, stable teaching staff, access to health services in the schools, and the ability to identify risk. Community level protective factors include creating consistent community expectations supporting the importance of school attendance, maintaining cohesive neighborhoods, and providing services and resources for families including assistance in meeting basic needs such as food, housing, health care and transportation.

Strategy, Action Plan, Budget:

“Promising practices include changing community expectations through public awareness and media campaigns, providing culturally competent parent education, providing universal preschool, training child care providers about school readiness, and sponsoring homework clubs through family resource centers, churches and other sites. It is important to change student habits through positive incentives and anti-bullying programs. Changing school staff norms calls for providing extra support for teachers, focusing on high expectations, and establishing positive incentives for schools and teachers. The school environment can be improved by providing extra academic support and more after school programs, enriching school programs such as music and art, better transition at entry to kindergarten, using multidisciplinary teams to work with the family, and strengthening the school/parent relationship. Home visitation, outreach, and linkages to support groups make a difference. Developing alternatives to suspension, improving communication by promptly calling parents when a student is absent, and countywide coordination of school calendars can also make a difference.” (What Works! Of Santa Cruz County <http://www.digitalr.com/pdf/what-works.pdf>)



Number of Students Absent 21+ Days

Year	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
# Students	5,812	7,151	7,020	6,732	7,106	7,109

Notes:

- Source: <http://www.fldoe.org/eias/eiaspubs/0809fsir.asp> (Florida Department of Education)
- Data is reported by elementary school and included children older than 8 years old

RESULT: Children are Ready to Learn and Succeed

Percent of Children Ready for Kindergarten

What Does it Mean? *A measure of high-quality learning experiences*

(Percent of children screened who score “Demonstrating” / “Emerging/Progressing” / “Low Risk” / “Above Average” on Kindergarten Assessment Instrument)

Why is it Important? According to the Florida Department of Education, these assessments measure what children should know and be able to do in the areas of physical health, approaches to learning, social and emotional development, language and communication, emergent literacy, mathematical and scientific thinking, motor development, and social studies and the arts so they can enter Kindergarten ready to learn.

Story Behind the Curve (Graph):

The Florida Department of Education has assessed Kindergarten readiness with different instruments over the years. At least three years of consistent data is needed to determine a trend.

Partners with a Role to Play:

Parents, VPK providers, child care providers, libraries, health care providers and professionals, faith-based organizations

What Works? What Can we Do?

Early detection of health problems with appropriate intervention
 Early detection of developmental obstacles with appropriate intervention
 Increase parents' access to books and reading awareness programs
 Enrollment in quality child care and/or Voluntary Pre-K program

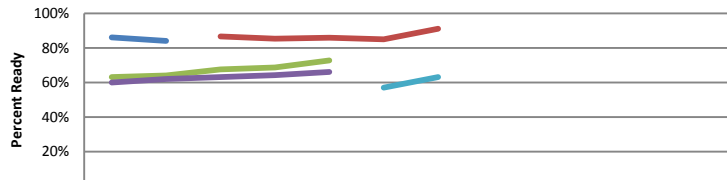
Strategy, Action Plan, Budget

Funding for improved quality of child care

Developmental screenings activities

Support for early literacy strategies, programs, and activities

Children Assessed Ready for Kindergarten



	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
ESI K	86%	84%										
ECHOS			87%	85%	86%	85%	91%					
DIBELS Letter Naming	63%	64%	68%	69%	73%							
DIBELS Initial Sound	60%	62%	63%	64%	66%							
FAIR-K						57%	63%					

Notes:

- Source: http://www.fldoe.org/news/2010/2010_06_01/Memo1-6-10.pdf (Florida Department of Education)

RESULT: Children are Ready to Learn and Succeed

Percent of Students Retained in Kindergarten through Third Grade

What Does it Mean? *A measure of high-quality learning experiences*
(Percent of students not promoted to next grade in school)

Why is it Important?

Poor education outcomes for young children have implications for the long-term competitiveness of the United States economy (Boots, 2005). “well-focused investments in early childhood development yield high public as well as private returns” (Rolnick 2003).

Once a child falls behind in fundamental skills he is likely to remain behind, and remediation for impoverished early environments becomes more costly as the child ages (Heckman, 2006).

Early intervention is a better investment than remediation (Boots, 2005).

Story Behind the Curve (Graph): The graph shows a downward trend in student retention rates over the past few years. In other words, the percentage of students being held-back (Kindergarten through 3rd grade) has been falling.

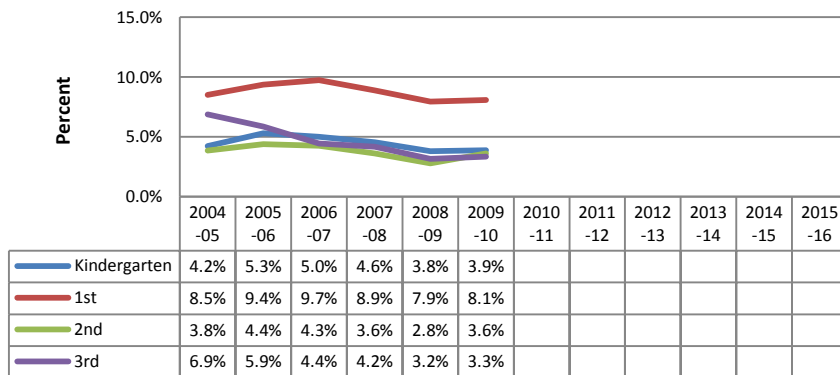
Partners with a Role to Play:

Parents, Hillsborough County Public School, Early Learning Coalition of Hillsborough County, child care providers, training programs, funders

What Works? What Can we Do?

High-quality early childhood programs can reduce grade-level retention and special education placement while increasing school achievement and social skills (Barnett, 1995; Ramey & Ramey, 1998; Yoshikawa, 1995; Raver & Knitzer, 2002).

Percent of Students Retained



Strategy, Action Plan, Budget

Funding for child care slots through Early Learning Coalition of Hillsborough County affords parent choice for quality child care and early learning programs

Promote Quality Rating System for child care facilities

Promote parents as educators of their children

Notes:

- Source: <http://www.sdhc.k12.fl.us/Schools/index.asp> (Hillsborough County Public Schools)
- Source: <http://schoolgrades.fldoe.org/> (Florida Department of Education)

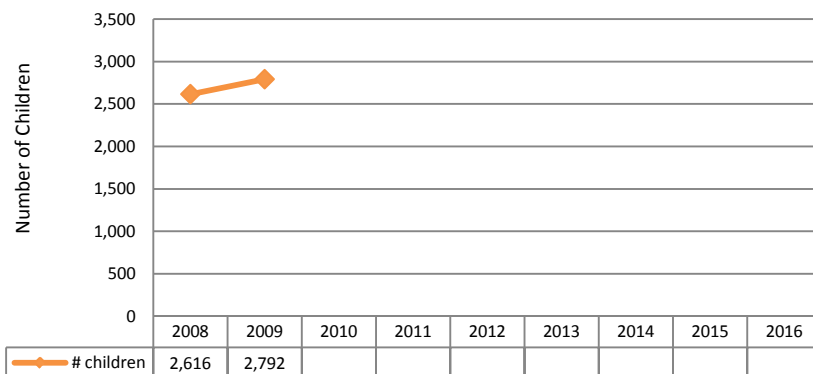
RESULT: Children Live in Supported and Supportive Families

Child Maltreatment Rates

- **What Does it Mean?** *A measure of strong bonds with primary caretakers. (Number of verified cases of child maltreatment.)*

Why is it Important? Children under 5 years old are the most likely to die of abuse or neglect, the fourth leading cause of death to children in this age group. Many maltreated children wind up in the foster care system, often away from family and love ones, and frequently subjected to multiple moves while in the system. The trauma associated with maltreatment has a negative effect on children’s physical and emotional development, and sense of belonging. Child maltreatment is linked to language deficits, reduced cognitive functioning, social and behavioral difficulties, and attention deficit disorders. The long term effects of child maltreatment are often manifested in aggressive, acting-out, disruptive and criminal behavior. Abuse also compromises the child’s ability to bond with a loving adult; thus increasing the probability the child, and subsequently the child as adult, cannot enter into loving, mutually beneficial, long-term relationships. They are more likely to engage in risky behavior (drug addiction, alcoholism, prostitution) and suffer psychiatric disorders (schizophrenia, depression). As parents, children of abuse and neglect are more likely to abuse or neglect their children; thus perpetuating a cycle of violence.

Cases of Abuse/Neglect (Children Under 6 Years Old)



Story Behind the Curve (Graph): Data from the newly-implemented guidelines for determining and reporting maltreatment is only available for two years; at least three years of consistent data is needed to determine a trend.

Partners with a Role to Play:

Child welfare agencies, policy makers, funders, families/extended families, faith-based organizations, medical providers, neighborhood associations, insurance companies, law enforcement, business/corporate sector

What Works? What Can we Do?

Child abuse and neglect are reduced when protective factors (such as social support, high quality reliable out-of-home child care, access to treatment of depression, decent housing) are strengthened and risk factors (such as poverty, social isolation, absence of supportive adults, violence in the home or neighborhood) are ameliorated.

Strategy, Action Plan, Budget

Family support projects, mentors, access to needed services, social networking

Notes:

- Source: Hillsborough Community Atlas www.hillsboroughcommunityatlas.org
- While this indicator is widely available and frequently used, it must be used with caution, as rates of involvement with the child welfare system may be skewed by changes in reporting guidelines
- References: Augoustinos, 1987; Eckenrode, Laird, & Doris, 1991; English, 1998; Fantuzzo, 1990; Guterman, 2001; Hart, S Bingelli, & Brassard, 1998; Kolko, 1992; National Research Council, 1993; Shonkoff & Phillips, [eds.], 1999; Wolfe & Mosk, 1983

RESULTS: Data Development Agenda Indicators

Data for some of the indicators selected as important factors addressing children’s success by the time they are eight years old have not yet been identified or do not exist. *Reliable, consistent and comparable data and data sources for the three indicators that comprise the Data Development Agenda shown below, will continue to be researched or, if necessary, primary data collection, such as interviews or telephone surveys, will need to be designed and conducted.*

Population - Level INDICATORS	RESULTS	RESULTS	RESULTS
	Children are Healthy and Developmentally on Track	Children are Ready to Learn and Succeed	Children Have Supported and Supportive Families
	Data Development Agenda*		
	<ul style="list-style-type: none"> • % Children developmentally on track 	<ul style="list-style-type: none"> • % children attending high quality child care 	<ul style="list-style-type: none"> • % of parents with healthy/expanding support networks of family or friends
	<p>What Does it Mean? Development includes a child’s growth (height and weight) as well as milestones a child should reach in terms of play, learning, speech and behavior (Mathews and Ventura 1997).</p> <p>Why is it Important? A delay in any of the developmental areas could be a sign of a physical, social or emotional problem. Delays can be detected in children as young as 9 months old. The earlier an issue is identified and addressed, the better chance a child has of reaching his or her full potential (Halle et al 2009).</p> <p>Story Behind the Curve: Countywide, 31.2% of children participating in WIC (≥ 2 years old) are overweight. This compares to 29.5% statewide.</p> <p>Partners with a Role to Play: No child develops in a vacuum. Parent-child relationships and the overall environment contribute in powerful ways to every area of a child’s growth and development. Developmental pediatricians or other specialists, local early intervention agency (for children under 3), and public schools can all play a role.</p> <p>Strategy, Action Plan, Budget: Funding for developmental screens, information, referral and linking to needed services.</p>	<p>What Does it Mean? Pre-K programs that meet a benchmark toward excellence, such as a quality rating, accreditation, implementation of evidence based practice, etc.</p> <p>Why is it Important? Studies consistently show that high quality pre-kindergarten programs positively impact preschoolers’ success in kindergarten. High-quality Pre-K classrooms, with stimulating, high-quality learning experiences, can improve low-income children’s social skills, reduce behavior problems, and promote reading, math, and language skills. (Burchinal et. al, 2009; Early et. al., June 2010).</p> <p>Story Behind the Curve: In 2010, there were 823 licensed child care centers/homes in Hillsborough County. This is 3.8 centers/homes per 1,000 children (compared to 2.8 per 1,000 statewide).</p> <p>Partners with a Role to Play: Early Learning Coalition, Head Start/Early Start, staff trainers.</p> <p>What Works? What Can we Do? Staff development, funding for improved quality childcare.</p> <p>Strategy, Action Plan, Budget: Funding for quality child care through Early Learning Coalition of Hillsborough County affords parent choice for quality child care and early learning programs.</p>	<p>What Does it Mean? A family’s system of relationships with others that helps them to obtain advice, assistance and needed resources.</p> <p>Why is it Important? Networks of support help to strengthen families. Research shows that parents with strong support networks tend to be more affectionate toward their children, more involved in their children’s education, feel less isolated and tend to practice positive parenting behaviors known to promote positive child outcomes (Search Institute).</p> <p>Story Behind the Curve: N/A</p> <p>Partners with a Role to Play: Although parents usually rely on themselves, they also turn to family members for support, followed by friends and community resources.</p> <p>What Works? What Can we Do? Provide emotional and instrumental (task-oriented) support to parents, information and advice and community resources to meet their needs (Search Institute).</p> <p>Strategy, Action Plan, Budget: Family support projects, mentors, access to needed services, social networking opportunities.</p>

FUNDING GUIDANCE 2013 - 2020

The table below summarizes the Children’s Board preferred investments across Results Categories and geographic regions beginning in 2013. Investment percentages and amounts include direct service dollars only.

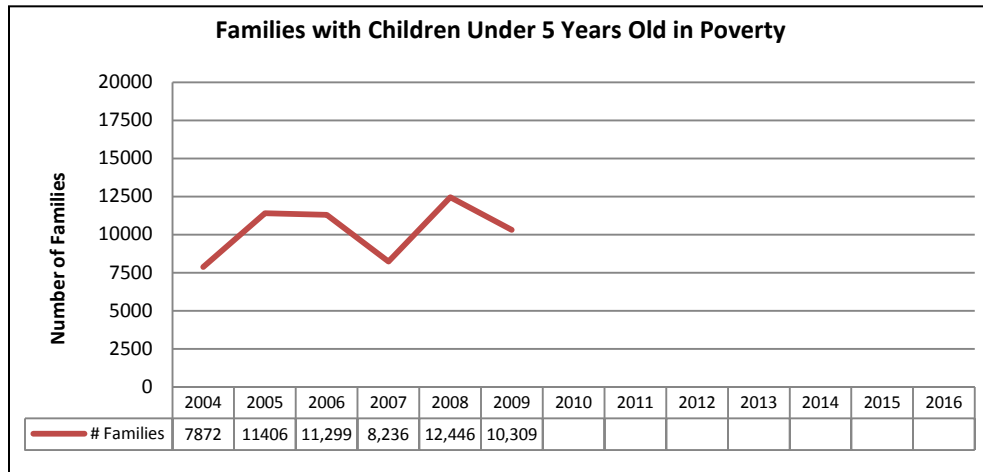
RESULTS CATEGORY	NEIGHBORHOOD- BASED INVESTMENT %	COUNTY-WIDE INVESTMENT %	
Children are Healthy and Developmentally on Track	UP TO 45%	UP TO 45%	
Children are Ready to Learn and Succeed	UP TO 45%	UP TO 45%	
Children Have Supported and Supportive Families	UP TO 20%	UP TO 20%	
FUNDING INVESTMENT	UP TO \$8 million	UP TO \$14 million	\$20 million FY13 FUNDING TOTAL

This funding model aligns programmatic investments with population-level results. Page 4 of this Strategic Investment Plan provides further information on how program performance measures (individual-level outcomes) fit together with population-level results shown in the Results Category column. The FY13 funding amount of \$20 million will vary in future years based on revenues.

APPENDIX: SECONDARY INDICATORS

These indicators are beyond the scope and ability of CBHC to “turn the curve.” However, they provide context for the social, political and economic climate of the Headline Indicators.

Poverty *(The number of families with children under age 5 in Hillsborough County, Florida, whose income is below the poverty line)*



Source: US Census Bureau, American Community Surveys

Poverty can be understood simply as not having enough income to afford adequate food, shelter and clothing. Poverty in the U.S. Census is estimated for all people except institutionalized people, people in military group quarters, college dormitories and unrelated individuals under 15 years old.

The U.S. Census determines poverty status according to standards defined by the federal government. To read more about how the Census determines poverty status, please go to <http://www.census.gov/hhes/www/poverty/methods/measure.html>.

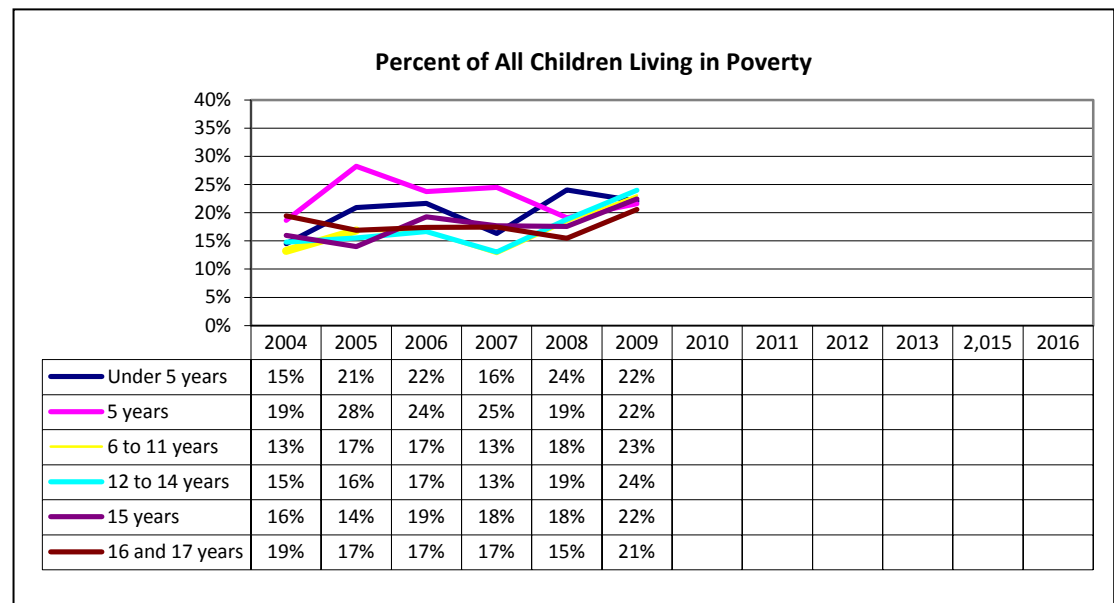
The chart on the left shows that, since 2004, there has been an increasing number of families with children under 5 years old in poverty, moving from 7,872 families in 2004 to 10,309 families in 2009 (the most recent year for which data is available).

Children in Poverty *Children under 5 in families have income below the poverty line (as a proportion of the total number of children in Hillsborough County, FL).*

Child poverty is linked with a range of negative outcomes including diminished academic achievement, more health problems and lower nutrition, and lower overall well being.

Children from extremely poor families tend to have lower cognitive skills including reading, problem solving, and concentration ability, and experience greater developmental losses during the non-academic year (Brooks-Gunn, Britto, & Brady, 1999; McLoyd, 1998; Moore & Redd, 2002; Seccombe, 2000; Stipek & Ryan, 1997)

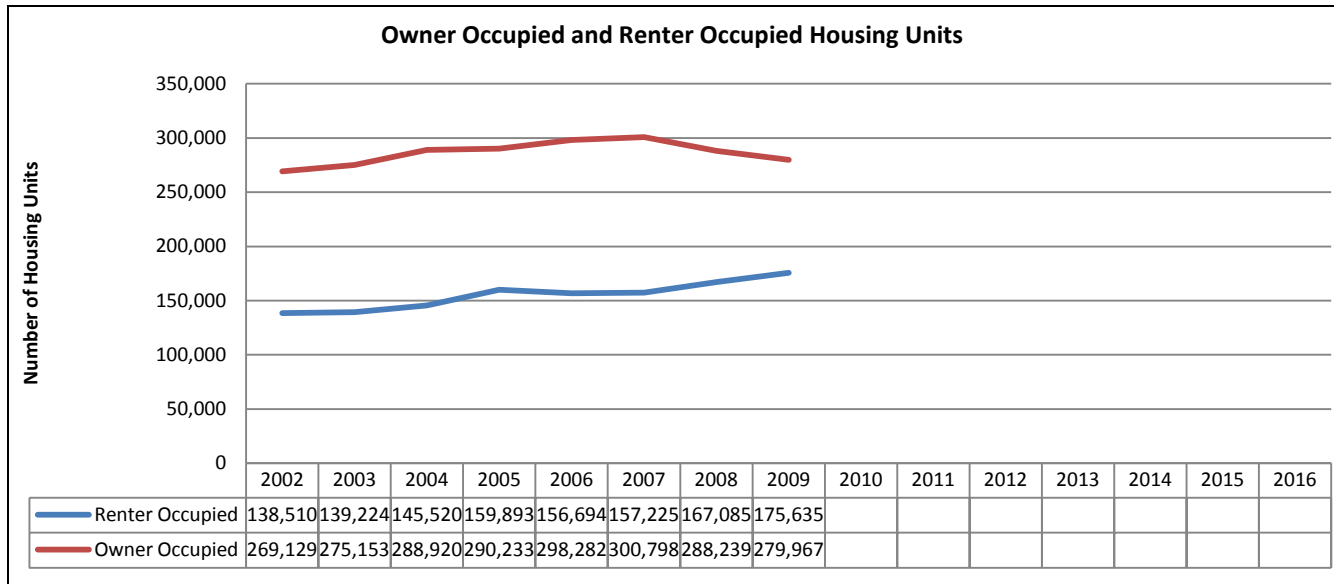
While in previous years most children in poverty were 5 years old and younger, more recent data shows an increasing rate of poverty among older children, while poverty has remained high among younger children.



Source: US Census Bureau, American Community Surveys

APPENDIX

Occupied Housing Units



Source: US Census Bureau, American Community Surveys

Owner-occupied housing unit

A housing unit is owner occupied if the owner or co-owner lives in the unit even if it is mortgaged or not fully paid for.

Renter-occupied housing unit

All occupied units which are not owner occupied, whether they are rented for cash rent or occupied without payment of cash rent, are classified as renter-occupied.

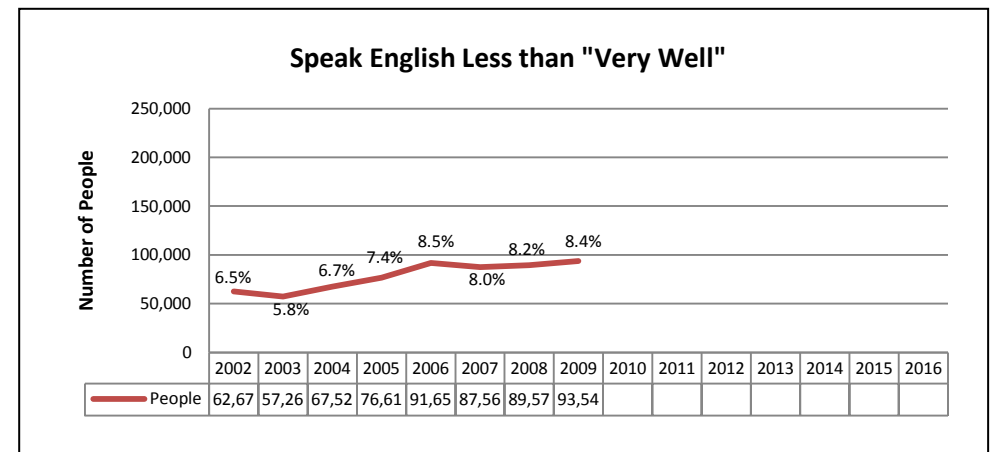
Owner and renter occupied housing are indicators of neighborhood stability. Neighborhood stability is most advantageous when social, economic and environmental factors are positive and must be considered in this context.

Ability to Speak English *Population over 5 years old that speak English less than "very well"*

In recent years, there has been an increase in the percentage of U.S. residents who primarily speak a language other than English. In 2000, approximately 4.5 percent of the U.S. population could have been considered linguistically isolated due to their inability to speak English well.

The language barrier between individuals who speak English "not well" or "not at all" and the general population may pose a barrier to receipt of medical and social services. The inability to speak English well can also slow down immigrants' process of adjustment to the new society that they had entered. Finally, low English proficiency can limit students' acquisition of English or mastery of academic content.

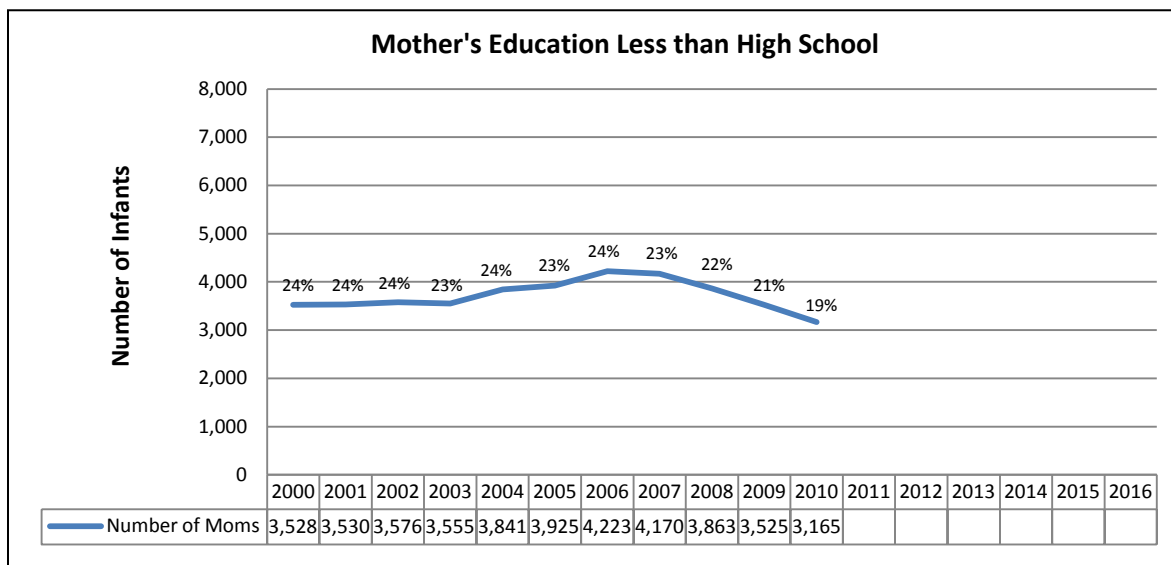
Since 2002, there has been a steady increase in the number and percent of individuals in Hillsborough County who do not speak English well, growing from 6.3% in 2002 to 8.4 person in 2009 (the most recent year for which data is available).



Source: US Census Bureau, American Community Surveys

Mother's Education Level *Infants born to mothers with less than a high school education.*

According to a Centers for Disease Control and Prevention (CDC) report Mathews and Ventura 1997), a women's educational level is the best predictor of how many children she will have. The study found a direct relationship between years of education and birth rates, with the highest birth rates among women with the lowest educational attainment. College-educated women tend to have fewer children and to have them later than women with lower levels of education. Besides having fewer children, mothers with more schooling are less likely to have mistimed or unwanted births. In the United States, among women aged 25 years and over, unmarried women with less education had a much higher birth rate than unmarried women who attended school longer. For college-educated women, low first-time birth rates for women in their twenties and high first-time birth rates for women in their thirties point to the continuing trend of delayed childbearing. Mother's educational level is associated with several child outcomes, including infant mortality and her child's educational attainment.

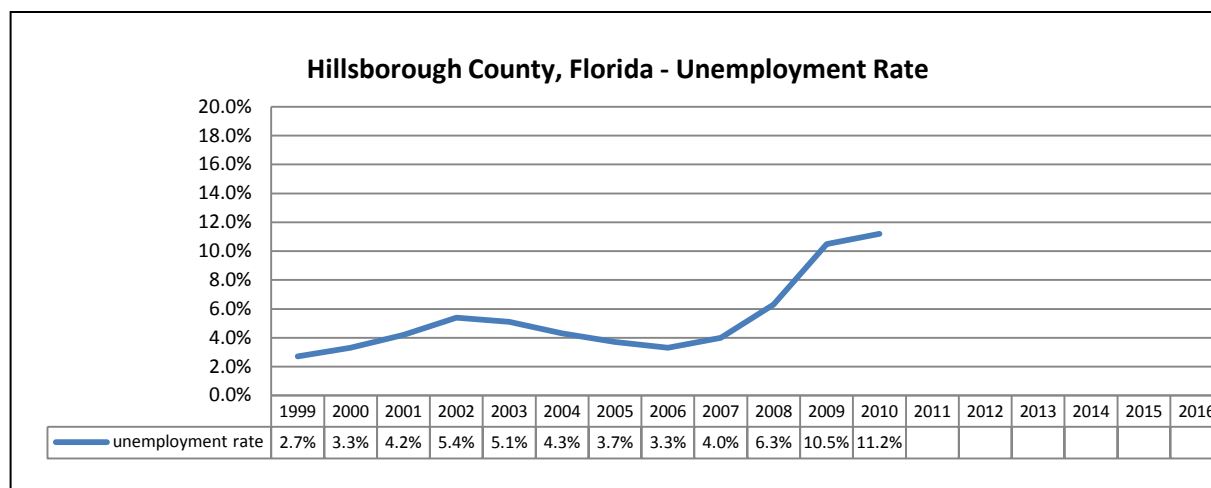


Source: US Census Bureau, American Community Surveys

Unemployment Rates *% of all civilians, 16 years old and over, who did not have a job and were actively looking for work*

According to a study conducted by the University of California, Davis (Stevens and Schaller 2009), a parent's job loss increases the probability that a child repeats a grade in school by about 15%. The study also found that just over more than 9% of children who had a parent laid off repeated grades compared to about 7% of children without a parental layoff repeated grades.

According to the New York Times, for many families, the greatest damage inflicted by unemployment has not necessarily been financial, but emotional and psychological. Several academic studies have linked parental job loss — especially that of fathers — to adverse impacts in areas like school performance and self-esteem.



Source: Bureau of Labor Statistics

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How the Census Bureau Measures Poverty

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Additional readings relevant to the Children's Board's 2020 Strategic Investment Plan can be found under "What CBHC is Reading," available online at:

<http://www.childrensboard.org/providers.aspx>