MISSION: The Children’s Board invests in partnerships and quality programs to support the success of all children and families in Hillsborough County.

CALL TO ORDER
Quorum Verification
Invocation and Pledge of Allegiance

PUBLIC COMMENT
The Children’s Board of Hillsborough County welcomes comments from the public. Those who wish to address the Board may do so at this time. Those addressing the Board should state their full name and affiliation for the official record. In the interest of time, we ask that one person be designated to speak on behalf of a constituency and that all comments are limited to three (3) minutes.

EXECUTIVE DIRECTOR DISCLOSURE

PROVIDER PRESENTATIONS

Florida Education Foundation – 2018 Summer Service Program

ACTION ITEMS
1. Approval; September 12, 2018 Preliminary TRIM Hearing Minutes
2. Approval; September 27, 2018 Regular Board Meeting Minutes
3. Approval; September 27, 2018 Final TRIM Hearing Minutes

REPORTS/PRESENTATIONS

1. Executive Director Reports
   A. Activities – September 28, 2018 – October 24, 2018
2. Program Reports
3. Strategic Plan and Quality Assurance Report Q4

OLD/NEW BUSINESS
ATTACHMENTS
1. Contract Signature Logs (ASO, Programs, Vendors)
2. FY 2019 Outcomes and Recommended Measures
3. 2018 Summer Services Grants Report
4. Outreach Events
5. Good News!

IMPORTANT DATES TO REMEMBER

November

Board Executive
November 1, 2018
12:00 PM

Regular Board Meeting
November 15, 2018
3:00 PM

December

NO DECEMBER MEETINGS
Children’s Board of Hillsborough County

Agency: Florida Education Fund, Inc.

Program: 2018 Summer Wimauma

Number of Participants Served by Zip Code in Summer FY 2018 (May 1st, 2018 – August 3rd, 2018)

Map prepared by Children’s Board of Hillsborough County. Color shows the number of participants served by zip code. Map based on 25 participants served from May 1st, 2018 – August 3rd, 2018.
Wimauma Summer Camp

ART + TECH + SPORTS

Presented by
Executive Vice President & General Counsel Lyra Logan, Esq.
Florida Education Fund

- Established 1984
- Flagship: Doctoral Fellowship Program
- Pre-College Programs
  - After school tutoring, life skills and coding
  - Academic scholarship competitions
  - Summer coding industry certification camps
  - Summer SAT prep camps
- First funded by CBHC Summer 2018
- Location support and meals from Hillsborough County Public Schools
- Recruitment support from Enterprising Latinas
- Programming support from Wimauma CDC
Art+Tech+Sports Summer Camp

- 8-week Summer Program
- Serving Wimauma children ages 10-14
- Wimauma Elementary School
- 21 students served
- Goals
  - Increase skills and interest in STEM
  - Engage in literacy activities
  - Increase knowledge in positive social skills
  - Increase knowledge of safety practices
Student Activities

• Code.org - coding and math through video game design/animation: 8+ coding projects each
• Daily Reading: over 700 minutes on myON + hands on books
• Financial Literacy - Regions Bank: average 97.5% score on $mart Money Quiz (budgeting, saving)
• Preparation for American Safety and Health Institute First Aid certification: 17 students certified

• Other Enrichment Activities:
  • Weekly educational field trips as incentives
    • Microsoft, Tampa Museum of Art, MOSI, Croc Encounters
  • Visits from Career Mentors
    • Bankers, Architect, Financial Planner, Developers
  • College Visits to USF and HCC
Student Survey Responses

Camper Post-Camp Evaluation Responses

Question 1. Are you more likely to consider a STEM-related career as a result of the Camp?
Question 2. Did you learn more about possible non-STEM-related careers at the Camp?
Question 3. Did you learn more about how to prepare for high school at the Camp?
Question 4. Did you learn more about how to prepare for college at the Camp?
Question 5. Would you return to the Camp next year?
Question 6. Would you recommend the Camp to a friend or relative?
Only one of 21 students attended camp in 2017.

**SELECTED COMMENTS: How has the Camp helped your child?**

- He’s using the computer and making new friends.
- My son believes coding is a very valuable skill and wonders why it’s not taught in school.
- She now knows how to code and do stuff she wasn’t able to do before.
- He’s smarter and more knowledgeable about the things he learned.
- He now has more interest in coding.
Summer 2018 in Pictures

- Student-Coded Video Game
- Croc Encounters Trip
- Microsoft Trip
- Bess the Book Bus Visit
- Reading Time
- Paper Sculptures: Digital Citizen Superheroes
Subject | Preliminary Public Hearing (TRIM) | Date | September 12, 2018
--- | --- | --- | ---
Facilitator | Megan Proulx Dempsey, Chair | Meeting Time | 5:01 PM to 5:08 PM
Location | Children’s Board of Hillsborough County 1002 East Palm Avenue Tampa, Florida 33605 Boardroom | Adjoined | The meeting adjourned at 5:08 PM
Board Member Attendees | Megan Proulx Dempsey, Chair Sally Harris, Secretary/Treasurer Robin DeLaVergne | Edwin Narain Sandra Murman Lisa Mayrose | Jeff Eakins Katherine Essrig
Other Attendees | Kelley Parris, Executive Director David Adams, Board Attorney Nina Eichorn, Recorder | Trish James Paula Scott | Tonia Williams

### SUMMARY

<table>
<thead>
<tr>
<th>No.</th>
<th>Topic</th>
<th>Highlights</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>CALL TO ORDER</td>
<td>Megan Proulx Dempsey called the meeting to order at 5:01 PM. A quorum was established eight Board members present. The Pledge of Allegiance was led by Megan Proulx Dempsey, Chair.</td>
</tr>
<tr>
<td></td>
<td>Quorum Verification</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pledge of Allegiance</td>
<td></td>
</tr>
<tr>
<td>II.</td>
<td>RESOLUTIONS</td>
<td>M. Dempsey requested D. Adams to verbally review the resolutions. D. Adams stated for the record: Two resolutions are to be considered; one to adopt the millage rate and the other to adopt the budget, both by separate votes. D. Adams read Resolution Number 18/19-01; Resolution Adopting Final Millage Rate. D. Adams read Resolution Number 18/19-02; Resolution Adopting Final Budget.</td>
</tr>
<tr>
<td>No.</td>
<td>Topic</td>
<td>Highlights</td>
</tr>
<tr>
<td>-----</td>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td></td>
<td>Motion A (Millage Rate)</td>
<td>D. Adams advised that the Motion (A) on the Agenda is in order.</td>
</tr>
<tr>
<td></td>
<td>Motion B (Budget)</td>
<td>D. Adams advised that the Motion (B) on the Agenda is in order.</td>
</tr>
</tbody>
</table>

### III. PUBLIC COMMENT

M. Dempsey opened the floor for Public Comment.

No one offered Public Comment.

### IV. BOARD DISCUSSION

None.

### V. BOARD VOTE

<table>
<thead>
<tr>
<th>Motion</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Motion by Sandra Murman that the Children’s Board of Hillsborough County, in order to provide services to or on behalf of children, adopt a tentative millage rate of .4589 which is greater than the rolled-back rate of .4286 mills by 7.07% and adopt the attached millage rate resolution number 18/19-01; second by Sally Harris. No discussion; motion carried (7-0) with an abstention by Katherine Essrig.</td>
</tr>
<tr>
<td>B.</td>
<td>Motion by Sandra Murman that the Children’s Board of Hillsborough County, in order to provide services to or on behalf of children adopt a tentative budget of $47,682,814 and adopt the attached budget resolution number 18/19-02; second by Edwin Narain. No discussion; motion carried by unanimous vote (8-0).</td>
</tr>
</tbody>
</table>

### VI. ADJOURNMENT

No further business to discuss, the meeting adjourned at 5:08 PM.

### MOTIONS

<table>
<thead>
<tr>
<th>Motion</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
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</tr>
<tr>
<td>B.</td>
<td>Motion by Sandra Murman that the Children’s Board of Hillsborough County, in order to provide services to or on behalf of children adopt a tentative budget of $47,682,814 and adopt the attached budget resolution number 18/19-02; second by Edwin Narain. No discussion; motion carried by unanimous vote (8-0).</td>
</tr>
</tbody>
</table>

READ AND APPROVED BY:

Megan Proulx Dempsey, Chair
SUMMARY

<table>
<thead>
<tr>
<th>No.</th>
<th>Topic</th>
<th>Highlights</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>CALL TO ORDER</td>
<td>M. Dempsey, Chair, called the meeting to order at 3:00 PM.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• M. Dempsey requested a moment of silence.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Pledge of Allegiance led by M. Dempsey.</td>
</tr>
<tr>
<td>II</td>
<td>PUBLIC COMMENT</td>
<td>M. Dempsey opened the floor for Public Comment; there was none.</td>
</tr>
<tr>
<td>III</td>
<td>EXECUTIVE DIRECTOR DISCLOSURE</td>
<td>The Executive Director advised attendees that she met with each Board Member individually for a briefing to review and discuss action items on the agenda. If questions are not posed during the Board Meeting, it is not indicative of the depth of research of each agenda item presented to the Board Members.</td>
</tr>
<tr>
<td>IV</td>
<td>PROVIDER PRESENTATION</td>
<td>Shelton Gilyard, CBHC Contract Manager, introduced the 2017 Social Enterprise Competition winners to provide a one year progress update.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 1st Place - Hyde Park United Methodist Church – The Portico Café</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 2nd Place - Big Brothers Big Sisters of Tampa Bay – Conversation Cards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S. Gilyard announced the 2018 Social Enterprise winners.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 1st Place – Metropolitan Ministries – Affinity Project</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 2nd Place – Tampa Heights Junior Civic Association – Honey Bee Smoothies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A representative from each organization provided a brief summary of the respected business, and expressed gratitude to the Board and CBHC for the opportunity.</td>
</tr>
<tr>
<td>V</td>
<td>ACTION ITEMS</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Meeting Minutes</td>
<td>M. Dempsey requested approval for the August 23, 2018 Regular Board meeting minutes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Motion (1) Motion by Sally Harris to approve the August 23, 2018 Regular Board Meeting Minutes; second by Sandra Murman.. Motion carried by unanimous vote (7-0).</td>
</tr>
</tbody>
</table>

AGENDA
## SUMMARY

<table>
<thead>
<tr>
<th>No.</th>
<th>Topic</th>
<th>Highlights</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Health and Safety Level (2) Uniting Grants</td>
<td>M. Negron requested approval of six (6) proposed programs with Level (2) Uniting Grants to support programming from November 1, 2018 to September 30, 2019 up to $979,019. Motion (2) Motion by Sandra Murman to approve six (6) Healthy and Safety Level (2) Uniting Grants; second by Katherine Essrig. Motion carried by unanimous vote (7-0).</td>
</tr>
<tr>
<td>3.</td>
<td>Executive Director Appraisal</td>
<td>D. Adams requested acceptance of the Executive Director Appraisal. The Executive Director Performance Appraisal was conducted in accordance with the process that was approved by the full Board on April 25, 2013. Motion (3) Motion by Sandra Murman to accept the Executive Director Appraisal; second by Robin DeLaVergne. Motion carried by unanimous vote (7-0).</td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td>D. Adams requested approval of the Executive Director Contract Extension through September 30, 2022. Motion (4) Motion by Sandra Murman to approve the Executive Director Contract Extension through September 30, 2022; second by Robin DeLaVergne. Motion carried by unanimous vote (8-0).</td>
</tr>
</tbody>
</table>

### VI. REPORTS

1. A | K. Parris reported thirty five significant meetings or events attended from August 25, 2018 – September 27, 2018. |
2. A | M. Negron provided an update on FY 2018 quarter four provider contracts and FY 2019 contracts execution. The FY 2018 Preliminary Part II Evaluation Results and Recommendations was provided to the Board. |
3 A. | T. James presented the Quarter 3 Strategic Plan Report. The divisions included:  
- Administration Division  
- Operations Division  
- Human Resources Division  
- Senior Systems Engineer  
- Program Division  
- Finance Division  
- Public Relations Division |
4 A. | T. Williams provided a brief summary on the August 2018 Financial Statements. |

### VII. NEW BUSINESS

None.

### VIII. ADJOURNMENT

The meeting adjourned at 4:05 PM.
# MOTIONS

1. **Motion by Sally Harris to approve the August 23, 2018 Regular Board Meeting Minutes; second by Sandra Murman. Motion carried by unanimous vote (7-0).**

2. **Motion by Sandra Murman to approve six (6) Healthy and Safety Level (2) Uniting Grants; second by Katherine Essrig. Motion carried by unanimous vote (7-0).**

3. **Motion by Sandra Murman to accept the Executive Director Appraisal; second by Robin DeLaVergne. Motion carried by unanimous vote (7-0).**

4. **Motion by Sandra Murman to approve the Executive Director Contract Extension through September 30, 2022; second by Robin DeLaVergne. Motion carried by unanimous vote (8-0).**

---

**READ AND APPROVED BY:**

______________________________________________  
MEGAN PROULX DEMPSEY  
CHAIR
CHILDREN’S BOARD OF HILLSBOROUGH COUNTY
FINAL PUBLIC HEARING (TRIM)
SEPTEMBER 27, 2018 AT 5:01 P.M.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Public Hearing (TRIM)</td>
<td>September 27, 2018</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Facilitator</th>
<th>Meeting Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Megan Proulx Dempsey, Chair</td>
<td>5:01 PM to 5:09 PM</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location</th>
<th>Adjourned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children’s Board of Hillsborough County 1002 East Palm Avenue Tampa, Florida 33605 Boardroom</td>
<td>The meeting adjourned at 5:09 PM</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Board Member Attendees</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Megan Proulx Dempsey, Chair</td>
<td>Jeffrey Eakins</td>
</tr>
<tr>
<td>Andrew Mayts, Vice Chair</td>
<td>Sandra Murman</td>
</tr>
<tr>
<td>Sally Harris, Secretary/Treasurer</td>
<td>Robin DeLaVergne</td>
</tr>
<tr>
<td></td>
<td>Katherine Essrig</td>
</tr>
<tr>
<td></td>
<td>Edwin Narain</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Attendees</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kelley Parris, Executive Director</td>
<td>Buddy Davis</td>
</tr>
<tr>
<td>David Adams, Board Attorney</td>
<td>Paula Scott</td>
</tr>
<tr>
<td>Nina Eichorn, Recorder</td>
<td>Trish James</td>
</tr>
<tr>
<td></td>
<td>Tonia Williams</td>
</tr>
<tr>
<td></td>
<td>Jamie Robe</td>
</tr>
</tbody>
</table>

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<td>Quorum Verification</td>
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<td></td>
<td>Pledge of Allegiance</td>
<td>The Pledge of Allegiance was led by Megan Proulx Dempsey, Chair.</td>
</tr>
<tr>
<td>II.</td>
<td>Resolutions</td>
<td>M. Dempsey requested D. Adams to verbally review the resolutions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D. Adams stated for the record:</td>
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<td></td>
<td>Two resolutions are to be considered; one to adopt the millage rate and the other to adopt the budget, both by separate votes.</td>
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<td></td>
<td>D. Adams read Resolution Number 18/19-03; Resolution Adopting Final Millage Rate.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D. Adams read Resolution Number 18/19-04; Resolution Adopting Final Budget.</td>
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</table>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Motion A (Millage Rate)</td>
<td>D. Adams advised that Motion (A) on the Agenda is in order.</td>
</tr>
</tbody>
</table>

**A. IT IS MOVED THAT THE CHILDREN’S BOARD OF HILLSBOROUGH COUNTY, IN ORDER TO PROVIDE SERVICES TO OR ON BEHALF OF CHILDREN, ADOPT A FINAL MILLAGE RATE OF .4589 WHICH IS GREATER THAN THE ROLLED-BACK RATE OF .4286 MILLS BY 7.07% AND ADOPT THE ATTACHED MILLAGE RATE RESOLUTION NUMBER 18/19-03.**

|     | Motion B (Budget) | D. Adams advised that Motion (B) on the Agenda is in order.               |

**B. IT IS MOVED THAT THE CHILDREN’S BOARD OF HILLSBOROUGH COUNTY, IN ORDER TO PROVIDE SERVICES TO OR ON BEHALF OF CHILDREN ADOPT A FINAL BUDGET OF $47,682,814 AND ADOPT THE ATTACHED BUDGET RESOLUTION NUMBER 18/19-04.**

<table>
<thead>
<tr>
<th>III.</th>
<th>PUBLIC COMMENT</th>
<th>M. Dempsey opened the floor for Public Comment.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>There were none.</td>
<td></td>
</tr>
</tbody>
</table>

| IV.  | BOARD DISCUSSION | None.                                           |

| V.   | BOARD VOTE      | Motion A | Motion by Sandra Murman that the Children’s Board of Hillsborough County, in order to provide services to or on behalf of children, adopt a final millage rate of .4589 which is greater than the rolled-back rate of .4286 mills by 7.07% and adopt the attached millage rate resolution number 18/19-03; seconded by Sally Harris. No discussion; motion carried (7-0) with one abstention by Katherine Essrig. |
|      |                 | Motion B | Motion by Robin DeLaVergne that the Children’s Board of Hillsborough County, in order to provide services to or on behalf of children adopt a final budget of $47,682,814 and adopt the attached budget resolution number 18/19-04; seconded by Edwin Narain. No discussion; motion carried by unanimous vote (8-0). |

| VI.  | ADJOURNMENT    | No further business to discuss, the meeting adjourned at 5:09 PM. |

### MOTIONS

| A. Motion by Sandra Murman that the Children’s Board of Hillsborough County, in order to provide services to or on behalf of children, adopt a final millage rate of .4589 which is greater than the rolled-back rate of .4286 mills by 7.07% and adopt the attached millage rate resolution number 18/19-03; seconded by Sally Harris. No discussion; motion carried (7-0) with one abstention by Katherine Essrig. |

| B. Motion by Robin DeLaVergne that the Children’s Board of Hillsborough County, in order to provide services to or on behalf of children adopt a final budget of $47,682,814 and adopt the attached budget resolution number 18/19-04; seconded by Edwin Narain. No discussion; motion carried by unanimous vote (8-0). |

READ AND APPROVED BY:

________________________________________
Megan Proulx Dempsey, Chair
## Community and Partner Meetings

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>September</strong></td>
<td></td>
</tr>
<tr>
<td>Teach Me Early Hillsborough</td>
<td>9.28.18</td>
</tr>
</tbody>
</table>

| **October**          |          |
| Tanya Durand         | 10.2.18  |
| Lisa Sutter          | 10.2.18  |
| Marni Fuente         | 10.2.18  |
| Dr. Parsons and Marni Fuente | 10.3.18 |
| Mary Gamble          | 10.3.18  |
| Frank Capitano       | 10.3.18  |
| Glazer Children’s Museum | 10.3.18 |
| Dr. Ginger Clark and Dr. Mann | 10.4.18 |
| Hillsborough Campaign for Grade Level Reading | 10.4.18 |
| Merrill Dickey       | 10.5.18  |
| Franciscan Sisters of Allegany Committee Meeting | 10.5.18 |
| Early Childhood Court Meeting | 10.9.18 |
| Joanne Lighter and Roy Miller | 10.9.18 |
| Junior League        | 10.10.18 |
| Summer Passport Meeting | 10.10.18 |
| Dr. Brittany Birkin  | 10.10.18 |
| Harry Hedges         | 10.11.18 |
| Harry Hedges         | 10.12.18 |
| Governance Models of Children’s Funds | 10.12.18 |
| MyOn                 | 10.15.18 |
| Sharon Carter        | 10.15.18 |
| Love, Inc.           | 10.16.18 |
| Kareenee Levy        | 10.16.18 |
| Teach Me Early Hillsborough | 10.17.18 |
## Contract Signature Log - ASO ONLY
### FY 2019

<table>
<thead>
<tr>
<th>Entity/Agency</th>
<th>Contract Type</th>
<th>Brief Description</th>
<th>Contract Period</th>
<th>Contract Amount</th>
<th>Board Approved</th>
<th>Signed By</th>
<th>Date Signed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hillsborough County BOCC - Social Services Department</td>
<td>Agreement</td>
<td>Provision of ASO funds for housing supports</td>
<td>10/1/18 - 9/30/19</td>
<td>$300,000</td>
<td>No</td>
<td>Kelley Parris</td>
<td>09/24/2018</td>
</tr>
<tr>
<td>University of South Florida Bay Area Early Steps</td>
<td>MOU</td>
<td>MOU for allocation of ASO funds</td>
<td>10/1/18 - 9/30/19</td>
<td>$75,000</td>
<td>No</td>
<td>Kelley Parris</td>
<td>09/24/2018</td>
</tr>
<tr>
<td>Hillsborough County Public Schools School Social Work Services</td>
<td>Agreement</td>
<td>Agreement for allocation of ASO funds</td>
<td>10/1/18 - 9/30/19</td>
<td>$140,000</td>
<td>No</td>
<td>Kelley Parris</td>
<td>09/24/2018</td>
</tr>
<tr>
<td>Success 4 Kids &amp; Families</td>
<td>MOU</td>
<td>MOU for allocation of ASO funds (DCF)</td>
<td>10/1/18 - 9/30/19</td>
<td>$10,000</td>
<td>No</td>
<td>Kelley Parris</td>
<td>09/24/2018</td>
</tr>
<tr>
<td>Alpha House of Tampa</td>
<td>MOU</td>
<td>MOU for allocation of ASO funds (BOCC)</td>
<td>10/1/18 - 9/30/19</td>
<td>varies</td>
<td>No</td>
<td>Kelley Parris</td>
<td>09/24/2018</td>
</tr>
<tr>
<td>The Spring of Tampa Bay</td>
<td>MOU</td>
<td>MOU for allocation of ASO funds (BOCC)</td>
<td>10/1/18 - 9/30/19</td>
<td>varies</td>
<td>No</td>
<td>Kelley Parris</td>
<td>09/24/2018</td>
</tr>
<tr>
<td>Champions for Children</td>
<td>MOU</td>
<td>MOU for allocation of ASO funds (BOCC Social Services)</td>
<td>10/1/18 - 9/30/19</td>
<td>varies</td>
<td>No</td>
<td>Kelley Parris</td>
<td>09/24/2018</td>
</tr>
<tr>
<td>The Children's Home Inc dba Children's Home Network</td>
<td>MOU</td>
<td>MOU for allocation of ASO funds (BOCC Social Services)</td>
<td>10/1/18 - 9/30/19</td>
<td>varies</td>
<td>No</td>
<td>Kelley Parris</td>
<td>09/24/2018</td>
</tr>
<tr>
<td>The Family Enrichment Center</td>
<td>MOU</td>
<td>MOU for allocation of ASO funds (BOCC Social Services)</td>
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<td>Greater Palm River Point CDC DBA Palm River Family Services</td>
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<td>Psychamerica Behavioral Services, LLC dba Big Bear Behavioral Health, Inc.</td>
<td>ASO Provider</td>
<td>Family, Group, Individual therapy, Psycho-Educational Groups</td>
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<td>Mahmoud Hassan LMHC Inc. Tampa Bay Therapist &amp; Associates</td>
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<td>Family, Individual Therapy</td>
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# Contract Signature Log - ASO ONLY

**FY 2019**

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<td>Yanique Lloyd dba Nurture Palms</td>
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<td>Healing Educational Alternatives for Deserving Students, LLC</td>
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<tr>
<td>CHILDREN'S HOME, INC., THE DBA CHILDREN'S HOME NETWORK</td>
<td>FY19 Program Contract</td>
<td>Supporting and Empowering Educational and Developmental Services (SEEDS)</td>
<td>10/01/2018 - 09/30/2019</td>
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<td>FY19 Program Contract</td>
<td>Women's Opportunity Initiative</td>
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<td>GREATER PALM RIVER POINT COMMUNITY DEVELOPMENT CORPORATION</td>
<td>FY19 Program Contract</td>
<td>Go-4-Kids/Families Matter</td>
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<td>SENIORS IN SERVICE OF TAMPA BAY, INC.</td>
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<td>Readers in Motion</td>
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<td>SPRING OF TAMPA BAY, INC., THE</td>
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<td>TAMPA METROPOLITAN AREA YMCA, INC.</td>
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<td>Community Learning Center at Sulphur Springs</td>
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<td>BAY AREA LEGAL SERVICES, INC.</td>
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<td>Lawyers Helping Kids</td>
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<td>BOYS &amp; GIRLS CLUBS OF TAMPA BAY, INC.</td>
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<td>After-Zone Middle School Initiative</td>
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<td>CHILDREN'S HOME, INC., THE DBA CHILDREN'S HOME NETWORK</td>
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<td>CRISIS CENTER OF TAMPA BAY, INC., THE</td>
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<td>EARLY CHILDHOOD COUNCIL OF HILLSBOROUGH COUNTY, INC.</td>
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<td>Community Developmental Screening Program</td>
<td>10/01/2018 - 09/30/2019</td>
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<td>Inclusion Support Services</td>
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<td>FAMILY ENRICHMENT CENTER, INC., THE</td>
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<td>Good Afternoon Friends and Amigos</td>
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<td>HILLSBOROUGH COUNTY SCHOOL READINESS COALITION, INC.</td>
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<td>HISPANIC SERVICES COUNCIL, INC.</td>
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<td>POSITIVE SPIN, INC.</td>
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<td>TAMPA HILLSBOROUGH HOMELESS INITIATIVE</td>
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<td>UNITY Information Network</td>
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<td>UNIVERSITY OF SOUTH FLORIDA BOARD OF TRUSTEES, A PUBLIC BODY CORPORATE</td>
<td>FY19 Program Contract</td>
<td>Program Wide Positive Behavior Support</td>
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<td>Helping our Toddler's Developing our Children's Skills (HOT DOCS)</td>
<td>10/01/2018 - 09/30/2019</td>
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<td>BIG BROTHERS BIG SISTERS OF TAMPA BAY, INC.</td>
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<td>1-to-1 Comprehensive Mentoring</td>
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<td>CENTRE FOR WOMEN, INC., THE CHILDREN'S MUSEUM OF TAMPA, INC., THE, D/B/A GLAZER CHILDREN'S MUSEUM</td>
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<td>STAR Program</td>
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<td>Children's Board Free Tuesday</td>
<td>10/01/2018 - 09/30/2019</td>
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<td>Safe Baby Plus</td>
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<td>HEALTHY START COALITION OF HILLSBOROUGH COUNTY, INC.</td>
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<td>Woman and Infant Resource Specialist at WIC</td>
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<td>HILLSBOROUGH COUNTY BOARD OF COUNTY COMMISSIONERS - NEIGHBORHOOD RELATIONS</td>
<td>FY19 Program Contract</td>
<td>Neighborhood Mini-Grant Projects</td>
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<td>FY19 Program Contract</td>
<td>Learning Is Fun Together (LIFT)</td>
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<td>PARENTS AND CHILDREN ADVANCE TOGETHER (PCAT) LITERACY MINISTRIES</td>
<td>FY19 Program Contract</td>
<td>South County Literacy Initiative</td>
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<td>Healthy Moms/Healthy Babies</td>
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<td>SUCCESS 4 KIDS AND FAMILIES, INC.</td>
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<td>HOUSING AUTHORITY OF THE CITY OF TAMPA</td>
<td>FY19 Program Contract</td>
<td>Village Link Up</td>
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<td>MENTAL HEALTH CARE, INC. D/B/A GRACEPOINT</td>
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<td>Family Infant/Child Wellness</td>
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<tr>
<td>PRESERVE VISION FLORIDA, INC.</td>
<td>FY19 Program Contract</td>
<td>Children's Vision Health and Safety Services</td>
<td>10/01/2018 - 09/30/2019</td>
<td>$175,442</td>
<td>Yes</td>
<td>Kelley Parris</td>
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<tr>
<td>TAMPA BAY COMMUNITY AND FAMILY DEVELOPMENT CORPORATION DBA BETHESDA MINISTRIES</td>
<td>FY19 Program Contract</td>
<td>Bethesda's Children's Safety Home</td>
<td>10/01/2018 - 09/30/2019</td>
<td>$63,450</td>
<td>Yes</td>
<td>Kelley Parris</td>
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<td>CORPORATION TO DEVELOP COMMUNITIES OF TAMPA, INC.</td>
<td>FY19 Program Contract</td>
<td>3D Stingrays</td>
<td>10/01/2018 - 09/30/2019</td>
<td>$107,058</td>
<td>Yes</td>
<td>Kelley Parris</td>
<td>10/11/2018</td>
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<td>METROPOLITAN MINISTRIES, INC.</td>
<td>FY19 Program Contract</td>
<td>C.R.E.A.T.E. School Age Program</td>
<td>10/01/2018 - 09/30/2019</td>
<td>$1,350,444</td>
<td>Yes</td>
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<td>10/11/2018</td>
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<td>ALPHA HOUSE OF TAMPA, INC.</td>
<td>FY19 Program Contract</td>
<td>From Shelter to Stability</td>
<td>10/01/2018 - 09/30/2019</td>
<td>$377,392</td>
<td>Yes</td>
<td>Kelley Parris</td>
<td>10/16/2018</td>
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<td>NONPROFIT LEADERSHIP CENTER OF TAMPA BAY, INC.</td>
<td>FY19 Program Contract</td>
<td>Capacity Building/Training &amp; Consultation</td>
<td>10/01/2018 - 09/30/2019</td>
<td>$188,000</td>
<td>Yes</td>
<td>Kelley Parris</td>
<td>10/16/2018</td>
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# Contract Signature Log

**VENDORS ONLY**

**FY 2019**

<table>
<thead>
<tr>
<th>Entity/Agency</th>
<th>Contract Type</th>
<th>Brief Description</th>
<th>Contract Period</th>
<th>Contract Amount</th>
<th>Board Approved</th>
<th>Signed By</th>
<th>Date Signed</th>
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<tbody>
<tr>
<td>Tampa Bay Trane</td>
<td>Vendor</td>
<td>HVAC Maint.</td>
<td>10/1/18-9/30/19</td>
<td>$4,564</td>
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<td>09/26/2018</td>
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<td>Bayview Public Relations, Inc. dba B2 Communications</td>
<td>Vendor</td>
<td>Prevent Needless Deaths Campaign Support</td>
<td>10/1/18-9/30/19</td>
<td>$72,300</td>
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<td>The Valerin Group, Inc.</td>
<td>Vendor</td>
<td>Creative and Translation Services</td>
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<td>Hankins-Sheppard Electrical Services</td>
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<td>Hillsborough County Service Level Agreement</td>
<td>Vendor</td>
<td>ITS Services Hillsborough County BOCC Interlocal Agreement</td>
<td>10/1/18-9/30/19</td>
<td>$60,480</td>
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<td>Cardinal Landscaping</td>
<td>Vendor</td>
<td>Lawn, Tree and Irrigation Maint.</td>
<td>10/1/18-9/30/19</td>
<td>$18,360</td>
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<td>David Adams, PA</td>
<td>Vendor</td>
<td>Board Attorney</td>
<td>10/1/18-9/30/19</td>
<td>$50,000</td>
<td>No</td>
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2019 OUTCOMES AND RECOMMENDED MEASURES

The Children’s Board evaluates the impact of the services provided to children and families in four focus areas: Children are Healthy and Safe, Children are Developmentally on Track, Children are Ready to Learn and Succeed and Children Have Supported and Supportive Families.

The Children’s Board has developed a list of outcomes and recommended measures for each of the focus areas. Outcomes are displayed by type with examples of currently approved measurement tools, applicable target populations, and corresponding indicators to evaluate participant performance.

PERFORMANCE ACCOUNTABILITY

The Children’s Board promotes continuous quality improvement by working in close collaboration with our funded partners to evaluate annual program performance through the use of Empowerment Evaluation. By selecting outcomes and measures from this list, programs work collaboratively with Children’s Board staff to develop a matrix/work plan that enables them to examine the ongoing effectiveness of program services.

The Children’s Board annually assesses the collective impact and effectiveness of our combined investments within a Results-Based Accountability™ framework by answering the following three questions:

**How Much Did We Do?**
Measures the quantity of the services provided. For example, the number of babies born, number of families provided with information and referral services or number of program participants enrolled.

**How Well Did We Do It?**
Measures the quality of the services provided. For example, the number of participants satisfied with the services provided or the percent of staff with necessary training/certifications.

**Is Anyone Better Off?**
Measures the effect or impact of the services provided and the level of change produced. Outcomes are categorized by type of change: knowledge/skills, attitudes, behaviors or circumstances. For example, the percent of babies born at appropriate birth weight, the percent of youth with improved self-esteem or the percent of families with improved family well-being.
CHILDREN ARE HEALTHY AND SAFE

The primary goal of Children are Healthy and Safe is to improve overall community health by supporting pregnant women to seek prenatal care, postpartum support and care for young children.

CHILDREN ARE DEVELOPMENTALLY ON TRACK

The goal of Children are Developmentally on Track is early identification of children with special needs through developmental screening and referral linkages.

TARGET POPULATIONS

- Pregnant Women
- Children Birth - Preschool Age
- Elementary School Age Children
- Youth (Up to Age 14)

CHILDREN ARE READY TO LEARN AND SUCCEED

The primary goal of Children are Ready to Learn and Succeed is to support children who are getting ready to enter Kindergarten and provide additional resources for older students.

CHILDREN HAVE SUPPORTED & SUPPORTIVE FAMILIES

The primary goal of Children Have Supported and Supportive Families is to work together by offering services that increase social supports and improve overall stability and security of the family.
| FOCUS AREA | Desired results or conditions for children in our community.  
Example: Children are Developmentally on Track |
|------------|------------------------------------------------------------------------|
| OUTCOME TYPE | Outcomes are categorized by the type of expected change shown by participants - knowledge/skills, attitudes, behaviors and circumstances.  
Example: BEHAVIOR |
| OUTCOME | Outcomes are the desired participant change that is expected to occur as a result of program activities and services.  
Example: At least 85% of a minimum of # children demonstrate improved social-emotional competence. |
| MEASUREMENT | Instruments/tools used to measure the degree of participant change.  
Example: Eyberg Child Behavior Inventory (ECBI) |
| INDICATOR | Quantifiable evidence that demonstrates the minimum expected level of change that is required to achieve the outcome.  
Example: A decrease from pretest to posttest of 7 raw score points on the ECBI Intensity Scale. |
| TARGET POPULATIONS | The identified age group of the participants to be measured for each outcome.  
Example: Children Birth - Preschool Age |
**CHILDREN ARE HEALTHY AND SAFE**

**KNOWLEDGE/SKILLS**

1. At least 85% of a minimum of # individuals (parents/caregivers, professionals, youth) have increased knowledge of appropriate health and safety measures.

   1. Heartsaver CPR AED Skills Sheet: Assessment or Grade of "Pass" on CPR testing checklist.
   2. Heartsaver Pediatric First Aid Skills Sheet: Assessment or Grade of "Pass" on First Aid Skills Checklist.
   3. Life Skills Progression (Safety Subscale): A score of at least 4 on the Safety Subscale.
   4. Curriculum Based (per program model).

**ATTITUDES**

2. At least 85% of a minimum of # pregnant women have improved attitudes towards breastfeeding.

   1. Iowa Infant Feeding Attitude Scale: An increase in total score from pretest to posttest with posttest total scores of at least 55.
   2. Modified Breastfeeding Attrition Prediction Tool Revised (BAPT)
   3. Breastfeeding Self-Efficacy Scale-SF (Short Form)

**BEHAVIOR**

3. At least 75% of a minimum of # pregnant women attend routine prenatal care visits as prescribed by physician.

   1. Kotelchuck Index (APNCU): A score of 80% or greater (Adequate and Adequate Plus).
   2. Life Skills Progression (Prenatal Care Scale): A score of at least 3 on the Prenatal Care Scale.

4. At least 70% of a minimum of # pregnant women receive adequate prenatal care prior to 20 weeks gestation.

   1. Hospital Discharge Records or Birth Certificate: Prenatal care is received by at least 20th week gestation.

5. At least 80% of a minimum of # mothers initiate breastfeeding.

   1. Hospital Breastfeeding Records: Breastfeeding (including expressing) is initiated following birth.

**TARGET POPULATIONS**
## BEHAVIOR

1. WIC Case Notes or Program Client File: Postnatal mothers will sustain breastfeeding for at least 2 months.
2. Life Skills Progression (Breastfeeding Scale): A score of at least 4 on the LSP Breastfeeding Scale.

### 7. At least 85% of a minimum of # children demonstrate a secure attachment to a nurturing caregiver.

1. Crowell Procedure: A posttest rating of No/Little Concern for all Parent/Child Interactions identified as Needs Improvement or Primary Focus of Treatment at pretest.
2. The Observing the Parent-Child Relationship (PCR) Scale: A final total score of at least 30 points with no decreases in total score from pretest.

### 8. At least 90% of a minimum of # children attend well-baby/well-child visits as prescribed by physician.

1. Pediatric Health Record: Child’s pediatric health record shows evidence of child attending an adequate number of prescribed visits (7 out of 9 prescribed visits during the first 2 years of life; 5 out of 6 prescribed visits in the first year of life or 2 out of 3 prescribed visits between 12 and 24 months of age; 1 out of 2 prescribed visits between 30 months and 3 years of age; 1 out of 1 prescribed visit annually for 4 years of age or older).
2. Life Skills Progression (Child Well Care Scale): A score of at least 4 on the LSP Child Well Care Scale.

### 9. At least 80% of a minimum of # parents/caregivers exhibit fewer symptoms of depression.

1. Edinburgh Postnatal Depression Scale: Edinburgh Postnatal Depression Scale total score of 12 or lower.
2. Patient Health Questionnaire (PHQ-9)
3. Postpartum Depression Screening Scale (PDSS)
4. Beck Depression Inventory-II
5. Model-Based (program specific)

## CIRCUMSTANCE

### 10. At least 90% of a minimum of # babies born at appropriate birth weight.

1. Hospital Discharge Records or Birth Certificate: Infants weighing at least 5.5 pounds (5lbs. 8 ozs) or more.
11. At least 90% of a minimum of # babies born at term.
   1. Hospital Discharge Records or Birth Certificate: Infants born at 37 weeks gestation or greater

12. At least 90% of a minimum of # babies born substance-free.
   1. Drug Screen or Hospital Record: Babies born will be substance-free (with the exception of Methadone or Suboxone)

13. At least 90% of a minimum of # children have decreased vulnerability to contracting preventable diseases.
   1. Florida Department of Health Florida Certificate of Immunization (HCHD blue form) or Florida Shots Record: Health Care Provider signs off that Part-A Immunizations are Complete OR Part-B Temporary Medical Exemption is complete and that immunizations are on schedule to be completed (680 form) or Part C-Medical Exemption.
   2. Model-Based (program specific)

14. At least 80% of a minimum of # children at healthy height/weight.
   1. CDC Growth Chart: Height/weight percentile and BMI, child is >5th percentile and <85th percentile (<5th percentile and >85% percentile is a concern); Weight for Length for children under 2 years of age (<5th percentile and >=95th percentile is a concern).

15. At least 85% of a minimum of # children at reduced risk of unintentional injury.
   1. Life Skills Progression (Safety Subscale): A score of at least 4 on the LSP Safety Subscale.
   2. TIPP/Framingham Safety Survey
   3. Curriculum-Based (Program Specific)

16. At least 90% of a minimum of # families have safer housing.
   1. Curriculum-Based (Program Specific)
1. At least 85% of a minimum of # parents/caregivers demonstrate behavior consistent with knowledge of age-appropriate child development and expectations.

1. **Parent Education Profile (PEP) Scale I**: Minimum posttest score of at least a 3 with no decreases from pretest to posttest on Scale I of the PEP.
2. **Nurturing Skills Competency Scale**: 1. A minimum posttest score of 40 on Part (C) (Use of Nurturing Skills) of the Nurturing Skills Competency Scale-B5 Short Version (Parent version). 2. A minimum posttest score of 40 on Part (F) (Use of Nurturing Skills) of the Nurturing Skills Competency Scale Long Form (Parent version).
3. **The University of Idaho Survey of Parenting Practices (UISPP)**: A 1 step increase in average NOW scores from average THEN scores on the UISPP (completed first year parents/caregivers only).
4. **Home Observation for Measurement of the Environment (HOME)**: An increase of at least 3 points in pretest total scores to posttest total scores for participants scoring below the median score (Infant/Toddler median score = 32; Early Childhood median score = 40) at pretest OR maintenance of at least the median score with no decreases at posttest for participants scoring at or above the median score at pretest.
5. **Parenting Interactions with Children Checklist of Observations Linked to Outcomes (PICCOLO) (ages 10-47 months)**
6. **Model-based (program specific)**

2. At least 85% of a minimum of # parents/caregivers support their child’s healthy development. *(Note: cannot be combined with parent involvement outcome under Children are Ready to Learn and Succeed birth - age 5 focus area)*

1. **ASQ-3 Parent Conference Form**: Completed ASQ3 Parent Conference Form with verified completion of activities.
2. **Life Skills Progression (Nurturing, Discipline, Support of Development Scales)**: Score of at least a 4 on the final post LSP measure for question 5 – nurturing, and 6 – discipline and 7 support of development.
3. **Curriculum-based (program specific)**
### BEHAVIOR

3. **At least 85% of a minimum of # children demonstrate improved social-emotional competence.**

   1. Social Skills Improvement System (SSIS) Rating Scales (ages 3 and up)
   2. Eyberg Child Behavior Inventory (ages 2 and up): A decrease from pretest to posttest of 7 raw score points on the ECBI Intensity Scale.
   3. BRIGANCE Inventory of Early Development
   5. Model-based (program specific).

### CIRCUMSTANCE

4. **At least 95% of a minimum of # children (34 months of age or younger) will access developmental screening services for early identification of developmental concerns.**

   1. Case Notes (including screening scores), referral consent forms: Developmental screening scores (or re-screening scores when applicable) are consistent with age-appropriate ranges or children are referred with consent to Early Steps.

5. **At least 95% of a minimum of # children (older than 34 months of age) will access developmental screening services for early identification of developmental concerns before they start Kindergarten.**

   1. Case Notes (including screening scores), referral consent forms: Developmental screening scores (or re-screening scores when applicable) are consistent with age-appropriate ranges or children are referred with consent to Child Find or ECC screening.

6. **At least 85% of a minimum of # individuals have increased concrete supports.**

   1. FRIENDS Family Support Program Outcome Survey: A score of 5 or higher on TODAY scores for questions 2 and 5.
   2. Case Notes: Date of linkage for referrals to concrete support(s) related to their developmental needs.

7. **At least 85% of a minimum of # children identified with a hearing concern are linked with a medical assessment.**

   1. Case Notes: Date of completed medical assessment.

8. **At least 85% of a minimum of # children identified with a vision concern are linked with a medical assessment.**

   1. Case Notes: Date of completed medical assessment.
1. At least 85% of a minimum of # children have improved school readiness skills.

1. **Early Literacy Skills Assessment (ELSA):** Increase in raw scores from pretest to posttest for Comprehension, Phonological Awareness and Concepts about Print Subscales for pretest scores that are below the maximum score or maintenance of the maximum pretest scores and an increase in raw scores from pretest to posttest on Alphabetic Principle or maintenance from pretest to posttest for raw pretest scores of at least 50.

2. **Get Ready to Read Screening Tool (25 item Paper Version):** Achieve a minimum performance level score equivalent to Average as specified by age range at posttest: age 3:0-3:5 = 7 or higher, age 3:6-3:11 = 9 or higher, age 4:0-4:5 = 12 or higher, age 4:6-4:11 = 14 or higher, age 5:0-5:5 = 17 or higher, age 5:5-5:11 = 18 or higher

3. **Teaching Strategies Gold:** Children who have completed a minimum of two checkpoints (Fall & Spring) will meet or exceed Widely Held Expectations (WHE) in each of the following domains: physical, social/emotional; literacy, cognitive, language and mathematics by Spring check point.

4. **Bracken School Readiness Assessment 3rd Edition (BRSA):** Achieve a minimum performance level score equivalent to Average as specified by age range at posttest: age 3:0-3:2 = 13 or higher, age 3:3-3:5 = 16 or higher, age 3:6-3:8 = 19 or higher, age 3:9-3:11 = 23 or higher, age 4:0-4:2 28 or higher, age 4:3-4:5 33 or higher, age 4:6-4:8 37 or higher, age 4:9-4:11 42 or higher, age 5:0-5:2 47 or higher, age 5:3-5:5 52 or higher, age 5:6-5:8 56 or higher, age 5:9-5:11 60 or higher.

4. Model-based (program specific).

2. At least 85% of a minimum of # Early Childhood and Education (ECE) practitioners demonstrate increased early literacy skills.

1. **Early Language & Literacy Classroom Observation (ELLCO):** An increase from pretest to posttest in the average "General Classroom Environment Subscale" scores AND the average "Language and Literacy Subscale" scores.

3. At least 80% of a minimum of # Early Childhood and Education (ECE) practitioners/professionals have increased knowledge of developmentally appropriate practices (DAP).

1. **Gains Survey:** Achieve at least 15 correct responses (75%) on the Gains Survey.

2. Curriculum-based (per provider model)
4. At least 75% of a minimum of # families have increased knowledge of strategies to support their child’s social-emotional development.

1. Curriculum-based (program specific)

5. At least 80% of a minimum of # children demonstrate improved progress toward academic success.

1. Developmental Reading Assessment (DRA): A posttest DRA level of at least a 2 for participants scoring below a 2 at pretest or an increase of at least 1 level for participants scoring a 2 or higher at pretest (For Kindergarten students).
2. Developmental Reading Assessment (DRA): A posttest DRA (Developmental Reading Assessment) level of at least an 8 for students scoring a 4 or lower at pretest OR a posttest DRA of at least a 12 for students scoring 6 or higher at pretest (For 1st Grade students).
3. Florida Child and Adolescent Needs and Strengths (CANS) School Achievement Subscale: CANS school achievement subscale posttest score of 0 or 1 with no increases from pretest to posttest for participants with pretest scores below 3 or posttest scores of 2 or less for participants with pretest scores of 3.
4. Social Skills Improvement System (SSIS) Rating Scales Elementary (K-6) – Performance Screening Guide Reading or Math Subscales: An increase of at least one level from pretest to posttest on the reading or math skill scale OR maintenance of pretest scores of at least a 4 or 5 at posttest on the reading or math skill scale (case notes to support ratings).
5. Curriculum-based (program specific)

6. At least 80% of a minimum of # children/youth demonstrate improved motivation to learn skills.

1. Social Skills Improvement System (SSIS) Rating Scales Elementary (K-6)/Secondary (7-12) – Performance Screening Guide Motivation to Learn Subscale: An increase of at least one level from pretest to posttest on the motivation to learn skill scale OR maintenance of pretest scores of at least a 4 or 5 at posttest on the motivation to learn skill scale (case notes to support ratings).
2. Curriculum-based (program specific)

7. At least 85% of a minimum of # youth achieve improved skills.

1. Casey Life Skills Assessment – Work and Study Life Subscale: An increase in total average pretest score to total average posttest score with total average posttest scores of at least 3.0 for the Work and Study Life subscale questions.
2. Curriculum Based (per program model)
8. At least 85% of a minimum of # youth have increased educational aspirations.

1. Education and Expectations Aspirations Scale: A score of 3 or 4 on at least one of the 5 after high school questions of the Education and Expectations Aspirations Scale at posttest.
2. Model-Based (per program model)

BEHAVIOR

9. At least 85% of a minimum of # parents/caregivers are involved with their child’s development, education and/or school.

1. Parent Education Profile (PEP) Scale I, II, or III: A minimum posttest score of at least a 3 with no decreases from pretest on all of the corresponding subscales of the PEP Scale I, II or III.
2. Get Ready to Read Home Literacy Environment Checklist: A posttest score of 20 or higher on the Get Ready to Read (GRTR) Home Literacy Environment Checklist (Birth-Preschool age).
3. Social-Emotional Assessment Evaluation Measure (SEAM) Family Profile: An increase of 5 or more points from total pretest score to total posttest score for pretest scores that are below the maximum score on the 2 subscales (responding to my child’s needs and providing predictable schedule/routines and appropriate environment for my child) or maintenance of the maximum total pretest scores at posttest for these 2 subscales of the Social-Emotional Assessment/Evaluation Measure (SEAM) Family Profile. (Ages 2 months-66 months)
4. Parent-Teacher-Student COMPACT/Parent Checklist-Revised – Short Form: Increase in average total score from pretest to posttest or maintain average total score of at least 3.60 on the Revised parent checklist – Short Form AND Parent/student/teacher compact signed by parent. (Elementary School)
5. Parent and Teacher Involvement Questionnaire: Parent Version (original): Increase in average score from pretest to posttest on the Parent’s Involvement and Volunteering at School subscale (Questions 5-7, 9-10, 18-22) or maintain an average subscale pretest score of at least 3 at posttest on the Parent’s Involvement and Volunteering at School subscale (Questions 5-7, 9-10, 18-22) of the Parent and Teacher Involvement Questionnaire: Parent Version (Original). (Grades K-3)
6. Parents and School Survey (PASS; Elementary)
7. Family-School Partnership Lab Scales
8. Curriculum-based (Program Specific)
11. At least 75% of a minimum of # Early Childhood and Education (ECE) practitioners/professionals demonstrate developmentally appropriate practices (DAP).

1. Teaching Pyramid Observation Tool (TPOT)/Teaching Pyramid Infant Toddler Observation Scale (TPITOS): Practitioners receiving a minimum of 3 months of technical assistance will demonstrate a 2% increase from pretest overall score to post overall score on the TPITOS or TPOT OR maintenance of an overall score of 80% and above OR Practitioners receiving a minimum of 6 months of technical assistance will demonstrate a 5% increase from pretest overall score to post overall score on the TPITOS or TPOT OR maintenance of an overall score of 80% and above.

2. Classroom Assessment Scoring System (CLASS): Practitioners will demonstrate an increase from pretest to posttest in at least: one domain of the Pre-K CLASS, or two dimensions of the Infant CLASS or four dimensions of the Toddler CLASS.

3. Illinois Children’s Mental Health Partnership Self-Reflection tool: A posttest score of at least a 4 (Competent) on the Self-Reflection tool as rated by consultant and provider (consultant rates provider and provider self-evaluation).

4. Environmental Rating Scale (ERS): Practitioners who score an average below a 3.0 at pretest will achieve a .5 global increase. Practitioners who score an average of 3.0 or above at pretest will achieve a .25 global increase.

5. Ready! for Kindergarten Childcare Provider Observation Assessment Tool: An increase of at least one level in Total Scores from pretest to posttest (e.g., Deficient to Fair, Fair to Basic, Basic to Above Average, Above Average to Exemplary) OR increase or maintain pretest Total Scores of at least 55 (Exemplary level) at posttest.
BEHAVIOR

12. At least 75% of a minimum of # children demonstrate improved social-emotional competence.

1. Social-Emotional Assessment Evaluation Measure (SEAM): An increase of 4 or more points from pretest to posttest on the Social-Emotional Assessment/Evaluation Measure (SEAM) (observation notes to support ratings).
2. Social Skills Improvement System (SSIS) Rating Scales Preschool– Performance Screening Guide Prosocial Behavior Scale: An increase of at least one level from pretest to posttest on the prosocial behavior skill scale OR maintenance of pretest scores of at least a 4 or 5 at posttest on the prosocial behavior skill scale (case notes to support ratings).
3. Eyberg Child Behavior Inventory (ECBI; ages 2 and up): A decrease from pretest to posttest of 7 raw score points on the ECBI Intensity Scale.
4. BRIGANCE Inventory of Early Development
6. Model-based (Program Specific)

13. At least 75% of a minimum of # children/youth demonstrate improved positive social behaviors.

1. DESSA-mini: An increase of at least 5 T-score units from pretest to posttest for participants with pretest T scores of 40 or less OR maintain or increase T scores from pretest to posttest for participants with pretest T scores of at least 41. (Case notes to support ratings)
2. Social Skills Improvement System (SSIS) Rating Scales Elementary (K-6)/Secondary (7-12)– Performance Screening Guide Prosocial Behavior Scale: An increase of at least one level from pretest to posttest on the prosocial behavior skill scale OR maintenance of pretest scores of at least a 4 or 5 at posttest on the prosocial behavior skill scale (case notes to support ratings).
3. Social Skills Improvement System (SSIS) Rating Scales
4. Sutter-Eyberg Student Behavior Inventory Revised (up to age 16)
5. Model-based (Program Specific)
6. Curriculum-based (Program Specific)

14. At least 90% of a minimum of # children/youth regularly attend school.

1. Report Card: Student attends at least 95% of school days (absent {unexcused} 9 days or less).
15. At least 85% of a minimum of # youth demonstrate increased school connection/engagement.

1. School Engagement Scale – Behavioral, Emotional and Cognitive Engagement: An increase in total average pretest score to total average posttest score with total average posttest scores of at least a 2.50.
2. Educational Engagement Scale for Teenagers: An increase in total pretest score to total posttest score with total posttest scores of at least 19 OR maintenance of a total pretest score of at least 19.
3. Engagement vs. Disaffection with Learning Student Report
4. Identification with School Questionnaire
5. Student Engagement Instrument
6. “How I Feel About School” Student Survey

CIRCUMSTANCE

16. At least 80% of a minimum of # children are read to or read at least 4 times per week at home.

1. Get Ready to Read (GRTR) Home Literacy Environment Checklist: A response of True for Q14 (I or adult in house read a book with my child at least 4 times per week) and Reading Log indicates frequency of reading activities (Birth-Preschool age).
2. Parent Education Profile (PEP) Scale II: Minimum posttest score of at least a 3 with no decreases from pretest to posttest on Scale II of the PEP and Reading Log indicates frequency of reading activities.
3. Curriculum-based Reading Log (program specific)

17. At least 75% of a minimum of # children demonstrate readiness for Kindergarten.

1. Get Ready to Read Screening Tool (25 item Paper Version): Typically developing children will achieve a minimum performance level score equivalent to Average as specified by age range at posttest (age 3:0-3:5 = 7 or higher, age 3:6-3:11 = 9 or higher, age 4:0-4:5 = 12 or higher, age 4:6-4:11 = 14 or higher, age 5:0-5:5 = 17 or higher, age 5:6-5:11 = 18 or higher).

18. At least 70% of a minimum of # children maintain or secure inclusive child care placements.

1. Child Record: Child maintained current placement in program or secured alternate inclusive program.
19. At least 70% of a minimum of # Early Childhood Education (ECE) programs demonstrate progress towards achieving or maintaining high quality.

1. Model-based (Program Specific)

20. At least 75% of a minimum of # youth have improved self-esteem.

1. CDC Self-Esteem Inventory: An increase in total score from pretest to posttest OR maintenance (with no decreases) of a total pretest score of at least 24 on the CDC Self Esteem Inventory.
2. Schwarzer Self-Efficacy Scale: An increase from overall pretest to posttest score on the 10 question Schwarzer Self-Efficacy Scale.
3. Individual Protective Factors Index:
4. General Self-Efficacy – Sherer (GESH)
5. Curriculum-based (per program model)

21. At least 95% of a minimum of # children have on-time grade promotion. 
(For Reporting Only--Outcome: Children with on-time grade promotion)

1. End of year report card or summer notice of promotion: On-time promotion to the next grade level. 
(For Reporting Only: Number of children promoted on-time by grade level)

22. At least 95% of a minimum of # youth have on-time grade promotion or graduate. 
(For Reporting Only--Outcome: Youth with on-time grade promotion or graduation)

1. End of year report card or summer notice of promotion/graduation: On-time promotion to the next grade level or graduate on-time. 
(For Reporting Only: Number of youth promoted on-time by grade level or number of youth graduated on-time)
### SUPPORTED AND SUPPORTIVE FAMILIES

#### KNOWLEDGE/SKILLS

1. **At least 80% of a minimum of # parents/caregivers have increased parenting skills.**
   - 1. Adult Adolescent Parenting Inventory-2.1: Posttest Sten score of 4 or higher on all AAPI-2.1 constructs.
   - 2. Circle of Security Participant Survey: An increased Now total average score from Before total average score on parenting skills Questions 3-9.
   - 3. Adapted Therapy Attitude Inventory: Achieve a raw score of at least 35 points on the Adapted Therapy Attitude Inventory.
   - 4. Model-based (program specific)

2. **At least 80% of a minimum of # parents/caregivers have increased literacy skills (family literacy).**
   - 1. CASAS/Test of Adult Basic Education (TABE): Increased reading scores of at least 5 points on the CASAS assessment OR increased GE reading scores of at least 0.3 on the Test of Adult Basic Education-TABE.
   - 2. Reading Evaluation Adult Diagnosis (READ)
   - 3. Basic English Skills Test Plus (BEST Plus)

3. **At least 85% of a minimum of # parents/caregivers have increased knowledge of community resources.**
   - 1. Curriculum-based (program specific) [must include specific activities to support formal Information & Referral of community partners]

#### ATTITUDES

4. **At least 70% of a minimum of # parents/caregivers have reduced stress.**
   - 1. Perceived Stress Scale: Decrease in total score from pretest to posttest on the Perceived Stress Scale.
   - 2. Parental Stress Scale: Decrease in total score from pretest to posttest on the Parental Stress Scale.
   - 3. Community Life Skills Scale: An increase from pretest total score to posttest total score and posttest scores of at least 19 (case notes to support ratings).
BEHAVIOR

5. At least 95% of a minimum of # parents/caregivers demonstrate positive parent/child or family interactions (No verified child maltreatment).

1. Florida Safe Families Network (FSFN) database: Open participants enrolled for at least 6 months shall have no "verified" finding of child maltreatment during their participation or Closed participants who complete the program will have no "verified" findings more than 12 and up through 24 months after completion.

6. At least 85% of a minimum of # parents/caregivers are involved with their child's development, education and/or school.

1. Parent/Teacher Compact Form; Revised Parent Checklist – Short Form: Increase in average score from pretest to posttest or maintain average score of at least 3.60 on the Revised Parent Checklist – Short Form; Parent/Student/Teacher Compact signed by parent.
2. Parent Education Profile (PEP) {scale(s) selected based on program model and age of child(ren)}: A minimum posttest score of at least a 3 with no decreases from pretest on each of the subscale items of the Parent Education Profile Scale.
3. Get Ready to Read Home Literacy Environment Checklist (Kindergarten age children or younger): A posttest score of 20 or higher on the Get Ready to Read (GRTR) Home Literacy Environment Checklist.

CIRCUMSTANCE

7. At least 80% of a minimum of # families have improved family well-being.

1. Family Resource Support Guide- Resource Scale: An increase from average pretest to posttest score with minimum average posttest scores of at least 3.25 OR maintenance or increases in average pretest scores of 3.25 or higher.
2. North Carolina Family Assessment Scale-G (NCFAS-G): Posttest scores of at least zero on the 7 overall domains (Environment, Parental Capabilities, Family Interactions, Family Safety, Child Well-Being, Self-Sufficiency, and Family Health) for participants scoring below a zero at pretest OR increased or maintenance of pretest scores of at least zero at posttest for participants scoring a zero or higher at pretest on the 7 overall domains (Environment, Parental Capabilities, Family Interactions, Family Safety, Child Well-Being, Self-Sufficiency, and Family Health).
3. FRIENDS National Resource Center Family Support Program Outcome Survey {program specific questions}
4. Parent Assessment of Protective Factors (PAPF): An increase in total Protective Factors Index Score from pretest to posttest for participants scoring below a 4.0 OR maintenance of pretest scores of at least a 3.0 with no decreases at posttest for participants scoring at or above 3.0 at pretest.
4. Curriculum-based (program specific)
8. At least 85% of a minimum of # individuals have increased social supports.

1. **North Carolina Family Assessment Scale-G (NCFAS-G; Community/Social Life Scale)**: North Carolina Family Assessment Scale (NCFAS-G) posttest scores of at least 0 on the overall Social/Community Life domain for participants scoring below a 0 at pretest OR increase or maintenance of pretest scores of at least 0 at posttest for participants scoring a 0 or higher at pretest for the overall Social/Community Life domain.

2. **Family Support Scale**: An increase in the average total score from pretest to posttest.

3. **FRIENDS National Resource Center Family Support Program Outcome Survey**: A score of 5 or higher on Today scores for questions 1, 2, and 4 on the Family Support Program Outcome Survey.

4. **Family Resource Support Guide Resource Map**: An increase from pretest to posttest in the number of formal and informal supports/resources identified in the participant’s network that can be accessed for assistance in meeting goals on the family support plan.

5. **Florida Child and Adolescent Needs and Strengths (CANS) Social Resources Subscale**: A score of either 0 or 1 on the CANS scale of Social Resources at posttest.

6. **NCAST Network Survey**: An increase from pretest to posttest in the number of formal and informal supports/resources identified in the participant’s network that are also rated as being “Somewhat” helpful or “A great deal” helpful on the NCAST Network Survey.

7. **Ecomap**: An increase from pretest to posttest in the number of informal or formal supports identified in the participant’s network as strong/positive connections (supporting documentation in case notes).

8. **MOS Social Support Survey**: An increase to an average of 3 points from pretest to posttest for participants with pretest scores less than a 3 or achieve/maintain minimum posttest score of average of 3 on the Emotional/Informational Subscale (Items: 3,4,8,9, 13,16,17,19).

9. **Karitane Parenting Confidence Scale**: An increase of 6 points from pretest to posttest for participants with pretest scores of 35 or less or achieve/maintain minimum posttest score of 40 for those participants with pretest scores above 35.

10. **Protective Factors Survey**: Increased mean score (average) from pre to post test on the Social Support subscale (Q6, Q7, Q10) OR maintenance at posttest of an average pretest score of 6 or higher for the Social Supports subscale.

11. **Multidimensional Scale of Perceived Social Support**

12. **Model-based (Program specific)**

13. **Curriculum-based (program specific)**
9. At least 85% of a minimum of # individuals have increased concrete supports.

2. Protective Factors Survey: Increased mean score (average) from pre to post test Concrete Support subscale (Q8, Q9, Q11) OR maintenance at posttest of an average pretest score of 6 or higher for the Concrete Support subscale.
3. Case Notes: Date of linkage for referrals to concrete support service(s) related to their needs.
4. Model-based (Program specific)
5. Curriculum-based (program specific)

10. At least 80% of a minimum of # individuals have improved mental well-being.

1. Children’s Functioning Assessment Rating Scale (CFARS): A decrease of at least 10% from initial to final scores on the CFARS (children).
2. Functioning Assessment Rating Scale (FARS): A decrease of at least 10% from initial to final scores on the FARS (adults).
3. The Strengths and Difficulties Questionnaire (SDQ): A decrease in total difficulties score or maintain a pretest total difficulties score of 13 or lower (Parent 4-10 Form).
4. Columbia Suicide Severity Rating Scale: Posttest scores of “No” on at least Questions 3, 4 and 5 on the Columbia Suicide Severity Rating Scale AND a documented linkage to a behavioral health provider.
Children's Board of Hillsborough County

Summer 2018 Services Grants

Photo Courtesy of University Area Community Development Corporation, Inc.

October 25, 2018
For the third year in a row, the Children's Board partnered with Hillsborough County Board of County Commissioners to enhance accessibility and high quality Summer Services for undeserved children and youth (ages 6-14) throughout the county not traditionally enrolled in summer programs.

The goal of this competitive funding release was to maximize opportunities for Hillsborough County youth by providing enriching activities and services at pre-existing summer programs.
### Funding Allocation

12 grants were awarded, totaling **$285,375** in summer services dollars

| Organization | Amount  
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<thead>
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<tbody>
<tr>
<td>University Area Community Development Corporation, Inc.</td>
<td>$29,288</td>
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<tr>
<td>Tampa Metropolitan Area YMCA, Inc.</td>
<td>$28,875</td>
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<tr>
<td>Tampa Heights Junior Civic Association, Inc.</td>
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<td>Bethesda Ministries - Upward Kids</td>
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<tr>
<td>Bethesda Ministries - Outer Limits</td>
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<tr>
<td>ReDefiners World Languages, Inc.</td>
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<tr>
<td>Housing Authority of the City of Tampa, Inc.</td>
<td>$23,805</td>
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<tr>
<td>The Hillsborough Community College Foundation, Inc.</td>
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<tr>
<td>Florida Education Fund, Inc.</td>
<td>$18,378</td>
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<tr>
<td>The Family Enrichment Center, Inc.</td>
<td>$29,809</td>
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<tr>
<td>Boys and Girls Club of Tampa Bay, Inc. - Wimauma</td>
<td>$25,494</td>
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<tr>
<td>Boys and Girls Club of Tampa Bay, Inc. - Greco Middle</td>
<td>$21,009</td>
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Participant Demographics

1,080 Children and Youth Reported with Demographics

Participant Ages

- 49% 6-9 years
- 43% 10-13 years
- 8% 14 years

Gender

- 50% Female

Race

- 65% Black / African American
- 22% White
- 13% Other*

Ethnicity

- 62% Not Hispanic or Latino
- 24% Hispanic or Latino
- 14% Refused/ Not Available

*8% reported as Refused or Not Available; 4% Two or More Races; 1% Asian
Geographic Location

Household zip code information was collected and reported for all children and youth attending the summer programs. Zip code data shows the concentration of households served across Hillsborough County with a majority of the participants residing in Sulphur Springs, East Tampa and South County.

837 Households

48% Female Single Head of Household

85% Eligible for Free or Reduced Lunch

Map based on number of households by zip code. A total of 837 households are reported for 63 zip codes across Hillsborough County.
SAFETY

Safety education was a major component of the summer programming in FY 2018. The summer grants provided a safe and nurturing environment by providing safety training and education in an effort to decrease injuries and promote healthy habits and behavior.

Photo Courtesy of The Hillsborough Community College Foundation, Inc.
1. FOCUS ON YOUR CUSTOMERS
2. BUILD YOUR BRAND’S STORY
3. UTILIZE CONTENT MARKETING
4. GET YOUR BUSINESS FOUND USING SEO

Build your marketing strategy around your customers. Storytelling is one of the most powerful marketing tools.

Summer Youth at HCC Kids College explore first responder roles through close interaction with Police and Firemen. Campers performed radar speed-checks, processed fingerprints and learned about self-defense!

Photos courtesy of The Hillsborough Community College Foundation, Inc.

SAFETY ACTIVITIES

- Hurricane Preparedness and Environmental Safety workshops
- Fire Safety Awareness & Drills
- Cyber Safety lessons
- Bullying Prevention
- Bicycle and Pedestrian Safety workshops
- Food Safety and Handling
- CPR and First Aid
- Situational Awareness lessons
- Wildlife Safety Lessons

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- Wildlife Safety Lessons
WATER SAFETY

Participants at the University Area Community Development Corporation (UACDC) learned about safe and proper use of personal flotation devices and other water safety topics.

Surveyed participants at UACDC (Mort Elementary site) had never seen a life jacket or knew how to put one on.

100% Learned the proper way of putting a life jacket on themselves and on others.

Photo Courtesy of University Area Community Development Corporation, Inc.
Science, Technology, Engineering and Mathematics (STEM)

436
TOTAL HOURS OF STEM INSTRUCTION

21
STEM PROJECTS COMPLETED

47
COMPUTER CODING HOURS

Photo Courtesy of Tampa Junior Civic Association, Inc.
STEM ACTIVITIES

STEM programming promoted scientific inquiry and innovation by engaging youth in activities related to engineering, computer science, problem solving and critical thinking.

- Gardening
- Aquaponics
- Scientific methodology testing and experiments
- Basic computer coding
- Robot-building, design and animation
- Math tutoring
- LEGO Robotics

- Fossil reconstruction, study of dinosaur models, diet and habitat.
- Field trips to MOSI, Florida Aquarium, Wild Florida, WonderWorks, Orlando Science Center, Liberty Club, USF Library & Botanical Gardens, Lowry Park Zoo, etc.

Participants at Tampa Junior Civic Association learn to convert fish waste from aquaponic systems into plant food to support their growing garden.

Photos Courtesy of Tampa Junior Civic Association and Joshua Mcfarquhar Photography
Youth development was promoted this summer by providing opportunities that foster the development of positive social skills, self-esteem, promote respect and understanding of others.
CHARACTER DEVELOPMENT

- Anti-bullying Workshops
- Financial Literacy
- Team Building Activities
- World Languages and Cultural Awareness
- Motivational Guest Speakers
- Harmony in the Streets curriculum
- Chess
- Community Services Projects - Feeding America and Neighborhood Clean-Up
- Reflective Journaling
- Mindfulness and Meditation
- Career Exploration and College Tours

ReDefiners World Languages introduced foreign language instruction in Arabic, Mandarin Chinese and Spanish to promote respect and understanding of other cultures.
The summer programs promoted health and fitness by engaging summer youth in a variety of structured sports and free play. Summer youth participated in over 500 hours of physical activities including team sports, dance, yoga and much more!

- Team Sports - basketball, flag football, soccer, baseball, volleyball and kickball.
- Group Fitness classes - Zumba, Cardio Tai Box and Bootcamp
- Triple Pay Sports and Fitness Challenges
- Golf
- Yoga
- Circuit Training
- Table Tennis
- Tai-Chi
- Hip Hop Fitness
- Field Trips: Camp Bayou Outdoor Learning Center and Rays Baseball game

Photos Courtesy of Tampa Heights Junior Civic Association, Inc.
Literacy activities and education play an important role in preventing summer learning loss. The summer services grants provided a variety of enriching activities including myON reading, journaling and field trips to enhance reading proficiency, vocabulary and writing skills.

Photos Courtesy of The Florida Education Fund, Inc.
LITERACY

- Journaling
- Spoken Word Poetry
- Guided Reading
- myON Digital Library
- American Sign Language
- Introduction to foreign languages-Spanish, Chinese, Arabic and Swahili
- Autobiography
- Book club
- Scripting, editing and story-boarding
- Research, debate and mock trials

Participants at the Tampa Metropolitan Area YMCA engaged in legal research, writing and debating to prepare for their summer Mock Trial with real attorneys!

1,075 Hours Read
2,563 Books Read
170 Journaling Hours
THE ARTS

Cultural and artistic expression was promoted through a variety of enriching activities including performing arts, mixed media, graphic design and dance.

*Photos courtesy of the Family Enrichment Center, Inc.*

Youth at the Family Enrichment Center hone in their visual arts skills by working with a variety of art media including clay, papier-mâché and painting.
ARTS ACTIVITIES

- Kuumba Drumming and Dancing
- Poetry and Spoken Language
- Arts and Crafts
- Hip Hop Dance
- Ballet
- Bucket Drumming
- Choreography
- Painting

Youth at the Boys and Girls Clubs learn to play band instruments

Photo courtesy of the Tampa Heights Junior Civic Association, Inc.

Photo courtesy of the Tampa Heights Junior Civic Association, Inc.

- DJ production classes
- Gymnastics
- Digital Game Design
- Drama
- Photography
- Field Trips - Tampa Museum of Art and USF Graphics studio.
PARENT INVOLVEMENT

Parent involvement plays a key role in children's emotional and academic growth. When families are involved in their child's academic and social life, students show improvement in attendance, behavior and academics. Because parents play such a critical role in their child's summer experience, the summer grants were asked to incorporate parents into their programming and request their feedback about the programs.

Parents responded to our Summer Satisfaction Survey

- 733
- 98%
- 45%

Expressed high levels of satisfaction with the summer programs

Reported their child did not attend summer camp last year

Parents and Caregivers attend end of summer celebrations at the Family Enrichment Center

1 https://www.expandinglearning.org/expandingminds/article/engaging-families-afterschool-and-summer-learning-programs-review-research
SUMMARY

The Summer Services grants provided increased access to quality summer programming to more than 1000 children and youth living in Hillsborough County. As a result, participating youth were able to benefit from age-appropriate enriching activities in STEM, Character Development, Safety, Sports, Literacy and the Arts. The positive results obtained as a result of these grants, further validate our commitment to continue to enhance the lives of all children and families of Hillsborough County.
Outreach Events Calendar

The Children’s Board will have a presence at the following community events. Contact Paula Scott, Director of Public Relations, at scottps@childrensboard.org for more information about a particular event.

October

10.12.18 **Community Baby Shower**
200 West Waters Ave., Tampa
10:00am-3:00pm

10.20.18 **Bloomingdale Home Owners Association Fall Festival**
Bloomingdale High School
1700 E. Bloomingdale Ave., Valrico
10:00am-2:00pm

10.25.18 **Emerging Leaders Annual Non Profit Fair**
Centre Club
123 S. Westshore Blvd., Tampa
5:30pm-8:00pm

10.25.18 **Booker T. Washington Elementary Fall Festival**
Booker T. Washington Elementary
1407 E Estelle St., Tampa
5:00pm-7:00pm

November

11.06.18 **Children’s Board Free Tuesday**
Glazer Children’s Museum
110 W. Gasparilla Plaza, Tampa
12:00pm-6:00pm

11.10.18 **ReDefiners World Language Multicultural Fest**
University Mall
2200 E Fowler Ave., Tampa
1:00pm-4:00pm
Good News

from our funded partners

Regular Board Meeting
October | 2018
Thank you from a class participant:

Dr. Childress,

Here is the calm down book I mentioned yesterday in class.

It is called "Calm Down Time." When I read it to my son he seemed eager to understand the calm down concept. It's good for 2-3 year old kids.

Thanks again for teaching the class. My wife and I have gotten so much out of it. We can't say enough about how it has helped us raise our kids. I don't know a single parent that wouldn't benefit from the concepts you teach.

- Gary
I brought my daughter, Arianna, to the Children’s Board Family Resource Center in Town ‘N Country to receive tutoring for reading in their Afterschool Reading Crew. This program was recommended by Mrs. Linda Swans, Assistant Principal at Bay Crest Elementary School. My daughter needed help to improve her reading skills, so she started the reading program on May 29, 2018.

I have been very pleased with the Afterschool Reading Crew at the Children’s Board Family Resource Center because my daughter's school retested her reading skills on July 31, 2018 and her reading level improved “big time!” My daughter now enjoys reading! She also reads more due to the help from her tutor, Mr. Reggie Cheaves, who motivated her and helped build her self-esteem and confidence, which she needed to improve her skills.

He helped build the confidence she needed in just 7 weeks. As a result of all the hard work from my daughter and Mr. Reggie, Arianna was promoted from the first grade to the second grade!

I am so proud of Arianna for her success and I appreciate the Children’s Board Family Resource Center for their Afterschool Reading Crew and for Mr. Reggie’s dedication for going above and beyond to help Arianna.

All My Best,
Tania Aguilar and Arianna
In 2018, a friend encouraged Mitzi to visit the Children’s Board Family Resource Center in Brandon about child development classes for her grandson. They registered and participated in Wonder Years and Little Amigos. They also enjoyed other Center activities including ice cream socials.

Mitzi expressed being very concerned about his development. Kenniel was not social, refused to share, did not talk, would communicate by pointing, and would become combative out of frustration. She expressed, “Being in Little Amigos with Erika Caballero made an enormous difference because she found a way to engage him. I would take him out of the class out of frustration and helplessness. She would encourage us to come back. She always found a way to speak with him that motivated him. She would listen to my concerns and provide suggestions.”

Throughout the session, Mitzi and Kenniel became increasingly engaged in the class activities. She explained that his behavior has improved immensely. Before, she would be extremely nervous and worried when bringing him to participate with other children. Now, she is not nearly as worried as when we first came because he has improved so much. She shared, “Kenniel is now sharing, interacting with children, and talking more! He is no longer crying and showing aggression. We are so relieved! He is absorbing everything – he has learned so much! His motor skills have improved! This experience has also served as preparation for school!”

Equally important, she shares how she is feeling more at peace. She says, “At every step, we have received support from the Children’s Board Family Resource Center. You have provided links – we were able to finally get connected to with your assistance. He will be beginning school in October. He will continue to receive the therapies he needs as well as the socialization. We have all witnessed his improvement and transformation with the help that he has received. We needed to come to learn and we came just when we needed the Center the most.”
Woman to woman is a two year program for teen mothers. It is committed to transforming the lives of teen mothers on the cusp of dropping out of school by fostering a positive shift in attitude toward education and self-worth. With the support of their mentor, our teen mothers become independent, self-confident, young women who believe in their own value.

Teens who complete year one are invited to move into year two if they have attended the workshops, met with their mentor and actively demonstrated that they are contributing members of the Woman to Woman Community. On September 8th we were able to come together to acknowledge teens completing the program and those entering year two. Twenty-three teen mothers completed year one and accepted an invitation to move into year two.

Terri Balliet, Chief Operating Officer of Gulf Coast JFCS joined us and gave a heartwarming, inspirational presentation captivating all that were present.

Our teens gave a shout out to the Children’s Board with one, unified message of gratitude for the support they received in the program.
School is officially back in session! After several Open Houses and the help of some amazing teachers, Readers in Motion is assisting over 260 children in Hillsborough County. We are providing them tutoring and mentorship from a caring Foster Grandparent and educational materials to use at home.

Recently, Readers in Motion had the opportunity to support Kindergarten and 1st grade classrooms in a meaningful and unique way. We so often hear that our Title 1 schools lack the materials to really launch their students’ education forward. Teachers find themselves spending their own money to purchase these items and face a constant battle between wanting to support their students as much as possible and simply not having the resources.

With the generous support of the Children’s Board of Hillsborough County, Readers in Motion let the teachers select materials that would most benefit their curriculum and fill in the gaps they see in their classrooms. The Readers in Motion classes with 80% or more participation received Lakeshore Learning items to aid in classroom learning. The teachers were simply overwhelmed.

“Thank you so much!!! :) I cant wait to get our new materials!”

-Mrs. Renker, 1st Grade teacher, Oak Grove Elementary

“Thank you for all the wonderful supplies yesterday. The children were excited and I know they will enjoy them.”

-Mrs. Boghich, Kindergarten teacher, Mendenhall Elementary

“Thanks so much for this gift. I am getting things for my treasure box and am so excited. I was getting ready to place an order myself this weekend.”

-Mrs. Benken, Kindergarten teacher, Mendenhall Elementary.

Thank you Children’s Board!