



**CHILDREN'S TRUST**  
OF ALACHUA COUNTY

## **CHILDREN'S TRUST REGULAR MEETING AGENDA**

October 19, 2020 at 4:00 PM

Virtual Meeting (see last page for information)

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### **Call to Order**

### **Roll Call**

### **Agenda Review, Revision and Approval**

Approval of the agenda also approves all of the items on the consent agenda.

### **Consent Agenda**

Any member of the Trust may ask that an item be moved from the Consent Agenda to the Regular Agenda. Consent Agenda items will not be discussed unless moved to the Regular Agenda.

1. [10.5.20 Regular Meeting Minutes](#)
2. [End of Year Report for the Transformational Professional Development Program](#)

### **Executive Director Report**

### **Discussion Items**

3. [End of year reports from RFP 20-937](#)
4. [CARES Funding](#)

### **Action Items**

5. [Cancellation of the November 2, 2020 Meeting](#)

### **For Your Information**

Items in this section are for informational purposes only and do not require any action by the Trust.

6. [DCF Local Match White Paper](#)

### **General Public Comments**

### **Board Member Comments**

**Next Meeting Dates**

Regular Meeting - Monday, November 2, 2020 @ 4:00 PM

Thomas Coward Auditorium, Alachua County Health Department

224 SE 24th St, Gainesville, FL 32641

Special Meeting - Wednesday, November 4, 2020 @ 4:00 PM

Joint Meeting with the Gainesville City Commission

Roberta Lisle Kline Conference Room, Gainesville City Hall

200 E University Ave, Gainesville, FL 32601

**Adjournment**

## Virtual Meeting Information

- 1) Email public comments to [childrenstrust@childrenstrustofalachuacounty.us](mailto:childrenstrust@childrenstrustofalachuacounty.us) by 2:00 PM on October 19, 2020.
- 2) Zoom link to register:  
[https://us02web.zoom.us/webinar/register/WN\\_gzoCQYsXQrOjYL753Cpi2Q](https://us02web.zoom.us/webinar/register/WN_gzoCQYsXQrOjYL753Cpi2Q)
- 3) Phone: Call (346) 248-7799; Meeting ID: 813 2467 3510
- 4) View on Facebook Live: [www.facebook.com/ChildrensTrustofAlachuaCounty](http://www.facebook.com/ChildrensTrustofAlachuaCounty)

**File Attachments for Item:**

10.5.20 Regular Meeting Minutes





**CHILDREN'S TRUST**  
**OF ALACHUA COUNTY**

**DRAFT**

## **CHILDREN'S TRUST REGULAR MEETING MINUTES**

October 05, 2020 at 4:00 PM

Virtual Meeting (see last page for information)

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### **Call to Order**

**Chair Lee Pinkoson called the meeting to order at 4:00 PM.**

### **Roll Call**

#### **PRESENT**

Chair Lee Pinkoson  
Vice Chair Maggie Labarta  
Member Tina Certain  
Member Karen Clarke  
Member Karen Cole-Smith  
Member Ken Cornell  
Member Nancy Hardt - arrived 4:04 PM  
Member Patricia Snyder  
Member Cheryl Twombly  
Member Susanne Wilson Bullard

### **Agenda Review, Revision and Approval**

Approval of the agenda also approves all of the items on the consent agenda.

**Motion made to accept the consent agenda by Member Cornell, Seconded by Member Clarke.**

Voting Yea: Chair Pinkoson, Vice Chair Labarta, Member Certain, Member Clarke, Member Cole-Smith, Member Cornell, Member Hardt, Member Snyder, Member Twombly, Member Wilson Bullard

### **Consent Agenda**

Any member of the Trust may ask that an item be moved from the Consent Agenda to the Regular Agenda. Consent Agenda items will not be discussed unless moved to the Regular Agenda.

1. 9.21.20 Regular Meeting Minutes
2. Revisions to the Employee Handbook
3. Amendment to Section 6.70 of the Procurement Policies

4. Approval of Budget Amendments to Direct Community Service Contracts in Excess of 10%
5. September 2020 Checks and Expenditures Report
6. 4th Quarter Report to the Alachua County Board of County Commissioners

### **Executive Director Report**

ED Murphy discussed with the Board the decision making process for funding future programs based on the Board's stated priorities.

Board members discussed the decision making process.

**By December 31, 2020 present to the Trust a plan and a process consisting of staff, trust members, and subject matter experts, for completing the Trust's strategic funding plan.**

Motion made by Member Certain, Seconded by Member Cornell.

Voting Yea: Chair Pinkoson, Vice Chair Labarta, Member Certain, Member Clarke, Member Cole-Smith, Member Cornell, Member Hardt, Member Snyder, Member Twombly, Member Wilson Bullard

7. Executive Director's Report

### **Finance Report**

**Motion made by Member Certain to accept the finance report as presented, Seconded by Member Cornell.**

Voting Yea: Chair Pinkoson, Vice Chair Labarta, Member Certain, Member Clarke, Member Cole-Smith, Member Cornell, Member Hardt, Member Snyder, Member Twombly, Member Wilson Bullard

8. 4th Quarter Budget Review

### **Action Items**

9. Contract with University of Florida's College of Health and Human Performance for a Summer Needs Assessment

**Member Cornell moves that the Trust authorize ED Murphy to negotiate and execute an agreement with the UF College of Health and Human Performance for an amount not to exceed \$75,000 to perform the scope of work specified in Attachment A: Youth Development Research Practice Partnership Summer Needs Assessment Proposal as amended to include the number of FTE's working on the assessment, considerations for mental health providers and licensed and unlicensed summer providers, and children in the Department of Juvenile Justice in pretrial programs or under DJJ supervision. Seconded by Vice Chair Labarta.**

Voting Yea: Chair Pinkoson, Vice Chair Labarta, Member Certain, Member Clarke, Member Cole-Smith, Member Cornell, Member Hardt, Member Snyder, Member Twombly, Member Wilson Bullard

## 10. Joint Meeting with the Alachua County Board of County Commissioners

**Motion made by Member Cornell to hold this meeting on February 16, 2020 at 1:30 PM, Seconded by Member Certain.**

Voting Yea: Chair Pinkoson, Vice Chair Labarta, Member Certain, Member Clarke, Member Cole-Smith, Member Cornell, Member Hardt, Member Snyder, Member Twombly, Member Wilson Bullard

### For Your Information

Items in this section are for informational purposes only and do not require any action by the Trust.

11. Parent Advocacy and Empowerment (East Gainesville Initiative)
12. Early Intervention Research Team Awarded IES Grant
13. Background Report on Fare Free Bus Passes from Gainesville 4 All
14. Executive Order 20-246 (Local Government Public Meetings)

**Member Cornell moves for ED Murphy to reach out to Mark Sexton and the County Manager to understand the hybrid approach that the BoCC is taking for BoCC meetings to see if that approach could work for CTAC and explore if there is any way the Trust can leverage any resources or equipment from the county to expand its capacity to communicate with the public. Seconded by Member Certain.**

Voting Yea: Chair Pinkoson, Vice Chair Labarta, Member Certain, Member Clarke, Member Cole-Smith, Member Cornell, Member Hardt, Member Snyder, Member Twombly, Member Wilson Bullard

### General Public Comments

Merrie Lynn Parker    Olivia Hollier    George Dix    Leah Galione

**Member Certain moves for the Board to direct ED Murphy to evaluate the programs that are making continuing funding requests and bring back a recommendation on October 19, 2020 as to how to proceed. Seconded by Member Wilson Bullard.**

Voting Yea: Chair Pinkoson, Vice Chair Labarta, Member Certain, Member Clarke, Member Cole-Smith, Member Cornell, Member Hardt, Member Snyder, Member Twombly, Member Wilson Bullard

### Board Member Comments

#### Next Meeting Date

Regular Meeting - Monday, October 19, 2020 @ 4:00 PM

#### Adjournment

**Chair Pinkoson adjourned the meeting at 5:47 PM.**

**Attendee Report****Children's Trust of Alachua County - Board Meeting**

Start Time: 10/5/2020 4:00:00 PM - Finish Time: 10/5/2020 5:47:34 PM

Host: ChildrensTrust@childrenstrustofalachuacounty.us

Webinar ID - 873 3828 5204

**Panelist Details - Attended**

User Name (Original Name)	Email
Jennifer Rivers	jriver@childrenstrustofalachuacounty.us
Lee Pinkoson	lpinkoson@aol.com
Bob Swain	bswain@alachuacounty.us
Karen Clarke	clarkekd@gm.sbac.edu
Maggie Labarta	maggie.labarta@gmail.com
Cheryl Twombly	cheryl.twombly@myflfamilies.com
Susanne Wilson Bullard	bullards@circuit8.org
Karen Cole-Smith	karen.cole-smith@sfcollge.edu
Nancy Hardt	nhardt@gmail.com
Tina Certain	certain@gm.sbac.edu
Colin Murphy	cmurphy@childrenstrustofalachuacounty.us
Patricia Snyder	patriciasnyder@coe.ufl.edu
Kenneth Cornell	kcornell@alachuacounty.us

**Attendee Details - Attended**

Leah Galione	leah@gainesvillevineyard.org
Merrie Lynn Parker	ml.chickp@verizon.net
Joyce Peppel	jpsthings@aol.com
George Dix	eagle2son@aol.com
Ellie Chisholm	infinetetruth1@aol.com
Dorothy Thomas	Dorothy.acee.thimas@gmail.com
ADDISON STAPLES	addison@acesinmotion.org
Jasmyn Copeland	JasmynC@bbbstampabay.org
Thomas Logan	logan_t@outlook.com
Lauren Levitt	llevitt@iwionline.org
Matt Larson	mlarson@elcalachua.org
Sherry Kitchens	Sherry@cacgainesville.org
Olivia Hollier	Ohollier@acso.us
Tyler Williams	twilliams@cityofalachua.org
Tom Tonkavich	ttonkavich@alachuacounty.us
Maureen Conroy	mconroy@coe.ufl.edu
New Technology Made Now	Programs@NewTechNow.org
lucy marrero	marrel@shands.ufl.edu
Jonathan Leslie	jleslie@projectyouthbuild.org
Jamie Stormer	jamie_stormer@mbhci.org
Jacki Hodges	Jhodges@elcalachua.org
Marie Small	Mdsmall@alachuacounty.us
Christi Arrington	christi@girlsplace.net
Ben Sanders	sanders32615@gmail.com
Diedre Houchen	diedre@ufl.edu
maureen novak	novakma@peds.ufl.edu
Katie White	kwhite@elcalachua.org
LaShay Johnson	director@hpcwcoalition.org
Herman Knopf	hknopf@ufl.edu
julie moderie	jmoderie@wellflorida.org
Kathryn Williams	kate@girlsplace.net
Christine Wegner	christinewegner@ufl.edu
Joined by phone	13523598169

# Zoom Report from Chat and Q&A

Question and Answer

Open **Ans**

Chat    X

From Merrie Lynn Parker to All panelists:  
could we see the document he is referencing?

From Merrie Lynn Parker to All panelists:  
where can I see the funding plan Colin references

From Olivia Hollier to All panelists:  
when looking at the funding groups for FY 20-21, would diversion programs be included in any of these? they make large impacts on many youth in the county and are used year-round?  
\*

**GD** **George Dix** 04:11 PM

What attachment are you making reference to (page 38?)?

**GD** **George Dix** 04:24 PM



**Colin Murphy** 04:14 PM

The agenda.  
It can be found on the website.  
[www.childrentrustofalachuacounty.us](http://www.childrentrustofalachuacounty.us)



**GD** **George Dix** 04:24 PM

Thank you!

**GD** **George Dix** 04:25 PM



**Colin Murphy** 04:25 PM

you are welcome!



**ML** **Merrie Lynn Parker** 04:52 PM

Would you add that a plan to include the stakeholders

**ML** **Merrie Lynn Parker** 04:58 PM



**Colin Murphy** 04:58 PM

yes of course

...

To: All panelists

Type message here...

**File Attachments for Item:**

2. End of Year Report for the Transformational Professional Development Program

**Item:**

End of Year Report for the Transformational Professional Development Program

**Requested Action:**

The Trust is asked to discuss receive the end of the year report from the CHILD Center for the Transformational Professional Development Program, RFP 18-222.

**Background**

The Transformational Professional Development program is an innovative partnership among leading researchers (UF Anita Zucker Center), early care and education service providers (02B Kids), the Early Learning Coalition of Alachua County, and committed community members (SWAG). Housed in the Children1s Health, Imagination, Learning and Development (CHILD) Center in the SWAG neighborhood, this innovative program models demonstration programming providing direct education services to children and families who are vulnerable living in the SWAG area. In addition, through strategic partnership with the Early Learning Coalition of Alachua County, this TPD will disseminate lessons learned throughout Alachua County with the implementation of the Anita Zucker Center model for Practice Based Coaching.

**Attachments**

End of Year Report for Year 2

**Programmatic Impact:**

None

**Fiscal Impact:**

None

**Recommendation:**

Receive the report

# Transformative Professional Development

The CHILD Center – Early Learning Coalition of Alachua County – UF Anita Zucker Center

Year 2 Annual Update

September 2020

**Brief Program Description:** The Transformative Professional Development (TPD) initiative focuses on increasing access to high-quality early care and education service for children birth to age five in Alachua County. The innovative TPD initiative leverages cross-sector community collaborations to increase and sustain the supply of quality early care and education services in two ways. The first way is to create more affordable quality programs, which has been accomplished in part by opening the CHILD Center. The second way is to increase the quality of existing programs by providing professional development supports for early care and education (ECE) providers. Through the collaborative efforts of the University of Florida Anita Zucker Center for Excellence in Early Childhood Studies, the Early Learning Coalition of Alachua County, and the CHILD Center, the TPD initiative has established an innovative and sustainable evidence-based professional development system for early care and education providers. These professional development supports include (a) knowledge and skill development through provider workshops, (b) job-embedded practice-based coaching (Snyder et al., 2015) to help providers learn how to use effective teaching practices in the classroom to support child development and learning, and (c) establishing the CHILD Center as a model demonstration center for quality early care and education services.

## What we have done and how many have we served?



### Professional Development

**3 full-time coaches** and 3 part time coaches have supported **148 ECE providers** since the program began

**53 ECE providers in 13 Early Learning and Care Centers** were supported through evidence-based practice-based coaching (Snyder et al., 2015)

Year 1: 7 Early Learning and Care Centers (including the CHILD Center)

Year 2: 13 Early Learning and Care Centers (including the 7 programs from Year 1)

**456 Practice-Based Coaching Sessions** have been provided to ECE providers in Alachua County

Year 1: 157 sessions provided

Year 2: 299 sessions provided

The CHILD Center developed materials for 6 ECE provider professional development events and 17 curriculum support meetings

The Early Learning Coalition of Alachua County developed materials for 4 ECE provider professional development events and 1 virtual professional development event

Collaboratively, the Early Learning Coalition of Alachua County and Anita Zucker Center provided an orientation to practice-based coaching for 87 members of Association of Early Learning Coalitions



### Family & Community Engagement

CHILD Center hosted **34 family events and workshops** during the first 2 years of operation

Year 1: **405 family members** participated in (Aug.-July)

Year 2: **218 family members** participated (Aug.-Feb.)

Early Learning Coalition of Alachua County provided individual child and family supports in collaboration with the Social Emotional Development (SED) program at 2 Early Learning and Care Centers

**35 community organizations** visited the CHILD Center, a model demonstration center for transformative practice implementation



### Young Children

**Child capacity of 1,443** among early care and learning programs served through TPD initiative (including 57 at the CHILD Center)

The CHILD Center conducted **81 child screenings** for potential developmental delays and referred 3 children for further evaluation

2018-2019 – 40 children screened; 1 child referred for further evaluation

2019-2020 – 41 children screened; 2 children referred for further evaluation





# How well we have done it?

Quality and integrity



## Professional Development



Training for TPD Coaches was rated 3.9 out of 4 by training participants.



## Children & Families



Satisfaction surveys completed by families at the CHILD Center revealed 100% of families are satisfied with quality and availability of services.

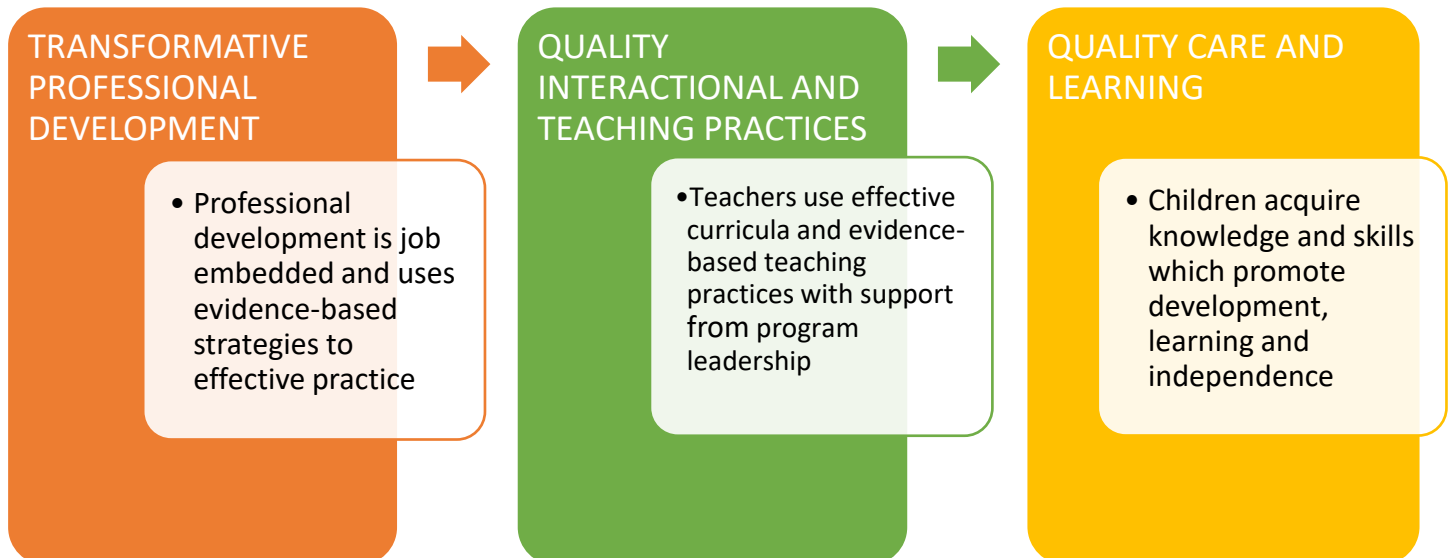


Practice-Based Coaching Session Implementation with Quality  
 Year 1: 90.7% (77.3 – 100)  
 Year 2: 94.9% (79.6 – 100)

# Is anyone better off?

Impacts on people

The theory of change guiding the Transformative Professional Development initiative begins with transformative professional development that helps teachers learn to use effective teaching practices. When teachers use effective teaching practices children experience enhanced learning environments and interactions with their teachers. Over time, when children repeatedly experience quality early learning environments and interactions, they learn important skills. We have gathered information about child learning during the first two years of the innovative Transformative Professional Development initiative that demonstrate teachers and children have made meaningful progress towards the intended goals of the initiative. Teachers who have participated in transformative professional development experiences, including practice-based coaching, have increased their use of effective teaching practices and children in their classrooms have acquired important knowledge and skills.

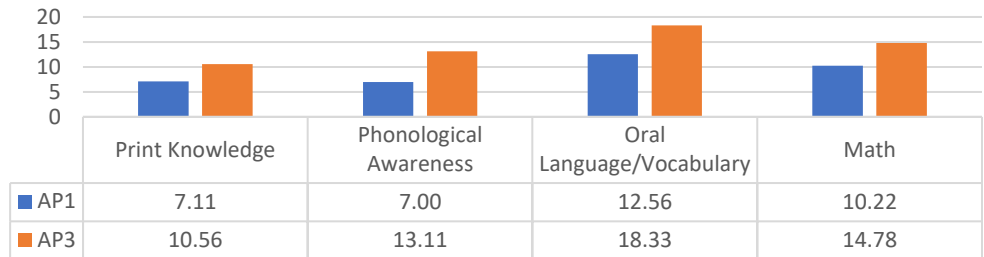




## Quality Care and Learning

All children enrolled in the Florida Voluntary Pre-Kindergarten (VPK) program at the CHILD Center demonstrated growth as measured by the VPK assessment. The assessment is administered 3 times per year (AP1, AP2, AP3). The children ( $n = 9$ ) who were present for both the beginning and end of the year assessment periods are shown below.

Florida VPK Readiness Assessment at CHILD Center  
( $n = 9$ )

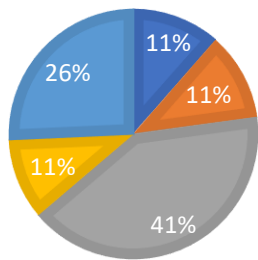


### Quality Interactional and Teaching Practices

During year 2 of TPD, 100% of the 13 classrooms that participated in practice-based coaching increased the number of effective teaching practices implemented with quality.

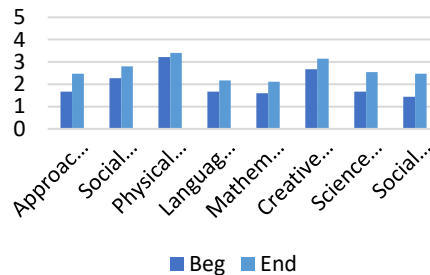
### Practice Focus of CHILD Center Coaching Sessions by Domain

- Schedules, Routines, and Transitions
- Teaching Behavior Expectations
- Supporting Children's Engagement
- Supportive Conversations
- Multiple Domains

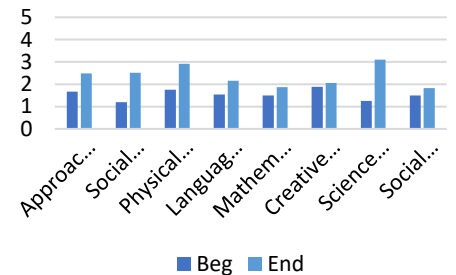


During the 2019-2020 academic year, all children attending the CHILD Center were assessed using the COR Advantage early childhood assessment to document acquisition of knowledge and skills that are supportive of development and learning in eight domains. The charts below show the average child scores by domain for each classroom.

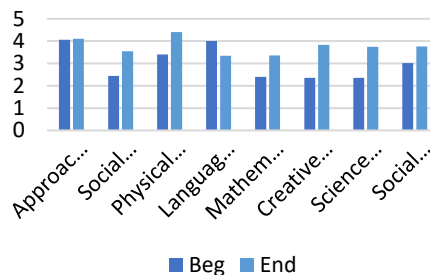
### Freshman Class



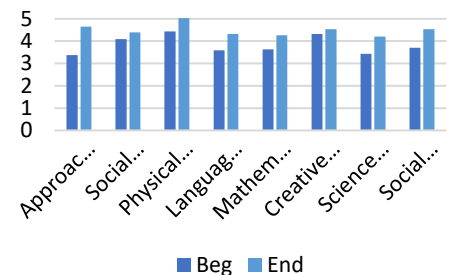
### Sophomore Class



### Junior Class

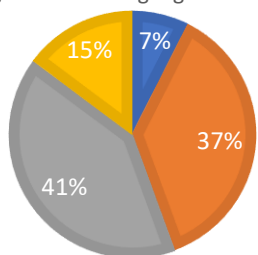


### Senior Class

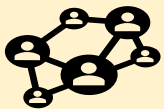


### Practice Focus of Alachua County Early Learning Coalition Coaching Sessions by Domain

- Positive Relationships
- Safe and Supportive Environments
- Social Emotional Skills
- Cognitive and Language Development



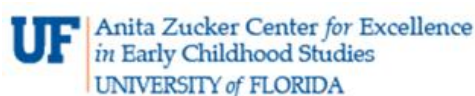
The framework guiding the TPD initiative suggests it can take 3-4 years to see significant and sustained effects on child learning once teachers are regularly using quality practices. The child information presented above show children are making progress. In future years, we would expect enhanced child outcomes. We plan to collect additional data to examine these relationships in the future.



## COVID-19 Impacts on the Transformative Professional Development Initiative

The impact that that COVID-19 pandemic has had on individuals, organizations, and systems throughout the Alachua County community has been significant. While the delivery format of services has changed, the TPD initiative and program leadership have demonstrated resilience and dedication in providing continued services to children, families, and teachers. Additionally, TPD sites have strengthened their collaborative partnerships with community stakeholders and clients to identify additional services and supports needed during these turbulent times.

Throughout the COVID-19 pandemic, the early care and education providers supported by the TPD initiative maintained their use of effective practices with practice-based coaching supports and have added an assortment of additional safety/health procedures to meet all DCF, CDC and local COVID-19 related safety regulations. The CHILD Center and Alachua County Early Learning Coalition have also worked to alleviate stress and concern for enrolled families, many of whom have experienced hardships (e.g., reduced work hours, lost jobs, and in poor health conditions). Some examples of the extra supports provided include: ongoing supplies of food, drive by events for families to pick up resources (e.g., diapers, backpacks filled with school items), learning resources that families can use in their homes to support child development and learning, and regular contact by phone with families that are not able to attend the CHILD Center and early care and education programs in person.



**File Attachments for Item:**

3. End of year reports from RFP 20-937



**Item:**

End of year reports from RFP 20-937

**Requested Action:**

The Trust is asked to receive the End of Year Reports from programs funded through RFP 20-937

**Background**

At the October 5, 2020 meeting the Trust asked the Executive Director to evaluate the programs funded through RFP 20-937. Attached are the end of the year reports for each of those programs.

**Attachments**

- 1) End of Year report for programs funded through RFP 20-937

**Programmatic Impact:**

NA

**Fiscal Impact:**

NA

**Recommendation:**

None



# Aid to Private Organizations

FY20 YTD Activity through 4th Quarter Ending, September 30th  
As of September 30, 2020

Item 3.

Account	Account Description	Adopted Budget	Budget Amendments	Amended Budget	Current Month Transactions	YTD Encumbrances	YTD Transactions	Budget - YTD Transactions
<b>Fund 001 - General Fund</b>								
<b>EXPENSE</b>								
<b>82</b>	<b>Aid to Private Organizations</b>							
82.00	Aid to Private Organizations Aid to Private Organizations	4,064,161.00	(1,839,253.00)	2,224,908.00	.00	.00	.00	2,224,908.00
82.01	Aid to Private Organizations Healthy Start of North Centrl FL	400,000.00	.00	400,000.00	.00	204,616.90	195,383.10	.00
82.02	Aid to Private Organizations The Child Center	439,228.00	.00	439,228.00	73,117.99	183,772.74	255,455.26	.00
82.03	Aid to Private Organizations Meridian Behavioral Healthcare	354,636.00	.00	354,636.00	43,024.86	112,666.71	241,969.29	.00
82.04	Aid to Private Organizations Alachua County Sheriff's Office	.00	113,995.00	113,995.00	281.95	65,689.72	48,305.28	.00
82.05	Aid to Private Organizations BOOST Project Alliance	.00	36,060.00	36,060.00	.00	36,060.00	.00	.00
82.06	Aid to Private Organizations Cade Museum Foundation	.00	104,960.00	104,960.00	37,475.00	30,010.00	74,950.00	.00
82.07	Aid to Private Organizations CDS Family-Behavioral Health Svc	.00	65,325.00	65,325.00	.00	65,325.00	.00	.00
82.08	Aid to Private Organizations Children Beyond our Borders	.00	14,909.00	14,909.00	2,296.97	11,859.27	3,049.73	.00
82.09	Aid to Private Organizations City of Alachua	.00	135,002.00	135,002.00	9,656.18	120,479.63	14,522.37	.00
82.10	Aid to Private Organizations City of Gainesville - GPD	.00	49,453.00	49,453.00	.00	57,903.00	.00	(8,450.00)
82.11	Aid to Private Organizations Cultural Arts Coalition	.00	22,044.00	22,044.00	.00	22,044.00	.00	.00
82.12	Aid to Private Organizations City of Gville - PRCA SkyBridge	.00	14,802.00	14,802.00	9,396.28	376.72	14,425.28	.00
82.13	Aid to Private Organizations Girls Place, Inc - ACHIEVE	.00	22,403.00	22,403.00	.00	41,995.00	.00	(19,592.00)
82.14	Aid to Private Organizations FL Institute for Workforce Innov	.00	96,874.00	96,874.00	6,905.66	89,968.34	6,905.66	.00
82.15	Aid to Private Organizations Gainesville Police Department	.00	8,450.00	8,450.00	.00	.00	.00	8,450.00
82.16	Aid to Private Organizations Peacefull Paths, Inc	.00	27,500.00	27,500.00	3,412.09	18,667.73	8,832.27	.00
82.17	Aid to Private Organizations Girls on the Run-Alachua County	.00	7,007.00	7,007.00	.00	1,155.86	5,851.14	.00
82.18	Aid to Private Organizations Manhood Youth Development	.00	22,500.00	22,500.00	.00	.00	.00	22,500.00



# Aid to Private Organizations

FY20 YTD Activity through 4th Quarter Ending, September 30th  
As of September 30, 2020

Item 3.

82.19	Aid to Private Organizations Mt. Carmel Baptist Church	.00	14,655.00	14,655.00	.00	.00	.00	14,655.00
82.20	Aid to Private Organizations National Alliance Mental Illness	.00	38,577.00	38,577.00	.00	28,959.75	9,617.25	.00
82.21	Aid to Private Organizations Junior Achievement	.00	10,000.00	10,000.00	1,164.93	8,162.60	1,837.40	.00
82.22	Aid to Private Organizations New Technology Made Simple Now	.00	91,173.00	91,173.00	4,203.96	57,586.40	33,586.60	.00
82.23	Aid to Private Organizations PALS THRIVE (UF Health Program)	.00	80,275.00	80,275.00	.00	80,275.00	.00	.00
82.24	Aid to Private Organizations Renaissance JAX (Swampbots FTC)	.00	31,380.00	31,380.00	3,028.00	28,352.00	3,028.00	.00
82.25	Aid to Private Organizations River Phoenix Peacebuilding Ctr	.00	19,500.00	19,500.00	.00	19,500.00	.00	.00
82.26	Aid to Private Organizations Star Center Childrens Theatre	.00	60,284.00	60,284.00	.00	55,413.75	4,870.25	.00
82.27	Aid to Private Organizations Together Gainesville	.00	25,500.00	25,500.00	.00	25,000.00	.00	500.00
82.28	Aid to Private Organizations United Church-Rawlings Food4Kids	.00	8,900.00	8,900.00	3,153.45	5,746.55	3,153.45	.00
82.29	Aid to Private Organizations Boys & Girls Club Alachua County	.00	36,000.00	36,000.00	.00	36,000.00	.00	.00
82.30	Aid to Private Organizations Early Learning Coalition	.00	47,400.00	47,400.00	.00	47,400.00	.00	.00
82.31	Aid to Private Organizations United Way of Central Florida	.00	5,812.00	5,812.00	.00	5,812.00	.00	.00
82.32	Aid to Private Organizations University of Florida	.00	20,824.00	20,824.00	.00	20,824.00	.00	.00
82.33	Aid to Private Organizations UF Board/Trustees-FL Mus Nat His	.00	40,163.00	40,163.00	26,256.55	13,906.45	26,256.55	.00
82.34	Aid to Private Organizations UF College of Dentistry	.00	73,437.00	73,437.00	10,031.00	63,406.00	10,031.00	.00
82.35	Aid to Private Organizations UF College of Nursing FPA	.00	15,569.00	15,569.00	.00	15,569.00	.00	.00
82.36	Aid to Private Organizations Vineyard Christian Fellowship	.00	77,690.00	77,690.00	13,060.78	19,422.58	58,267.42	.00
82.37	Aid to Private Organizations City of Gville - PRCA SummerCamp	.00	19,302.00	19,302.00	.00	19,302.00	.00	.00
82.38	Aid to Private Organizations Girls Place Inc - Transportation	.00	19,592.00	19,592.00	.00	.00	.00	19,592.00
82.39	Aid to Private Organizations Florida Organic Growers	.00	11,704.00	11,704.00	.00	11,704.00	.00	.00
82.40	Aid to Private Organizations United Church Gville-Read to Win	.00	43,823.00	43,823.00	1,700.00	42,123.00	1,700.00	.00
82.41	Aid to Private Organizations Gville Tennis Assoc-FitLite Proj	.00	28,266.00	28,266.00	.00	28,266.00	.00	.00





# Aid to Private Organizations

FY20 YTD Activity through 4th Quarter Ending, September 30th  
As of September 30, 2020

Item 3.

82.42	Aid to Private Organizations Gville Tennis Assoc-After School	.00	24,250.00	24,250.00	6,242.40	7,516.23	16,733.77	.00	
82.56	Aid to Private Organizations Equal Access Clinic Network	.00	7,475.00	7,475.00	.00	7,475.00	.00	.00	
82.59	Aid to Private Organizations Planned Parenthood SENFL	.00	25,000.00	25,000.00	2,323.90	19,053.34	5,946.66	.00	
82.68	Aid to Private Organizations PACE Center for Girls, Inc	.00	111,832.00	111,832.00	.00	111,832.00	.00	.00	
82.69	Aid to Private Organizations Kids Count in Alachua County Inc	.00	66,032.00	66,032.00	.00	24,242.09	41,789.91	.00	
82.80	Aid to Private Organizations Black on Black Crime Task Force	.00	14,000.00	14,000.00	.00	14,000.00	.00	.00	
82.82	Aid to Private Organizations Big Brothers Big Sisters	.00	29,554.00	29,554.00	4,552.32	6,535.80	23,018.20	.00	
<b>82 - Aid to Private Organizations Totals</b>			<b>\$5,258,025.00</b>	<b>\$0.00</b>	<b>\$5,258,025.00</b>	<b>\$261,284.27</b>	<b>\$1,885,976.16</b>	<b>\$1,109,485.84</b>	<b>\$2,262,563.00</b>
<b>EXPENSE TOTALS</b>			<b>\$5,258,025.00</b>	<b>\$0.00</b>	<b>\$5,258,025.00</b>	<b>\$261,284.27</b>	<b>\$1,885,976.16</b>	<b>\$1,109,485.84</b>	<b>\$2,262,563.00</b>



Organization Name: Alachua County Sheriff's Office

### Organization Info

**Year Established:**

**Most Recent 990 Year:**

**Total Revenue:**

**Total Expenses:**

**Philanthropy Hub Profile Created:** No

### Program Snapshot

**Program Name:** The Sentinel Program

**Contract Number:** 11580

**Award Amount:** 113995

**Type of Program:** Out of School Time/Youth Development

**Program Summary:** Weekly mentoring program for youth at risk of entering Juvenile justice system focused on conflict resolution, resiliency, emotional intelligency and community engagements

**Target Population:** School-Age: 6-18

**Program Staffing:**

4 positions:

-2 Group Leaders

**1 paid interns**

**Program Site(s):**

Newberry High School (400 SW 258th St, Newberry, FL);

Mebane Middle School (16401 NW 140th St, Alachua, FL 32615);

Shell Elementary School (21633 65th Ave, Hawthorne, FL 32640)

**Partner(s):**

Alachua County Teen Court

**Chrysalis**

Meridian

~~Career Source North Central Florida-~~ ( no longer in Gainesville)

State Attorney's Office

Alachua County Public Schools (ACPS)

To be completed by the Providing Agency

Item 3.

How much?	Actual	How well?	Actual	Anyone better off?	Actual
<p><b>Expected # of children to be served:</b> <b>150</b></p> <p><b>Intensity of Services:</b> <b>On-going engagement (weekly sessions)</b></p> <p><b># of youth attending mentoring program</b></p>		<p>% of youth attending mentoring program</p> <p>Average attendance at mentoring program</p>		<p>% of participants understanding consequences associated with problematic behaviors</p> <p>% of participants increase self-efficacy, future outlook</p> <p>% of participants that decrease problematic behavior</p> <p>% of participants linked to community services</p>	

## Project Narrative:

Describe what has been accomplished year-to-date.

Include any adjustments due to COVID-19 or any other helpful information

Currently our first employee started on October 5th and our second employee will start on November 9<sup>th</sup>. This extremely long delay was due to the hiring freeze, the extended back ground checks, and the other requirements to become employed at the Sheriff's office (psychological exam, polygraph and drug screen.) When school started back at the end of August, I was in the email boxes and front offices of each school preparing plans on what and how the school would feel comfortable implementing Sentinel in this new climate. We have rock solid plans with Shell Elementary and Mebane Middle school to start groups this month. We kept everything moving by purchasing our vehicles, computers and other supplies to be ready at a minutes notice. We kept in contact with all of our partners to make sure we stayed on the same page as new developments arrived throughout quarantine. During the summer the Sentinel Program participated in an online Youth Summit put on by Hanely foundation to spread the word about the Sentinel program.

Since our contract with the CTAC was signed in March, the Sentinel Program has been trying to push through the unique obstacles that were placed in front of all us. The COVID-19 quarantine has delayed our program as a whole on a few levels. Our initial obstacle was a hiring freeze at the Sheriff's office that occurred right before the contract was signed, delaying hiring our staff until just recently. This was the first hindrance, but it was also a silver lining since the schools we were going to be implemented into were closed through the end of the school year, therefore we did not use our salary portion of our budget when we had nowhere for our program leaders to form their groups. A large portion Sentinel was to give children in the outer areas of our county real-life experience and opportunities in Alachua County to expand their mindset. While we had laid on the ground work in the schools mentioned in our proposal (Shell Elementary, Mebane Middle, Newberry High) and were planning to hit the ground running in May, that unfortunately did not happen.

The largest adjustment the Sentinel program has had to make is time. It has been the one factor I cannot control and it is something I've had to wait out until I felt that I could implement this program without compromising its integrity.

I appreciate you and the board's consideration and patience with this matter. I am passionate about this program and I hope to be working with the CTAC continually and in the future to change the lives of the youth in our county.

**Organization Name:** United Way of North Central Florida

### Organization Info

**Year Established:** 1957

**Most Recent 990 Year:** 2018

**Total Revenue:** \$3,514,649

**Total Expenses:** \$3,396,894

**Philanthropy Hub Profile Created:** Yes

### Program Snapshot

**Program Name:** Bettering Out of School Time (BOOST) Project Alliance

**Contract Number:** 11565

**Award Amount:** 36060

**Expenditures through 9/30/20:** %:

**Extension Requested:** Yes

**Type of Program:** Professional Development

**Program Summary:** Organizational support and professional development for Out of School Time providers

**Target Population:** School-Age: 6-18

**Program Staffing:**

1 BOOST Coordinator

**Program Site(s):**

County-Wide

**Partner(s):** United Way of Central Florida

Cultural Arts Coalition

Gainesville Police Department

Girls Place

Kids Count of Alachua County

Project Youth Build

YMCA of North Central Florida

How much?	Actual	How well?	Actual	Anyone better off?	Actual
<b># of network meetings hosted</b>	12 meetings including training series and regular general BOOST Meetings		Rated Effective and Highly Effective by training participants		257 participants overall in BOOST training series

## Project Narrative:

Describe what has been accomplished year-to-date.

Include any adjustments due to COVID-19 or any other helpful information

The BOOST (Better Out of School Time) Project continued to serve the out of school time community through training, convening and collaborating youth program practitioners for advocacy and capacity building of youth serving programs. BOOST hired a coordinator to organize communications and complete project initiatives through the duration of the funding period. Some of her work has included establishing a monthly newsletter and streamlining communications to the community, facilitating website updates and maintenance, providing direct support to practitioners, planning and organizing standing monthly community meetings, and providing administrative support for a BOOST training series.

To adhere to social distancing measures and safety procedures in place as a result of COVID-19, BOOST redesigned its original Youth Leaders Conference to be a completely virtual training series. These trainings elevated the professionalism and capacity of youth programs through the following trainings: Trust Based Relational Intervention, The Whole Child (a systems approach to youth impact), Parent Engagement, Enhancing Performance Through Understanding Yourself, Talking Race and Racial Justice with Youth, Safe Zone (creating a LGBTQ+ safe and inclusive environment for youth) and Responding to Children in Crisis. The training series had 257 participants including Executive Directors, Secondary Program providers, program staff and youth program volunteers. Presenters included local and national youth professional experts. 100% of survey feedback respondents rated BOOST training series Effective or Highly Effective and are interested in attending future trainings. In addition, BOOST collaborated with The David. E Weichert Center and the Florida Afterschool Network to provide a presentation on Quality Out of School Time programming to BOOST community members. Finally, BOOST participates in dialogues with the Alachua County School District to discuss ways to assist with serving youth and families that are utilizing distant learning as well as maintaining collaborative effort among programs to provide virtual academic and extra-curricular activities for students.

**Organization Info**

**Year Established:** 2004  
**Most Recent 990 Year:** 2018  
**Total Revenue:** 2,272,655  
**Total Expenses:** 1,884,401  
**Philanthropy Hub Profile Created:** No

**Program Snapshot**

**Program Name:** Project 2 - Cade on the Road  
**Award Amount:** 104960  
**Contract Number:** 11578  
**Type of Program:** Out of School Time/Youth Development  
**Program Summary:** Hands-on STEM experiences with museum educators will be provided in the community, with a particular focus on low income areas, through relationships with community partners for youth age 6-14  
**Target Population:** School-Age: Middle School  
**Program Staffing:**  
 3 Positions:  
 Road Education Manager  
 Part-time Associate  
 Museum Educator  
**Program Site(s):**  
 County-wide  
**Partner(s):** GHA, YMCA, department of Parks and Recreation, Alachua County School system, and other organizations in Alachua County.

**To be completed by the Providing Agency**

How much?	Actual	How well?	Actual	Anyone better off?	Actual
<b>Expected # of children to be served:</b> <b>3500</b>  <b>Intensity of Services:</b> <b>One-time Events</b>  <b># of participants</b> <b># receiving museum passes</b>	0 - COVID	% of participants % attending museum with free passes	0 - COVID	Scope of services does not clearly define	0 - COVID

## Project Narrative:

Describe what has been accomplished year-to-date.

Include any adjustments due to COVID-19 or any other helpful information

**AS OF 10/12/2020**

### **The Need Remains**

When the original proposal was submitted in 2019, the impact of the initiative was described and forecasted based upon existing operations. As it is well known, COVID-19 has decimated plans developed prior to March of 2020 and required organizations, corporations, governments, and individuals to completely rewrite their plans as Gainesville, and the world, move into a new state of being.

The justification for the Cade on the Road project remains the same, income and racial inequalities are closely linked with school performance and achievement and Cade on the Road is meant to offset those inequalities by providing access and educational opportunities to STEM learning. Increasing STEM learning is a critical equity issue as early interest in STEM provides the momentum to move students through the STEM pipeline for both college and non-college careers.

If anything, COVID-19 has increased the disparity of equity and access to education for many children, and increasingly for those in low SES communities. Children who lack internet connectivity, the equipment to access online learning, and simply the adult support required to navigate this new learning environment are at an obvious disadvantage. These facts alone increase the importance of community based educational interventions and emphasize the importance of the Cade on the Road concept. Even though COVID-19 has delayed the introduction of Cade on the Road to the community the concept is being incorporated into all the Cade's revised outreach plans which are currently in final stages of development.

### **Community Partnerships are Intact and Developing, Still**

The Cade has several strong, active community partnerships that target the low SES population, most specifically those with the Alachua County School System (Programs include; Take Stock in Children, HeadStart(now with ECS), and Operation Full STEAM(in school/in museum/memberships)) and Gainesville Housing Authority (Makerspace/memberships). In addition to those intensive programs, the Cade also has a growing relationship with the local YMCA and WUFT PBS – relationships which will increase the Cade's reach to our target outreach population. Finally, the Cade also has numerous other, less codified, partnerships with Alachua County Department of Parks and Recreation, Pace, Ronald McDonald House and many others. Before COVID-19, the organization was working to codify relationships with Parks and Recreation and SWAG to also include in the outreach program for Cade on the Road.

### **Post COVID-19, Partnerships and Programming have had to Change**

Community Partner Outreach: The Cade has had to change its plans and programming for Cade on the Road due to COVID for the short term. First, we had anticipated taking ownership of the trailer earlier in the year and had planned to be able to use it this summer in a variety of outreach activities. Additionally, a large part of our early estimates of impact included Cade on the Road field trip visits to schools throughout the county. Due to the delay in receiving the unit, and delay in developing and scheduling programming for our GHA and school plans, we have not yet used the trailer. Our goal is to begin testing use of the trailer at the end of October through November 15<sup>th</sup>. After we feel comfortable providing a safe, quality experience to children in our community we will then begin expanding its use. Initially, we will be using the trailer primarily with Gainesville Housing Authority and YMCA. While we do now have the trailer and the equipment within, between now and then we will install tiedowns for the equipment so that it can travel properly. We will practice moving the trailer, setting it up and breaking it down, and training key staff on those processes. Then we can begin using Cade on the Road in GHA and YMCA outreach activities of a size and scale suitable for this COVID environment within which we now live.

We have partnered with the YMCA for its after-school STEAM programming and will bring the Cade on the Road trailer to the YMCA in November. We partner with PBS and are now launching a major Backpack educational initiative for early childhood through school-aged children. The first segment of this program with WUFT and PBS Kids will run the next



four months in Alachua and 18 surrounding counties. In November, the program will expand to other PBS stations the state. PBS hosts a broad range of events, and we plan to bring Cade on the Road to family-focused events, provide hands-on learning (across Alachua County, and beyond).

Item 3.

Larger Scale Events: Another key component of our Cade on the Road program is to reach underserved families at high-traffic fairs, festivals, and events. Although most events have been canceled or postponed due to COVID, we expect outdoor events to start-up again this fall (albeit on a more limited basis). For example, in Gainesville, the Downtown Festival and Arts Show (November 7th) and Craft Festival (November 28th) could be good opportunities to reach families with children. We have begun tabling at the new Heartwood Farmers Market and will bring the trailer to that location in late November during our testing phase. As Depot Park re-opens, we also expect this to be an opportunity for Cade on the Road.

#### **In Summary: Accomplishments Against Plan**

- We have ordered and taken receipt of the Cade on the Road trailer
- We have ordered and taken receipt of Cade on the Road supporting equipment
- We are finalizing schedules for GHA Cade on the Road outreach
- We have developed curriculum for GHA Cade on the Road outreach
- We will develop schedules for other community partner outreach once we have piloted/tested the Cade on the Road program with GHA and YMCA/PBS Backpack program
- Other near term opportunities include the new Farmers Market, and upcoming shows in November.

**Organization Name:** CDS Family & Behavioral Health Services, Inc.

### Organization Info

**Year Established:** 1970

**Most Recent 990 Year:** 2018

**Total Revenue:** 4,435,452

**Total Expenses:** 4,358,097

**Philanthropy Hub Profile Created:** No

### Program Snapshot

**Program Name:** Investing In Alachua's Rural Youth

**Award Amount:** 65325

**Contract Number:** 11572

**Type of Program:** Out of School Time/Youth Development

**Program Summary:** Workshops addressing drugs and violence will be provided to youth attending elementary school

**Target Population:** School-Age: Elementary

**Program Staffing:**

4 positions:

Family Action Services Coordinator

SNAP Lead Facilitator

2 SNAP Facilitators

**Program Site(s):**

1218 NW 6th Street

Gainesville, FL 32601

United States

**Partner(s):** School Board, various schools, The Florida Network of Youth and Family Services.

To be completed by the Providing Agency

How much?	Actual	How well?	Actual	Anyone better off?	Actual
<b>Expected # of children to be served:</b> <b>90</b>  <b>Intensity of Services:</b> One-time Events  # of youth attending sessions	*7  ** 121  *** 128	% of youth attending sessions	100%	% of youth increase knowledge in life skills	100%

- \*Completed
- \*\* Currently Enrolled
- \*\*\* Expected Total

## Project Narrative:

Describe what has been accomplished year-to-date.

At the beginning of April, 2020 through the month of May 2020, CDS focused on the recruitment and hiring processes of two Snap in Schools program facilitators who were hired during the month of May, 2020. From the end of May until June 2020, we implemented administrative trainings and operations trainings until full SNAP in Schools trainings were made available by the Florida Network of Youth and Families. During this time, staffs were additionally trained in the prevention curriculum "Too Good for Drugs/Too Good for Violence." One SNAP facilitator unfortunately left the program before summer groups were to start and thus, the recruitment process began again in June, 2020. Candidate Shauntrell Floyd (facilitator for Shell elementary) was hired and trained as mentioned in the outlined process, in July, 2020 but has been limited in her ability to facilitate at the school until she receives her SNAP training scheduled for October 23rd. Unfortunately there were no other training opportunities available and according to the fidelity curriculum, she is unable to provide full groups until the official training.

Due to summer breaks, school closures and challenges from the pandemic, CDS staff had been significantly limited with regards to access to schools and participants during the summer and the beginning of fall. Start dates in Alachua schools were uncertain as the populations projected attendance fluctuated. Unfortunately and initially, Snap In schools was not a primary focus for schools who were also trying to navigate the pandemic while attempting to adhere to CDC guidelines. During the initial reopening of schools, SNAP staff had not been allowed to interact with the parents of youth due to COVID-19, as well as, low school attendance rates and we had no alternate means of which to provide virtual services. SNAP staffs were not allowed to move freely around the county schools to spread the word about SNAP resources and instructional days were time sensitive and teachers were struggling to find the time to allow SIS implementation in their classrooms.

In order to mitigate these challenges, Riley Redington (Alachua Elementary) facilitated two SNAP cycles with 7 participants in total at Library Partnership; a resource center and community partner in Alachua County during the summer and into the fall. Riley also completed a pre-teaching week to prepare for the students' arrival. She has since gotten the chance to meet the students and visit each classroom to provide a SNAP in schools introduction presentation and will be facilitating SNAP in four different third grade classrooms totaling 80 students. She started SNAP lessons the week of October 5th. The lessons are held on Mondays from 2-2:45 pm, Thursdays from 11:30-12:30 pm and 2-2:45 pm, and Fridays from 2-2:45 pm, totaling four sessions each week.

Shauntrell is currently establishing rapport with school staff members as well as assisting with administrative tasks during the school day. Shauntrell has now been able to establish a day to day schedule during which time she meets with and identifies students who are "at risk" and or are in need of extra support. She has begun to establish connections with students across all grade levels and will be attending SNAP training scheduled for October 23rd, 2020. Subsequent to this, she will begin groups at Shell Elementary on October 26th and will serve a total of 41 students.

It goes without saying, that our dedicated staff have put a great deal of effort and energy into implementing these new programs within rural schools; schools that would otherwise be very limited in the accessibility of community resources. During this time, the SNAP team has not only developed deep bonds with both the schools and the families but have also will have exceeded contract numbers within the initial set of groups which began this October. One major challenge plaguing the SNAP team is with regards to the ongoing needs of these rural schools and the diminishing budget from which we have to work. Remaining contract funds will not allow the current groups to be completed as all funds will be expended by November 30, 2020. In addition, we will be forced to cut groups prematurely while significant need is still present, after

rapport has already been developed and the curriculum, already underway. Unfortunately, this leaves our student populations in an extremely vulnerable place by terminating services prematurely and it is with hope that there is some consideration and flexibility regarding possible budget extension that may allow the ability to continue the work in which we've invested.

Item 3.

**Organization Name:** Children Beyond our Borders

### Organization Info

**Year Established:** 2003

**Most Recent 990 Year:** 2018

**Total Revenue for 2019:** \$10,349.18

**Total Expenses for 2019:** \$5331.21

**Philanthropy Hub Profile Created:** Yes

### Program Snapshot

**Program Name:** Optimizing the Impact of Health Fairs and Educational Programs Serving Hispanic Children in Alachua County

**Contract Number:** 11548

**Award Amount:** 14909

**Expenditures through 9/30/20:** 24.53 %:

**Extension Requested:** Yes

**Type of Program:** Health - General Care and Education

**Program Summary:** Our organization provides two hours of academic tutoring weekly, monthly three-hour-long educational workshops, and quarterly four-hour-long health fairs for the underserved, Hispanic, pediatric populations of Alachua County.

**Target Population:** School-Age: 6-18

#### **Program Staffing:**

6 Positions:

1. Executive Director
2. Health Initiative Program Director
3. Health Initiative Interns
4. Education Initiative program Director
5. College Prep Program Coordinators
6. Accounting Director

#### **Program Site(s):**

Iglesia Hispana de Alachua (13719 NW 146 Ave Alachua, FL) – Virtual for COVID-19

**Partner(s):** Rural Women's Health Project, Iglesia Hispana de Alachua and the Migrant Education program

**To be completed by the Providing Agency**

How much?	Actual	How well?	Actual	Anyone better off?	Actual
<b>Expected # of children to be served:</b> 75	18	% of receiving COVID-19 testing	10	% of youth with improved dental health	n/a
<b>Intensity of Services:</b>  On-going engagement (weekly sessions):	1.5-hour sessions every Monday for all children and adding a second day for 3 children.	% of youth attending weekly tutoring sessions	81	% of youth with improved academic performance (grades, FSA)	n/a
# of receiving COVID-19 testing	110 adults and children				
# of youth attending weekly tutoring sessions	14				

**Project Narrative:**

Describe what has been accomplished year-to-date.

Include any adjustments due to COVID-19 or any other helpful information

Our two main local programs Health Initiative and Education have been affected by Covid-19 beginning in mid-March 2020. From January-March 2020, we continue our weekly tutoring session (2 hours/week) and our educational workshops (once a month). We had planned to have our first Health Fair of the year in March. Unfortunately, we made the decision to postponed it until it was safe for everyone. Our tutoring program also had to stopped in mid-March, as our volunteers are UF students and most of them moved back home due to covid-19. Over the summer, we focused on the health need of our community and we offered two Covid-19 Testing days. We were able to serve about 110 people in those testing events. The majority

of patients were adults, as the health authorities does not give covid-19 testing to children under 10 years old.

Our organization also spent the summer redesigning our programs and making new partnerships to still serve the community even with the challenge of the pandemic. In terms of the Health Initiative programs, we are still waiting to have better conditions to hold our Health Fairs. We solidified a new partnership with Equal Access Clinic to hold a Spanish Night Clinic once a month. Our first free Spanish Night Clinic was held on September 22<sup>nd</sup>, 2020 from 5:30-9:30 p.m. We are planning to hold two more clinics this year, one at the end of October and at the end of November/beginning of December.

Our Health Initiative team has also been working on short videos to help the community understand covid-19. We have created two set of videos in both Spanish and English; one for children and one for adults. We will continue to create videos in both languages for children to understand different health topics.

Our Education team redesigned our tutoring and mentoring programs and merged then into one: Triunfadores College Prep Program. Our Triunfadores program includes two tracks: K-7 and 8-12. We have been advertising our program on social media and through our partners (Rural Women's Health Project, Migrant Education, Madres sin Fronteras and Iglesia Hispana de Alachua). We have also sent the information to the principals at the different schools in Alachua County. Due to covid-19, we moved our program fully online and we are holding weekly sessions through Zoom. We have identified a couple of students that will benefit with an extra day of tutoring and we are working with our tutors to secure a second day of tutoring for those kids.

One of the challenges we encountered is that a lot of the students that need the help don't have a device to connect or don't have access to internet. We are looking for ways to secure laptops/tables and internet connections for those students and to reach to more children in Alachua County. We are also planning to hold a series of parent workshops to help them navigate different aspects of their kids' education.

Our dental services have been postponed until our volunteer dentist feel is safe for both the patients and the providers. We are tentatively looking at January 2021 to resume our dental services.

At the end of the summer, we held our annual backpack drive and we gave 75 students a brand-new backpack with school supplies, two reusable masks and hand sanitizer to help them prepare for the return to school.



Organization Name: City of Alachua

Organization Info

**Year Established:**

**Most Recent 990 Year:**

**Total Revenue:**

**Total Expenses:**

**Philanthropy Hub Profile Created:** No

**Program Snapshot**

**Program Name:** City of Alachua Youth Enrichment Services

**Contract Number:**

**Award Amount:** 135002

**Expenditures through 9/30/20:** %:

**Extension Requested:**

**Type of Program:** Out of School Time/Youth Development

**Program Summary:** After-school and summer enrichment programming

**Target Population:** School-Age: 6-18

**Program Staffing:**

11 Positions including:

6 Certified Teachers

1 Program coordinator

4 Program Assistants

**Program Site(s):**

Santa Fe High School (16213 Northwest US Highway 441, Alachua, FL)

Mebane Middle School (16401 NW 140th St, Alachua, FL)

**Partner(s):**

**To be completed by the Providing Agency**

How much?	Alachua	How well?	Alachua	Anyone better off?	Alachua
<b>Expected # of children to be served:</b> <b>150</b>	150	% of youth attending after-school programming	37% (program percentage will increase as students are registered by the administering school)	% of youth increase academic achievement	To be evaluated by quarter grades and state testing late in the year
<b>Intensity of Services:</b> <b>On-going engagement (weekly sessions)</b>	Mon-Thurs 2 hours per day	% of youth attending summer programming			
# of youth attending after-school programming	55				
# of youth attending summer programming	67		45%		

## Project Narrative:

Describe what has been accomplished year-to-date.  
Include any adjustments due to COVID-19 or any other helpful information

### **AFTERSCHOOL TUTORING**

We have modified our afterschool tutoring program to include all four schools within our city limits. We were ready to start the program in April of 2020, but the mandatory shut down due to COVID-19 for all schools in the State delayed our start. The initial proposal included tutoring at Santa Fe High School and Mebane Middle School; however, we have adjusted this program to include Alachua and Irby Elementary School which started on October 5<sup>th</sup> in all schools. This program is designed to give Alachua school students an additional two hours of instruction in math and in reading/language arts per week. Each site has two (2) certified teachers that focus on building students to proficient levels in reading and math. Transportation home for afterschool participants is provided via contractual relationship by Alachua County Public Schools, Transportation Department. The program will operate for a total of 20 weeks and will conclude at the end of the 2020-2021 school year.

### **SUMMER CAMP 2020**

When Governor Ron Desantis reopened the state for youth programming in June, we were able to host our Summer Enrichment camp. The program is designed give kids the opportunity to explore arts, crafts, sports, and enrichment field trips during summer break from school. Camp operated for a total of 6 weeks. All campers were provided breakfast, lunch and a snack. This year, we had a total of 67 registrants. Due to COVID-19 protocols, we decreased the ratio of staff to campers from 15:1 to 9:1 in order to reduce the spread of COVID-19.

### **MUSIC AND ARTS CAMP/SCIENCE CAMP**

Due to COVID-19 complications and restrictions, we were unable to access Santa Fe High School during the summer. This left us with a lack of facility as well as a short window to plan an effective Music and Art Camp and Science (STEM) Camp. Due to these issues, this program has been delayed until summer 2021.

Organization Name: Cultural Arts Coalition

Organization Info

**Year Established:** 1983  
**Most Recent 990 Year:** FY1819  
**Total Revenue:** \$150,272  
**Total Expenses:** \$155,300  
**Philanthropy Hub Profile Created:** Community Foundation?

**Program Snapshot**

**Program Name:** Cultural Arts Coalition Programs for Alachua County Youth  
**Contract Number** 11554  
**Award Amount:** 22044  
**Expenditures through 9/30/20:**     **\$7776.35**     **%: 35.28**  
**Extension Requested:** yes  
**Type of Program:** Out of School Time/Youth Development  
**Program Summary:** Positive youth development programming for youth  
**Target Population:** School-Age: 6-18  
**Program Staffing:** Executive Director, Science Program Director, Site Coordinator, Site Supervisor  
**Program Site(s):**  
321 NW 10th Street  
Gainesville, FL 32603  
**Partner(s):** Science Clubs, Rites and Passage, Environmental Ambassadors

To be completed by the Providing Agency

How much?		How well?		Anyone better off?	
<b>Expected # of children to be served:</b> <b>0</b>  <b>Intensity of Services:</b> <b>On-going engagement (weekly sessions)</b>  <b># of youth attending programming</b>		% of youth attending programming		Not defined	

## Project Narrative:

Describe what has been accomplished year-to-date.  
Include any adjustments due to COVID-19 or any other helpful information

We originally expected to purchase and retrofit a decommissioned Alachua County school bus for about \$4000 in Spring of 2020 and retrofit it during Spring/Summer in preparation for school opening Fall 2020. Due to COVID-19 closures, the bus purchase was delayed. Later in the summer, an offer came in from a local couple who owned a short school bus and had outfitted as a mobile maker-space. They offered to sell us the bus for \$6000 which was more than we were planning, but the bus had already been stripped of seats, outfitted with a table and shelves, and a handicap lift installed. We thought it would fit our purposes perfectly.

Right after we purchased the bus, we discovered that the transmission was faulty. The couple who sold us the bus offered to pay for the \$3200 repairs needed. That has been completed and we now have a functioning bus.

Volunteers and donors have been organized to paint, install solar panels and create science activities. This will all be starting very soon.

A Science Program Director has been hired and started on October 1, 2020.

**Organization Name:** City of Gainesville - Parks, Recreation and Cultural Affairs  
Department

### Organization Info

**Year Established:** ~1950's (exact year not know, department has evolved over years, but earliest information is from 50s)

**Most Recent 990 Year:** NA

**Total Revenue: FY20 PRCA Total:** \$1,309,043

**Total Expenses: FY20 PRCA Total:** \$10,413,869

**Philanthropy Hub Profile Created:** No

### Program Snapshot

**Program Name:** Gainesville PRCA SkyBridge Computer Labs Expansion

**Award Amount:** 14802

**Contract Number:** 11547

**Type of Program:** Out of School Time/Youth Development

**Program Summary:** Computer lab

**Target Population:** School-Age: 6-18

**Program Staffing:**

8 Positions:

Recreation Aide

Recreation Asst.

6 Summer Camp Counselors

**Program Site(s):**

Eastside Community Center (2841 E University Ave, Gainesville, FL)

**Partner(s):** GRU, Gainesville Arts and Parks Association, United Way, Santa Fe College

To be completed by the Providing Agency

Item 3.

How much?	Actual	How well?	Actual	Anyone better off?	Actual
<b>Expected # of children to be served:</b> <b>22</b>  <b>Intensity of Services:</b> <b>On-going engagement (weekly sessions)</b>  <b># of youth utilizing computer resources</b>	20  4 days a week for 45 minutes each (Fridays optional)  20	% of youth utilizing computer resources	100%	% of youth improving academic success	N/A Will need to track progress over academic year



## Project Narrative:

Describe what has been accomplished year-to-date.  
Include any adjustments due to COVID-19 or any other helpful information

Equipment was purchased in June and July with final programming and installation for equipment being completed after summer camps ended in late August. Labs are running and being utilized Monday through Thursday with Fridays being optional for children wishing to use the lab.

Plans are being made to additionally open the computer labs during the school day hours for children or families wishing to use them for remote learning support for those participating in school remotely instead of brick and mortar.



Organization Name: [Girls Place, Inc.](#)

### Organization Info

**Year Established:** 1983

**Most Recent 990 Year:** 2018

**Total Revenue:** 773,911

**Total Expenses:** 711,733

**Philanthropy Hub Profile Created:** Yes

### Program Snapshot

**Program Name:** ACHIEVE (Academic Counseling and Help Increasing Educational Victories Everyday)

**Contract Number:** 11555

**Award Amount:** 22403

**Expenditures through 9/30/20:** %:

**Extension Requested:**

**Type of Program:** Out of School Time/Youth Development

**Program Summary:** After-school and summer youth enrichment and academic tutoring

**Target Population:** School-Age: Elementary & Middle School

**Program Staffing:**

4 Positions:

2 Facilitators

ACHIEVE Asst.

Driver

**Program Site(s):**

Girls Place (2101 NW 39th Ave, Gainesville, FL)

**Partner(s):** University of Florida, BOOST Alliance Project, UF Vet School, Master Gardener Program

To be completed by the Providing Agency

How much?	Actual	How well?	Actual	Anyone better off?	Actual
<b>Expected # of children to be served:</b> <b>50</b>	30	% of youth attending programming	38%	% of youth improving academic achievement (reading/math)	Not measured at this time.
<b>Intensity of Services:</b> <b>On-going engagement (weekly sessions)</b>	Daily				
<b># of youth attending programming</b>	30				

## Project Narrative:

Describe what has been accomplished year-to-date.

Include any adjustments due to COVID-19 or any other helpful information

Covid-19 has had a profound impact on our request as granted. Our intent for the funds was to pour into our after school program with additional staff and an objective assessment. When the stay at home order was declared, we transitioned to serving our girls virtually and our team focused on basic needs first, technology and support for virtual learning next, and then mental health support. With those needs, we did very little individual tutoring.

Once the summer began in June, we initiated large group academic programming to combat some of the loss that the girls sustained while being out of the physical classroom from March-May. Again, meeting with youth individually was challenging given the social and emotional support needed and adapting to more staff hours because of increased cleaning and hygiene practices.

In August 2020, we began an all day ACHIEVE program (7:15 am-5:30 pm) to give children a safe and supportive environment to participate in the Digital Academy with Alachua County Schools. Like the summer, the amount of staff hours required to conduct this program has increased substantially and the individual sessions in the after school program have not begun.

We purchased the MAPS assessment in September 2020, our program director has received the required training, and she will train our staff in the next two weeks to carry out the assessment.

In regard to staffing ACHIEVE from 7:00 am – 6:00 pm, we have had significant challenges in attracting qualified staff for the time frames we prefer. Our program director is transitioning to hiring more staff to fill positions in three classrooms so our administrative staff can transition back to leading their programs.

**Florida Institute for Workforce Innovation d/b/a Project YouthBuild  
 Parenting Program  
 Children’s Trust of Alachua County  
 End of Year Report  
 October 12, 2020**

**To be completed by the Providing Agency**

How much?	Actual	How well?	Actual	Anyone better off?	Actual
<b>Expected # of children to be served: 35-55</b>	37	Exceeding YTD performance measures	n/a	yes	n/a
<b>Intensity of Services: On-going engagement (weekly sessions)</b>	At least 2 per week				

**Project Narrative:**

Describe what has been accomplished year-to-date.  
 Include any adjustments due to COVID-19 or any other helpful information

**Accomplishments Year to Date**

Launched in 2009, Project YouthBuild, is a 9-month educational, occupational, and leadership program for young people ages 16 – 24 who have dropped out of school and have a low-income. Traditionally, 45-60% of young people enrolled in Project YouthBuild are parents with few of them engaging in available parenting and home visitation programs. The PYB Parenting Program was developed to help meet the needs of young parents and their children living in our community who lack access to resources. Created using a blended model, the PYB Parenting Program, provides young parents with evidence-based parenting skills/education while increasing their engagement and participation with existing programs through effective advocacy and relationship building---while serving as an early intervention program for their young children.

To date, the PYB Parenting Program has served 23 parents, 37 children, 2 current pregnancies.

*Parent Information:*

Age Range: 18 – 27 years old  
Average Age: 22  
Total females: 20  
Total males: 3  
Single Parents: 15

*Children Information:*

Age Range: Newborn – 10 years old  
Median Age: 1.5 years old  
Female children: 17  
Male children: 20

Variety of Course Offerings to Date (at least 2 course offerings per week since August):

- |  |                              |
|--|------------------------------|
| Co-Parenting Seminar   | Financial Literacy           |
| Early Steps Developmental Screening Program                                  | Meal Planning                |
| Mindfulness & Stress Management  | Family Planning              |
| Time Management  | Phono-Graphix Literacy Class |
| Read-a-Long & Navigating Library Website                                     | Safe Playgroups Workshop     |
| Cares Clinic (Assisted Parents with Completion of Alachua Cares Application) |                              |

November Scheduled Courses:

- |                                     |                                   |
|-------------------------------------|-----------------------------------|
| Doula Birthing & Postpartum Care    | Communicating with Children Class |
| Safe Sleep Class                    | Nutrition & Healthy Cooking Class |
| Healthy Discipline                  | Phono-Graphix Literacy Class      |
| Post-Secondary Financial Aid Clinic | Fatherhood Initiative             |
| Peer Support Groups                 |                                   |

Partner Collaboration Year to Date:

- |   |                        |
|---|------------------------|
| Early Learning Coalition                | Santa Fe College       |
| University of Florida                   | Library Partnership    |
| Partnership for Strong Families         | Bread of the Mighty    |
| Big Brothers, Big Sisters               | Stokes Center          |
| Gainesville Thrives                     | Planned Parenthood     |
| Community Action Agency                 | Friends of the Library |
| Healthy Start                           | Healthy Families       |
| System of Care                          | City of Gainesville    |
| River Phoenix Center for Peace Building | Meridian               |
| BOOST Alliance                          | Head Start             |

Case Management/Support Services Overview:

- |                                     |                              |
|-------------------------------------|------------------------------|
| Mental Health Counselling Referrals | Food & Nutrition Distributed |
| Baby Formula Distributed            | Diapers Provided             |

- +50 Books Given Away
- Home Furniture Provided for Family of 6
- Distributed Gas Cards
- Assisted with ELC childcare applications
- Childcare payment assistance
- Assisted parents with Alachua Cares Application
- FAFSA Assistance
- Distributed Bus Passes
- Program Referral
- Utility Assistance
- Transportation to medical appointments

Parenting Program in Progress:

Jane

Jane is a 27-year-old mother of three. Since August, Jane and her 3-year-old daughter, 1.5-year-old son, and 6-month-old son have lived in an extended stay motel while their subsidized 1-bedroom apartment is being remodeled. The motel is located in Southwest Gainesville and her apartment is located in Northeast Gainesville. The PYB Parenting Coordinator was able to meet Jane at her temporary residence to complete an enrollment and intake assessment. Jane was able to outline barriers and challenges that were most pressing in her current situation. She shared that living in a small hotel room with no transportation made it difficult to go grocery shopping due to walking with her 3 children and carrying groceries back to her residence. In addition, Jane reported she had not been able to take her children to medical appointments since the Covid-19 stay at home order was issued in March. She expressed concerns related to her emotional well-being and feeling trapped in her motel room with no one to talk to for long periods of time. Lastly, Jane needed assistance finding a job as she had not been employed for over three years.

Since that initial meeting, Jane has started a part time job working 4 days a week and was given a bus pass which she now uses to get to and from work. Prior her first day of work she shared that she wasn't able to purchase scrubs that were required for her position and we were able to assist her with purchasing her uniform. She has established a positive relationship with a licensed mental health counselor and is meeting weekly via zoom or in person. The PYB Program Coordinator took her to the grocery store, so Jane could stock up on groceries. Staff also assisted Jane with making a formal request to her landlord for a 3-bedroom apartment at her housing complex and the management committed in writing to provide a 3-bedroom apartment versus the 1-bedroom apartment she currently occupies. Jane applied for utility assistance through the LIHEAP at Community Action Agency and staff are assisting her with a childcare application with the Early Learning Coalition. Finally, she hadn't been able to take her two children to the doctor since the COVID-19 stay at home order began in March, so the PYB Program Coordinator picked up her and her children from the motel and transported them to the doctor's office, where her children were updated on their immunizations. She has been actively in contact with staff at PYB, and has attended and participated in weekly parenting classes.

Mary

Mary is a 22-year-old single mother with a 2-year-old daughter. Mary is a current student at Project YouthBuild and was one of the first applicants to the Parenting Program, attending the open house August 3<sup>rd</sup> with her daughter. Mary's goals for the Parenting Program included learning about developmental milestones for her daughter and making sure she was reading to her daughter regularly. Since enrolling in the program, she has been an active participant in courses such as family planning, financial literacy, and more. Mary has not only been involved as a participant, but she had advocated for other young parents with young children by recommending class topics that would benefit her peers. We have invited her into partnership



meetings with other organizations, so she can speak to the needs and interests of parents involved in our program. Mary participated in one of our Alachua CARES clinics to apply for funding after losing her job in the spring due to the pandemic and she received funding assistance for her and her daughter. Once she graduates from Project YouthBuild, Mary's future goals include attending Santa Fe College to become an EMT. Parenting Program staff are assisting her now with completing financial aid and college applications, so she can enroll this Spring.

### **Adjustments as a Result of COVID- 19**

Like many organizations and programs, the Project YouthBuild Parenting Program operational plan and delivery has been impacted by the Covid-19 pandemic. Program modifications for the Parenting Program have been based on CDC, state, and local guidance always placing the safety of staff, young people enrolled in the program and their children, and our community partners. Program recruitment has been impacted by the pandemic as it has limited our ability to present to groups, host open houses, and other activities involving contact with the community. With the exception of limited instances, all classes and workshops have taken place via distance learning and meeting on Zoom. Relying on distance learning and virtual meeting platforms has limited our course and workshop offerings that would require hands on learning activities. Due to the majority of partner locations being closed throughout the pandemic it has limited our ability to host classes and workshops in outlying communities in the community.

One of the most significant adjustments we have made is to develop a comprehensive strategy to mitigate food access, housing and financial hardships that the majority of the families we work with have experienced since March. The Parenting Program Coordinator has spent significant time assisting families to secure assistance related to food, utilities, housing, job losses and health crises. One of our core priorities has been to help young parents and their children stabilize their current living situation, so they can focus on positive development.

With the everchanging environment, we have learned valuable lessons. For example, we now utilize tele-counseling when appropriate. This adjustment has helped young people with lack of transportation meet regularly with their counselor. We have developed courses and workshops that work well using a virtual meeting environment and we will continue to offer a variety of learning and support opportunities to young parents and their children utilizing virtual platforms. We have been able to teach young people how to utilize technology that will help them in their educational, occupational, and personal development pursuits.

Lastly, given all the challenges, obstacles, and limitations the pandemic has imposed on our community and program, we have been extremely encouraged with the participation by young people and their children and we continue to see growing interest. We are confident that the PYB Parenting Program is helping meet an unmet need in our community and addressing the Trust's four overarching points of emphasis: All children are born health and remain healthy; all children learn what they need to be successful; all children have nurturing, supportive caregivers and relationships; all children live in a safe community. We look forward to collaborating with the Trust and community partners to provide important and timely supports and services to young parents and their children.

Organization Name: City of Gainesville - Gainesville Police Department

Organization Info

Year Established: 2015

Most Recent 990 Year:

Total Revenue: n/a

Total Expenses: n/a

Philanthropy Hub Profile Created: No

**Program Snapshot**

**Program Name:** HEROES Program (Help Empower Rebuild Overcome Educate & Succeed)

**Contract Number:** 11541

**Award Amount:** 8450

**Expenditures through 9/30/20:**      \$6,335.56      %: 75%

**Extension Requested:** no

**Type of Program:** Out of School Time/Youth Development

**Program Summary:** Positive youth development programming during the summer

**Target Population:** School-Age: Middle School & High School

**Program Staffing:** 2 Officers, 1 Civilian

No Contract Available

**Program Site(s):** Gainesville Police Department

**Partner(s):** University of Florida, IFAS, Department of Juvenile Justice, Career Source, Greenhouse Church, Alachua County Sheriff Office, City of Gainesville Parks and Recs, etc.

To be completed by the Providing Agency

How much?	Actual	How well?	Actual	Anyone better off?	Actual
<b>Expected # of children to be served: 12-15</b>  <b>Intensity of Services: On-going engagement (weekly sessions)</b>  <b># of youth attending programming</b>	11	84% target met.		All the Youth that we served	

## Project Narrative:

Describe what has been accomplished year-to-date.

Include any adjustments due to COVID-19 or any other helpful information

As outlined in our adjustments, we had to reduce the youth we served from 12-15 to 11. We were not approved for an additional Officer (staffing), but we were able to draft additional help when we had an event out of town or an event that required more staffing.

Regardless, we were still able to meet with the youth at their homes Tuesday, Wednesday, and Thursday (sometimes Friday). An event, program, activity, and lunch was planned every day. We had to make some adjustments to some of the events based on availability (COVID 19), weather, and other unanticipated factors.

DATE	EVENT	TIME
<b>Week 1</b>		
Tuesday June 9 <sup>th</sup>	Intro/Youth Dialogue & Basketball	9am-5pm
Wednesday June 10 <sup>th</sup>	Vehicle Maintenance & Go Carts	9am-6pm
Thursday June 11 <sup>th</sup>	Vison Boards & Escape Room	9am-5pm
<b>Week 2</b>		
Tuesday June 16 <sup>th</sup>	CPR & First Aid & Bowling	9am-5pm
Wednesday June 17 <sup>th</sup>	Carson Springs Wildlife & Basketball	9am-5pm
Thursday June 18 <sup>th</sup>	Blue Springs Park (High Springs)	9am-6pm
<b>Week 3</b>		
Wednesday June 24 <sup>th</sup>	St. Augustine: Alligator Farm	9am-6pm
Thursday June 25 <sup>th</sup>	Sky Zone & Pool	9am-6pm
Friday June 26 <sup>th</sup>	Money Management & Laser Tag	12pm-8pm
<b>Week 4</b>		
Tuesday June 30 <sup>th</sup>	Shopping/Haircuts & Basketball	9am-5pm
Wednesday July 1 <sup>st</sup>	Etiquette/Manners Class & Lunch Date	9am-5pm
Thursday July 2 <sup>nd</sup>	Beach Day	9am-5pm
<b>Week 5</b>		
Tuesday July 7 <sup>th</sup>	TBD	9am-5pm
Wednesday July 8 <sup>th</sup>	TBD	9am-5pm
Thursday July 9 <sup>th</sup>	Field Day & Cook Out	9am-5pm
<b>Week 6</b>		
Tuesday July 14 <sup>th</sup>	Wild Adventures	9am-7pm
Wednesday July 15 <sup>th</sup>	Shopping/Haircuts & Basketball	9am-5pm
Thursday July 16 <sup>th</sup>	Public Speaking, Dinner, & Ceremony	12pm-8pm

During the summer, all of the youth enjoyed building relationships with Officers and appreciated the community support. Overall, the youth kept busy and experienced events, life skills and programs that they would otherwise not get to participate with.

**GPD HEROES PROGRAM  
EXPENSE REPORT  
MAY THROUGH SEPTEMBER 2020**

Date	Type	Facility	Amount
6/10/2020	Field Trip	SQ Ocala Gran Prix inc	132.00
6/16/2020	Field Trip	Alley Gatorz	85.00
6/18/2020	Food	Blue Springs/Publix	73.30
6/18/20	Field Trip	SQ Anderson Outdoor Adventures	150.00
6/23/20	Field Trip	PP M2Battlesports	400.00
6/23/20	Field Trip	SkyZone	187.00
6/25/20	Field Trip	Ocala Gran Prix Inc	121.00
6/24/20	Field Trip	St. Augustine Alligator Farm	238.16
6/25/20	Field Trip	SQ Ocala Gran Prix Inc	143.00
6/25/20	Field Trip	Sky Zone	34.00
6/30/20	Clothing	Ross stores 1798	307.85
7/1/20	Clothing	Burlington Stores 880	198.89
7/3/20	Field Trip	America Escape Game Room	201.90
7/1/20	Food	Olive garden	345.00
7/6/20	Field Trip	Wild Adventures	543.00
7/7/20	Field Trip	Alley Gatorz	115.00
7/8/20	Food	Publix	139.80
7/8/20	Field Trip	Camp Kalaqua	550.00
7/15/20	Clothing	Nike	551.77
7/13/20	Food	Publix	69.90
7/20/20	Food	Zaxby's	143.97
7/22/20	Food	Piesanos	287.94
7/23/20	Food	Wild Adventures	190.00
8/18/20	Food	Sams Club	650.54
7/23/20	Cash/Food	Krispy Kreme	29.97
7/9/20	Cash/Food	Five Star Pizza	92.42
7/2/20	Cash/Food	Five Star Pizza	57.95
6/30/20	Cash/Clothing	Classic Kutz	120.00
6/24/20	Cash/Food	Daylight Donuts	16.77
6/24/20	Cash/Food	Mayday Ice Cream	51.76
6/17/20	Cash/Field Trip	Carson Springs Zoo	50.00
6/25/20	Cash/Food	Stevie B's Pizza	57.66

**Grand Total: \$6,335.56**  
**Food Expenses: \$2,206.98**  
**Field Trip: \$2,950.06**  
**Cash: \$476.53**  
**Clothing: \$1,178.51**

Organization Name: Peaceful Paths, Inc.

Organization Info

Year Established: 1974

Most Recent 990 Year:

Total Revenue:

Total Expenses:

Philanthropy Hub Profile Created: Yes

**Program Snapshot**

**Program Name:** Peaceful Paths Increasing Service Volume

Contract Number: 11560

**Award Amount:** 27500

**Expenditures through 9/30/20:**                      %:

**Extension Requested:**

**Type of Program:** Out of School Time/Youth Development

**Program Summary:** Prevention programming focused on healthy relationships and conflict resolution

**Target Population:** School-Age: 6-18

**Program Staffing:**

1 Position:

Community Volunteer Liaison

**Program Site(s):**

Peaceful Paths(2100 NW 53rd Ave, Gainesville, FL)

**Partner(s):** UF, St. Leo, Santa Fe College, United Way.

To be completed by the Providing Agency

How much?	Actual	How well?	Actual	Anyone better off?	Actual
<p><b>Expected # of children to be served:</b> <b>150</b></p> <p><b>Intensity of Services:</b> <b>On-going engagement (weekly sessions)</b></p> <p><b># of youth attending programming</b></p>	<p>338 youth attended 34 sessions in Alachua county between March and September. Until COVID there were multiple sessions weekly.</p>	<p>% of youth attending programming</p>	<p>100% of youth participated in the offsite sessions</p>	<p>% of youth improving healthy relationships</p>	<p>14 outcomes given/14 outcomes met 100% achievement</p>

## Project Narrative:

Describe what has been accomplished year-to-date.  
Include any adjustments due to COVID-19 or any other helpful information

We were able to meet the deliverables before the school shutdown and in the first few weeks of the new school year through remote learning. Since COVID, Peaceful Paths began presenting prevention in several formats, as well as working on a digital library, to counteract the lack on onsite opportunities. Currently, as we reach out, we are offering the following options to community partners:

- \* In-depth lesson plans and packets for each month, 1 lesson per week, that an on-campus (school) staff member can use to provide coverage of the topics, adjusted to the age group.
- \* "Join Me" live virtual presentations that our advocate does at the same time each week, for 45 minutes, that students can watch/ participate in using computers/ a screen at the community partner's location.
- \* Shorter recordings of presentations that students can watch, and then (school) staff can oversee the completion a related activity, that will be provided, with the students.
- \* Prevention curriculum slideshows that covers content in an abbreviated format. School staff can show this slideshow and lead a discussion about the material.
- \* One time prevention presentations for clubs and organizations in the community incorporating prevention topics such as dating violence, the power and control wheel, equitable relationships, and consent.



Organization Name: Manhood Youth Development Foundation, Inc.

Organization Info

Year Established:  
Most Recent 990 Year:  
Total Revenue:  
Total Expenses:  
Philanthropy Hub Profile Created: No

**Program Snapshot**

Program Name: Manhood Youth Development Foundation, Inc.  
Contract Number:  
Award Amount: 22500  
Expenditures through 9/30/20:                    %:  
Extension Requested:  
Type of Program: Out of School Time/Youth Development  
Program Summary: Mentoring and youth development programming  
Target Population: School-Age: 6-18  
Program Staffing:  
No Contract Available  
Program Site(s):  
Partner(s): Caring and Sharing Learning School

**To be completed by the Providing Agency**

How much?	Actual	How well?	Actual	Anyone better off?	Actual
<b>Expected # of children to be served: 35</b>  <b>Intensity of Services: On-going engagement (weekly sessions)</b>  <b># of youth attending programming</b>	38	98% of attending programming		75 to 80% of youth improve academic performance	

Most of the time we conducted multiple activities each month. See attached calendar of events.

## Project Narrative:

Describe what has been accomplished year-to-date.

Include any adjustments due to COVID-19 or any other helpful information

Manhood Youth Development Foundation, Inc., and the young men have conducted a very productive and exciting school year 2019 and 2020. Although we had a productive year, we did face some challenges continuing our session during this COVID-19 era.

We proudly take this opportunity to share with you many of the exciting activities and events that we conducted this past year as they are listed below:

<u>Date</u>	<u>Activity</u>	<u>Location</u>	<u>Participates</u>
September 6 2019	Annual Retreat	GTEC Building	Parents and Foundation Board
September 19, 2019	Participated in ELI	Santa Fe College Mt. Carmel Church	Parents/Young men/Mentors
September 20, 2020	Annual Report to Alachua County School Superintendent	District Office	Foundation Board and PSG
September 19-24	Distributed Information To schools	All Schools	Principals/counselors/parents
September 26, 2019	Dads Take Your Child to	Various Schools	Parents and Young men
September 29, 2019	Annual Orientation School Day	Caring and Sharing	Parents/mentors/young men
October 5, 2019	FAMU Tour	Tallahassee Florida	Parents/Mentors & Young Men
October 9, 2019	Parent Teacher's Conference	Caring and Sharing	Parents and
October 13 2019	Final Orientation	Caring and Sharing	Parents/Mentors & Young Men
October 26, 2019	Tour Heartwood Construction	Old Kennedy Site	Parents / City of Gainesville / Mentors
October 26, 2019	Happyween Day	Depot Park	Parents/Young Men/Mentors
November 9, 2019	Test Taking Skills	Caring & Sharing School	Parents/Young Men/Mentors
November 11, 2019	Veterans Day Breakfast	MLK Center	Veterans/Young Men/Parents
November 14, 2019	YouthForum Planning	Caring and Sharing	Parents/Mentors & Foundation
November 19, 2019	Tutorial Session #1	Caring and Sharing	Young Men and Tutors
December 8, 2019	NFL Game	Jacksonville, FLA	Young/Men/Parent/Foundation
December 12, 2019	Parent Qtr Meeting	Caring and Sharing	Parents and Foundation
December 13, 2019	Tutoring Session#2	Caring and Sharing	Parents/Tutor & Young men
December 21 2019	Visit VA Hospital	Gainesville, FLA	Parents/VA/Foundation
December 21, 2019	Family Outlying	Gainesville, Fla	Parent/Young Men/Foundation
December 21 2019	Essay Writing and Speaking Competition	Caring and Sharing	Parents, NFBPAs and Young Men
January 11, 2020	Life & Employment Skills	Caring and Sharing	Foundation and Young men
January 11, 2020	Essay writing and Speaking Competition	Caring and Sharing	Parents, NFBPAs and

January 20, 2020	MLK Events	MLK Center	Young Men.
February 16, 2020	Black History Month Program	Thelma Boltin Center	Parent/Foundation/Young Men Public/Young men/Parents
February 16, 2020	Elected Youth Officers	Caring and Sharing	Mentors and Young Men
February 19, 2020	Tutoring Session #3	Caring and Sharing	Young Men Tutor & Parents
February 23, 2020	Black History Program	Wesley Chapel	Mentors and Young men
February 29, 2020	Fatherhood Initiative	Tallahassee Fla	Mentors and Young Men
March 7, 2020	Mental Health Day	Caring and Sharing	Mentors/Young Men
March 7, 2020	Gospel Hour	West Gainesville	Mentors/Young Men/Parent

At this point we adjusted the annual activity schedule removing the face to face sessions and going to virtual sessions due to COVID-19.

June 19, 2020	COVID-19, BLM	Virtual	Alachua County/Young Men
July 30, 2020	Inequality in America Breonna Taylor-No Knock warrants George Floyd – Rules for Chock Holds	Virtual	Law Enforcement/Young men Mentors
August 15, 2020	Justice & Judicial Day	Virtual	Judges/Parents/Young Men 9 <sup>th</sup> Judicial Circuit State Attorney Orange County Area Alachua County School Board
September 11, 2020	Back to School 2020 Co-Parenting Seminar, Past, Present And Future	Virtual	Alachua County School Board Mentors and Parents
October 10, 2020	Orientation Session #1	Virtual	Parents/Mentors/Young men

Although we made some adjustments to our program due to COVID-19 we continual to maintain contact with the parents and young men enabling us to remain together as one unit. We actually set an all-time high of over 35 activities as we conducted more events this past year than ever in a single school year.

If you should have any questions regarding this information, please feel free to contact by email @ [Jackscharl@aol.com](mailto:Jackscharl@aol.com) or (352)494-5005.

Sincerely,

Charlie Ray Jackson  
President  
Manhood Youth Development Foundation, Inc.

**Organization Name:** National Alliance on Mental Illness (NAMI) - Gainesville Affiliate

### Organization Info

**Year Established:** 2011

**Most Recent 990 Year:** 2019

**Total Revenue:** \$79,021

**Total Expenses:** \$73,529

**Philanthropy Hub Profile Created:** No

### Program Snapshot

**Program Name:** Mental Health of Alachua County Children – Support, Educate & Advocate

**Contract Number:** 11566

**Award Amount:** 38577

**Expenditures through 9/30/20:** \$20,571    %: 53.3

**Extension Requested:** Yes, with increase in funding as proposed in email on July 30, 2020

**Type of Program:** Health - Mental/Behavioral Health

**Program Summary:** Mental health presentations to Alachua County Students and child/youth peer mentoring for children and youth with serious mental illnesses

**Target Population:** School-Age: Middle School & High School

**Program Staffing:** Child/Youth Mentors and Mental Health Presenters

**Program Site(s):** County-Wide

**Partner(s):** Shands at Vista, Partnersip for Strong Families and Meridian

**To be completed by the Providing Agency**

How much?	Actual	How well?	Actual	Anyone better off?	Actual
<b>Expected # of children to be served:</b>  <b>Intensity of Services:</b> <b>One-time Events</b>  <b># of attendees to mental health presentations/education</b>	18 children/youth with SMI (Serious Mental Illnesses) are in the program, 5 applicants pending	% of attendees to mental health presentations /education	Presentations suspended when schools were suspended	Reduction in the # of mental health "crisis" events	100% success – no youth in the program have been Baker Acted

## Project Narrative:

Describe what has been accomplished year-to-date.

Include any adjustments due to COVID-19 or any other helpful information

The youth mentoring program was created to serve children and youth with serious mental illnesses who have been Baker Acted one or more times and have a high risk of being Baker Acted again. The program's goals are to: 1) stabilize the children/youth in a manner to prevent recurring Baker Acts, 2) teach them the coping skills they'll need to learn to manage their illnesses, and 3) help them develop goals and the ability to achieve their goals.

The program is currently serving 18 mentees and there are 5 applicants who's applications are in processing or they are waiting for a match with a mentor. None of the youth who are in the program have been Baker Acted since entering the program.

Shands Vista and Partnership for Strong Families have requested a plan to "ramp up" the Youth Mentoring program to accept mentees at a faster rate. Shands has also requested a modification to the program that would allow the mentors to start working with children/youth while they are still in the hospital to allow the mentors to help develop the release plan, walk the children out of the hospital and stay with them long-term to help them achieve the three goals referenced above.

Due to COVID-19 the mentor program's implementation was delayed approximately 30%. Due to schools being suspended the plan to expand the Ending the Silence presentations to present to all 8<sup>th</sup> and 11<sup>th</sup> grade students in Alachua County was suspended as well.

Organization Name: Junior Achievement of Tampa Bay

### Organization Info

**Year Established:** 1965

**Most Recent 990 Year:**

**Total Revenue:** \$3,185,817

**Total Expenses:** 3,675,719

**Philanthropy Hub Profile Created:** No

## Program Snapshot

**Program Name:** Junior Achievement Mobile JA BizTown

**Contract Number:** 11543

**Award Amount:** 10000

**Expenditures through 9/30/20:** %:96

**Extension Requested:**

**Type of Program:** Out of School Time/Youth Development

**Program Summary:** Financial literacy and workforce readiness program for 5th graders. Youth will have the opportunity to run a business in JA BizTown

**Target Population:** School-Age: Elementary

**Program Staffing:**

3 Positions:

Regional VP

Program Director

Program Manager

**Program Site(s):**

Cade Museum for Creativity and Innovation (811 S Main St, Gainesville, FL)

**Partner(s):** Campus USA, Infinite Energy, UF Health, Gainesville Area Chamber, etc.



To be completed by the Providing Agency

How much?	Actual	How well?	Actual	Anyone better off?	Actual
<b>Expected # of children to be served: 2500</b>  <b>Intensity of Services: On-going engagement (weekly sessions)</b>  <b># of youth attending programming</b>	2368	% of youth attending programming	94	% of youth increasing business knowledge	80

## **Project Narrative:**

Describe what has been accomplished year-to-date.  
Include any adjustments due to COVID-19 or any other helpful information

2368 of the 2500 students participated in the JA BizTown Mobile program. The students attended the onsite simulation from January 2020-March 2020. The program was not impacted by COVID. We will run the onsite simulation in 2021 unless we are forced to adjust due to COVID. If that is the case a virtual version will be offered to the students.

Organization Info

**Year Established:** 2017

**Most Recent 990 Year:** 2019

**Total Revenue:**

**Total Expenses:**

**Philanthropy Hub Profile Created:** Yes

**Program Snapshot**

**Program Name:** New Tech Now STE<sup>2</sup>AM Engine Project

**Contract Number:** 11576

**Award Amount:** 91173

**Expenditures through 9/30/20:** %:

**Extension Requested:** Yes

**Type of Program:** Out of School Time/Youth Development

**Program Summary:** STE<sup>2</sup>AM Engine is a mobile maker space that provides youth ages 6-18 with educational workshops in Coding, 3D Printing, and Virtual and Augmented Reality skills

**Target Population:** School-Age: 6-18

**Program Staffing:**

Subcontracted with Create 3D Models

**Program Site(s):**

Girls Place	(5201 NW 34th Blvd, Gainesville, FL)
YMCA	(5201 NW 34th Blvd, Gainesville, FL)
CDS Family & Behavioral Health Services Inc	(3615 SW 13th St #4, Gainesville, FL )
Boys and Girls Club	(2661 NW 51st St, Gainesville, FL)
Aces in Motion	(1717 SE 15th St, Gainesville, FL 32641)
Gainesville Housing Authority	( 1900 SE 4 St, Gainesville, FL 32641)
Kids Count	(3701 NE 15th St, Gainesville, FL 32609)
Caring and Sharing	(1951 SE 4th Street, Gainesville, FL 32641)
Einstein School	(5910 SW Archer Rd, Gainesville, FL 32608)
MOTIV8U	(4600 NW 143rd ST, GAINESVILLE, FL 32606)
Cultural Arts Coalition Science Club	(321 NW 10th St, Gainesville, FL 32601)
Caring and Sharing After-School Program	(1951 SE 4th Street, Gainesville, FL 32641)
City of Gainesville Parks & Recreation	( 306 NE 6 Ave, Gainesville, FL 32601)
Teen Tech Center, Opening Jan 2021 <i>formerly Oakview Park Center Girls Scout Park</i>	(810 NW 8th Ave., Gainesville)

**Partner(s):** United Way of NCF, Community Foundation of NCF, BOOST Alliance, University of Florida College of Education, University of Florida College of Engineering, SunState Federal Credit Union, The Alachua County Housing Authority, San Felasco Tech City, Florida Farm Bureau, Awesome Foundation, Amazon, Slice Engineering, Malcom Randall VA Medical Hospital, Community Coalition for Older Adults, Alachua County Senior Rec Center, Florida Dept of Education Title IV, Part A, Arts4All Florida, Amazing Give, Reading PALS, University of Florida Storytelling Club, University of Florida GRIP, University of Florida 3D Printing Club, iRobot Dremel Tools

## To be completed by the Providing Agency

How much?	Actual	How well?	Actual	Anyone better off?	Actual
<b>Expected # of children to be served:</b> <b>180</b>  <b>Intensity of Services:</b> <b>One-time Events</b>  <b># of youth participating in workshops</b>  Program has not started serving children yet. Late Oct 2020	0	Average time spent in lessons  % of youth served	0	% of youth increase interest in STEM careers	0

Year End Overview

New Tech Now is building a robust network of partners throughout the community to position the Children's Trust of Alachua County and New Tech Now as the leader in technology education for STEAM and Career Development. Upon being awarded \$91,413.00 we were poised to make on-site visits to 5 targeted locations in low-income areas throughout the county for Summer 2020. Each site estimated approx 80-100 students in their program totaling between 400- 500 students. Our initial proposal focused our reach to meet a minimum of 360 students. Due to COVID-19 all summer camps were closed to outside visitors. This caused us to cancel all in-person visits that were initially scheduled. We were reluctant to overestimate our reach when we revised our scope so we reduced the target number to 180 students.

With the continued uncertainty and after-school programs being affected by COVID-19 we pivoted to create a hybrid offering. We created short, online training modules that after-school programs can now access and offer remotely. The system is being executed on a Learning Management System (LMS) with secure access and a tracking system for reporting the number of students accessing the content, their basic demographics, average time spent in the lesson and their knowledge of STEM related careers before and after the training. Students watch videos that teach how to design in 3D for careers, then receive their own 3D printed models that they create. Our program supports the online programs Tinkercad, CoSpaces and iRobot's coding platform. With the evolution of distance learning and students experiencing online burn-out, we have continued to work with the organizations to make modifications to our program that meets their specific needs. Our videos are created to support all students including Spanish speaking.

We continue to build a strong network that will allow us to offer our equipment and services to a broader population in Alachua Co. We are in the early stages of piloting programs at several locations with students at brick and mortar sites. We have scheduled training for both the staff and students on 3D technology starting Oct 21st. Our staff training program was recently initiated. Organizations are requesting training so they are more knowledgeable about current technology and able to assist their students. Each host site will have it's own website that staff can access at any time and can be used to onboard new employees. Our STE<sup>2</sup>AM Engine equipment is operational and ready to deploy once we have received the van through our capital funding.

Organizations include:

United Way, Reading PALS, The University of Florida Storytelling Club - Serve approx 80 students in an after-school reading program to work with volunteers creating interactive digital stories using Augmented Reality software and 3D printers.

Einstein School - Offer digital lessons to students through regular classes that target skills in Math and Science. Approx 40 students

Teen Tech Center, Aces in Motion & BOOST - Create an onsite Makerspace and e-Sports program for teens. Opening Jan 2021

The City of Gainesville Parks & Recreation - Train staff for four City of Gainesville after-school program locations and approx 40 students to 3D Print, design for Virtual Reality and Coding Robots

New partnership with iRobot to bring affordable Robotics and simulations to students with and without access to computers.

New Tech Now has been mindful of the present situation and that everyone caring for children during this time of uncertainty is facing many challenges. With COVID-19 guidelines changing daily we made the decision to use the time wisely by asking child care providers how we can best serve them moving forward. In our research we have found that providers need programming and they need technology more than ever. The need has shifted from our original proposal to a more flexible program that is tailored to smaller PODs of students. We have found that staff and teachers are more eager to learn technology skills than they were in the past. We have learned that parents and teachers are understanding how valuable an education in technology is and we are seeing first-hand how deep the digital divide really is in our community.

New Tech Now is grateful for the extension to continue services. We are confident that we will meet our goal of reaching 180 students. We often hear from students after taking our classes that they have never been exposed to the technology we offer and can see future careers in STEM. We are optimistic that January 2021 will be a safer environment for everyone and that the STE<sup>2</sup>AM Engine will be able to visit sites in person.

Summary

- Establish CTAC and New Tech Now as the leader in Technology Education and Career Development
- Reach 180 students, closing the gap on the digital divide
- Create Spanish and English versions of Synchronous and Asynchronous online technology training focusing on STEM careers for 6-18 year old students
- Create a secure and trackable Learning Management System (LMS)
- Provide distance learning and in-person workshops allowing students to access advanced technology software and equipment
- Offer professional development resources and staff onboarding for future tech growth within youth organizations
- Collect data from interviews with after-school providers, teachers, and parents
- Collaborate with 14 youth providers in Alachua Co and continue expansion to additional organizations
- Establish pilot programs that focus on STEAM + Literacy
- Contribute our technology resources to partners in need
- Purchase the STE<sup>2</sup>AM Engine van and install equipment

## BRING STORIES TO LIFE

### 3D, Virtual and Augmented Reality

#### Goals:

- Get young children excited about reading
- Make reading fun and interactive
- Use technology to improve early years literacy
- Enhance the physical book rather than replicate it.



## Steps to Create and Develop an Interactive Story

Create an interactive story with your Reading Pal. Allow them to use their imagination to tell you their favorite story. You will be recreating their story using 3D software to bring it to life. Students will use storytelling skills to communicate visual details. Feel free to expand your own creative skills to enhance the story and engage the viewer in the final project.

### STEP 1:

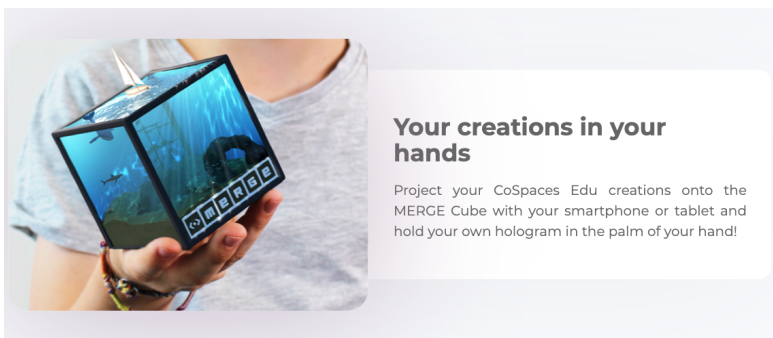
Create a [CoSpaces.io](https://www.cospaces.io) account  
To access a PRO account for 30 days use this code to start **COSCreate3Dtrial**

### STEP 2:

Once you create an account there is a welcome tutorial. Go through the tutorial to get comfortable with navigating the space and using the tools. Explore the CoSpaces platform to see all the characters and environments available for creating stories. This will help you direct your Pal in creating a story that matches the CoSpaces assets.

### STEP 3:

Once you have had some time to experience the possibilities (and limitations) of CoSpaces, determine a plan for how to get started with your Pal. The ultimate goal is for you to help develop a story that can be viewed on a Merge Cube and have components that can be 3D printed. To make your own Merge Cube for testing click [here](#) to print one at home.



United Way of North Central Florida



[NewTechNow.org](http://NewTechNow.org)

**FREE**

DIGITAL  
DESIGN  
SERIES

Item 3.

# MAKING THE FUTURE

## Project STE<sup>2</sup>AM Engine

New technologies are transforming how we make things, share things and express ourselves. Being aware of new software and hardware allows us to make anything we can imagine!

Join us for

### VIRTUAL, HANDS-ON WORKSHOPS TO LEARN

- **COMPUTER-AIDED DESIGN (CAD)**
- **VIRTUAL REALITY GAME DESIGN**
- **BASIC CODING & ROBOTICS**

The Digital Design Series consists of four, 1-hour, virtual workshops that will teach the basics of 3D design. You will have a solid foundation for understanding the tools you need to design for a 3D printer, computer, mobile device, virtual reality headsets, and code for gaming.

After completing the classes you will have the opportunity to print your design on a 3D printer or display 3D models in augmented reality from a mobile device.

**Students will need access to a computer or laptop and wifi**

Brought to you by:



**Contact:**  
[Programs@NewTechNow.org](mailto:Programs@NewTechNow.org)  
[NewTechNow.org](http://NewTechNow.org)  
857-331-5018



# WANT TO LEARN HOW TO 3D PRINT...

and make a 3D model that is yours to keep?

**FREE**



## VIRTUAL, HANDS-ON WORKSHOPS

- **COMPUTER-AIDED DESIGN (CAD)**
- **VIRTUAL REALITY GAME DESIGN**
- **BASIC CODING**

The Digital Design Series consists of four, 1-hour, virtual workshops that will teach you the basics of digital design.

You will quickly have a solid foundation for understanding the tools you need to design for a 3D printer, computer, mobile device, virtual reality headsets, and code for gaming.

After completing the classes you will have the opportunity to print your design on a 3D printer or display 3D models in augmented reality from a mobile device.

\* Students will need access to a computer or chromebook

Brought to you by:

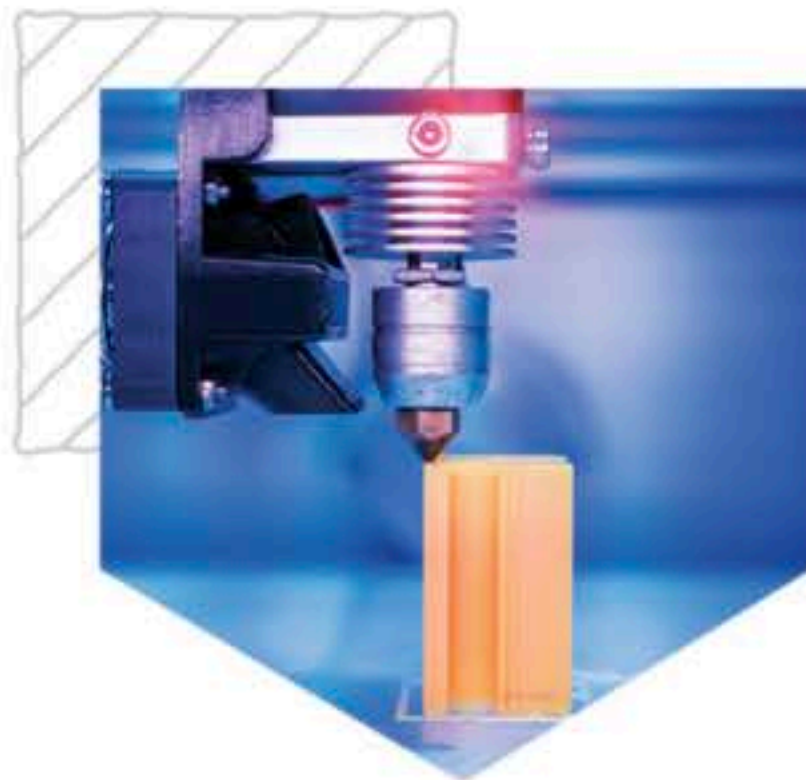




# IT STARTS IN PARKS

The City of Gainesville Parks, Recreation and Cultural Affairs Department

# Introduction to 3D Printing



## Training Resources

Introduction to 3D Printing

**Instructor:** Janalyn Peppel

**Location:** Virtual Classroom

**Staff Training Date:**

Oct 21st, 2020 9:30am -11:30am

**Student Workshop Dates:**

Tuesday, October 27	3:30pm- 4:30pm
Tuesday, November 3	3:30pm- 4:30pm
Tuesday, November 10	3:30pm- 4:30pm
Tuesday, November 17	3:30pm- 4:30pm

Email - [Create3DModels@gmail.com](mailto:Create3DModels@gmail.com)

[Create 3D Models Software & Hardware Resources](#)

Technology - Hardware & Software

Agenda

Workshop Description

Course Objectives

Please review before Oct 21st.

Downloads & Ideas

Organization Name: University of Florida Health

### Organization Info

**Year Established:** 1999

**Most Recent 990 Year:**

**Total Revenue:** 0

**Total Expenses:**

**Philanthropy Hub Profile Created:** No

### Program Snapshot

**Program Name:** Partners in Adolescent Lifestyle Support (PALS) THRIVE; Youth Mental Health Support During After-School and Summer Programming

**Contract Number:** 11575

**Award Amount:** 80275

**Expenditures through 9/30/20:** %:

**Extension Requested:**

**Type of Program:** Health - Mental/Behavioral Health

**Program Summary:** Provides free mental health services for youth ages 8-18

**Target Population:** School-Age: 6-18

**Program Staffing:**

3 positions:

-Licenses Clinician

-Mental Health Counselor

-Program Admin

-Clinical Coordinator

**Program Site(s):**

Girls Place (322 SW 4th Ave, Gainesville, FL )

YMCA (5201 NW 34th Blvd, Gainesville, FL)

**Partner(s):** Girls Place, The Boys and Girls Club, The North Central Florida YMCA, In Due Time Solutions LLC; Virtual Setting; Alachua County Schools

To be completed by the Providing Agency

Item 3.

How much?		How well?		Anyone better off?	
<p><b>Expected # of children to be served:</b> <b>450</b></p> <p><b>Intensity of Services:</b> <b>On-going engagement (weekly sessions)</b></p> <p><b># of youth attending mindset/mental health groups, individual counseling, family counseling</b></p> <p><b>basic needs distribution (backpacks and sleeping bags) s at the YMCA and the remaining basic needs resources were donated to Alachua County Public Schools to meet the needs of over 200 students that identified with the McKinney-Vento Act (i.e., students identified as homeless).</b></p>	<p>984</p> <p>7840 (calculated at 20 hrs of sessions times 14 counselors from March to Sept)</p> <p>200</p>	<p>% of youth attending mindset/mental health groups 46%</p>		<p>% of youth experience thoughts of self-harm</p> <p>% of youth increased healthy coping skills</p> <p>% of youth seeing violence as a solution</p>	<p>34% to start before treatment; 3% after treatment</p> <p>100%</p> <p>14% at start of treatment; 0% after treatment</p>

## Project Narrative:

Describe what has been accomplished year-to-date.  
Include any adjustments due to COVID-19 or any other helpful information

Due to COVID-19, we made additional adjustments to reach students in Alachua County during the 2020 grant cycle. We initially connected with the North Central Florida YMCA, Boys and Girls Club, and Girls Place. Of the three programs, the North Central Florida YMCA was able to allow on-site and virtual mental health sessions for enrolled children. We provided basic needs at the YMCA and the remaining basic needs resources were donated to Alachua County Public Schools to meet the needs of over 200 students that identified with the McKinney-Vento Act (i.e., students identified as homeless).

In addition, due to COVID we found that many organizations had shut down leaving hundreds of children/teens without mental health services. At the same time, the students in many of the schools were going virtual with parents at home becoming frustrated, students having difficulty adjusting, and parents losing jobs. This created a storm of mental health issues, potential child abuse, and unanticipated need way beyond expectations.

However, due to the strong infrastructure and community connections our program was able to adjust and meet this increased need. Due to the strong infrastructure of UF Health, much of these services were donated. This was done by the following:

1. UF Health Shands matched funds as grant funds were not enough to cover the greater need. This approval was based on CTAC continuing with seed funding. If this seed funding is not continued, the program may not continue.
2. 11 additional staff were brought on to meet the increased need and funds were moved in an amendment to increase direct hours of two of the counseling staff. Due to the connection to U. of FL departments of Psychology and Counselor Education, advanced graduate students (supervised in individual and group weekly supervision by licensed psychologists, mental health counselors, and LCSWs) made up most of the additional staff.
3. A team approach was quickly put into place with the assistance of the IT department of UF Health and Alachua County Schools in order to provide services virtually. This was no small task but all worked together to make it a reality. Additional computers had to be made available, programs had to be worked out where the counselors personal computer information was not shared, and permission slips allowing virtual counseling and groups had to be distributed and returned.
4. At the same time in direct services counselors had to be protected from COVID. UF Health donated PPE equipment for every counselor as well as sterilization techniques.

In conclusion, our experience was likened by one of our staff to Forrest Gump when the storm hit and all shrimp boats were anchored and their boat was strong enough to withstand the storm and gather huge numbers of shrimp. Due to the strong infrastructure and community support of UF Health we have thus far withstood the storm of COVID, pulled together with the community, and managed to assist the larger number of children and their families as well as the larger number of interactions needed to provide much needed services.

Organization Name: RENAISSANCE JAX INC, D.B.A. SWAMPBOTS FTC  
10497

### Organization Info

Year Established: 2013  
 Most Recent 990 Year: 2019  
 Total Revenue: \$647,153  
 Total Expenses: \$606,460  
 Philanthropy Hub Profile Created: No

### Program Snapshot

**Program Name:** SwampBots Community Based Robotics Pilot

**Contract Number:** 11563

**Award Amount:** 31380

**Expenditures through 9/30/20:** %:

**Extension Requested:** **YES**

**Type of Program:** Out of School Time/Youth Development

**Program Summary:** Robotics Camp

**Target Population:** School-Age: Elementary & Middle School

**Program Staffing:**

**Program Site(s):**

Alachua Community Center (15818 NW 140th St, Alachua, FL)

Waldo Rereation Center

High Springs Community Center

Vene Auto, Waldo Road, Gainesville

**Partner(s):** ~~Boys and Girls Club, Girls Place, YMCA, Collective and Co, UF CARES, Infotech, etc~~

Revised current partner list: City of High Springs, City of Alachua, City of Waldo, Girls Place (currently inactive), Active Learning Program of UF CAIRES

To be completed by the Providing Agency

How much?	How well?	Anyone better off?
<p><b>Expected # of children to be served:</b> <b>12</b></p> <p><b>Intensity of Services:</b> <b>On-going engagement (weekly sessions)</b></p> <p><b># of youth attending camp</b></p>	<p>% of youth attending <del>camp</del> <u>robotics team meetings</u></p>	<p>% increase in robotics/STEM skills</p>
<p><b>Approximately 20 children in grades 4-8 attending robotics team meetings once or twice per week for a total of 3-4 hours per week at the end of September.</b></p>	<p>100%</p>	<p>Metrics baseline and surveys pending. 100% of program participating youth have engaged with robotics curriculum at the end of September.</p>

## Project Narrative:

Describe what has been accomplished year-to-date.

Include any adjustments due to COVID-19 or any other helpful information

COVID-19 concerns and restrictions led us to cancel all summer-camp plans and instead focus our efforts on building relationships and a foundation for the community based robotics competition teams this fall.

To date, we have registered four FIRST Lego League teams. Two teams serving the “Santa Fe” area co-hosted by the Parks & Recreation departments of High Springs and Alachua, one team in Waldo hosted by Waldo Area Recreation and the City of Waldo, and one team hosted by a group of individual families based out of the Turkey Creek area in Alachua, with kids from Alachua and Gainesville. We have hosted community open house events in High Springs, Alachua, and Waldo. Teams are meeting once or twice per week, for a total of three to four hours per team each week.

Along with the season registration, we have purchased one LEGO SPIKE Prime robotics kit, one LEGO SPIKE Prime expansion kit, and one FIRST Lego League RePlay™ season competition field set for each team. We have also purchased a programming laptop for each team. As of October 8, one laptop has been distributed to the team in Waldo and the other three laptops are pending setup and configuration work by our volunteers before they can be distributed out to the remaining teams.

We have had interest in potentially starting a second team in Waldo, and also a new team somewhere near campus, downtown, or East Gainesville. Talks are ongoing to confirm student availability and interest, adult volunteers, and space availability for each of those.

We had strong interest from the Girls Place over the summer but were unable to work around the COVID-19 related space and occupancy restrictions to start a team there. We remain in contact and hope to work with them either with remaining funds from this budget cycle (with the extension) or on a new proposal for next year. We really would like to see a number of all-girls robotics teams take hold there soon.

**Organization Name:** River Phoenix Center for Peacebuilding

### Organization Info

**Year Established:** 2012

**Most Recent 990 Year:** 2018

**Total Revenue:** 364,700

**Total Expenses:** 301,172

**Philanthropy Hub Profile Created:** Yes

### Program Snapshot

**Program Name:** Restorative Justice for Alachua Youth RJAY

**Contract Number:** 11551

**Award Amount:** 19500

**Expenditures through 9/30/20:** %:

**Extension Requested:**

**Type of Program:** Professional Development

**Program Summary:** Professional Development Training for restorative justice for 3 out of school time providers

**Target Population:** School-Age: 6-18

**Program Staffing:**

4 Positions:

Lead Trainer

2 Trainer

Admin

**Program Site(s):**

River Phoenix Center for Peacebuilding (322 SW 4th Ave, Gainesville, FL)

**Partner(s):** Aces in Motion, Girls Place, 4H Youth Development



To be completed by the Providing Agency

How much?	Actual	How well?	Actual	Anyone better off?	Actual
<b>Expected # of children to be served: 400</b>		% of trainings sessions provided		% increase in restorative justice knowledge	
<b>Intensity of Services: Short-term engagements (less than a week)</b>					
<b># of trainings sessions provided</b>					

## **Project Narrative:**

Describe what has been accomplished year-to-date.  
Include any adjustments due to COVID-19 or any other helpful information

Due to COVID-19, RPCP has not been able to conduct any training related to our contract with the Children's Trust of Alachua County.

We would like to discuss with you all some ideas for adjusting our training with Alachua County youth providers.

Thank you,

Jeffrey Weisberg  
Executive Director

Organization Name: Star Center Childrens Theatre

### Organization Info

**Year Established:** 2000

**Most Recent 990 Year:** 2019

**Total Revenue:** 90000

**Total Expenses:** 90000

**Philanthropy Hub Profile Created:** Yes

### Program Snapshot

**Program Name:** Star Center Summer and After-school Arts Academy

**Contract Number:** 11571

**Amount:** 60284

**Expenditures through 9/30/20:** %:

**Extension Requested:**

**Type of Program:** Out of School Time/Youth Development

**Program Summary:** After-school and summer youth enrichment programming focused on arts

**Target Population:** School-Age: 6-18

**Program Staffing:**

2 positions:

Administrator

Program Coordinator

**Program Site(s):**

Star Center Theatre (11 NE 23rd Ave, Gainesville, FL)

**Partner(s):** UF, Alachua County Library District, Hippodrome Theatre, Gainesville Community Center, UF Digital Worlds, Duval Arts Council

**To be completed by the Providing Agency**

How much?	Actual	How well?	Actual	Anyone better off?	Actual
<b>Expected # of children to be served: 250</b>  <b>Intensity of Services: On-going engagement (weekly sessions)</b>  <b># of youth attending programming</b>	140 to date  The services are on-going 4 days per week	% of youth attending programming	56% to date	% of youth improving academic success	60% improved or maintained progress (covid interrupted some)

## **Project Narrative:**

Describe what has been accomplished year-to-date.

Include any adjustments due to COVID-19 or any other helpful information

The Star Center began programs in March prior to Covid closures. During the initial shutdown Star had to cancel and postpone several programs. During the Spring, the Orchestra program Concert, Theatre Production at the Phillips Center, Spring Gala and a show that had opened were all cancelled. The Star was hosting kids in the Afterschool Academy. 60 students had to immediately switch to virtual lessons and workshops. Teachers were able to adjust delivery and provide Zoom lessons.

Star was able to successfully host a Brick and Mortar Summer Academy with 25 -27 youth for each of the 2 sessions. The Star had the entire building commercially Covid cleaned and prepared to reopen it first show in July with CDC guidelines in place. Continued to use Zoom as a way to rehearse and that has been successful to meet the needs of our kids.

We are continuing to provide services and hope to meet our goal of 250 in the midst of the pandemic slowing us down. This time has allowed us to make some improvements to our space and plan for the new school year.

We have just started our Fall program and we have 22 students invoved at this time.

Organization Name: [United Church of Gainesville](#)

### Organization Info

**Year Established:**

**Most Recent 990 Year:**

**Total Revenue:**

**Total Expenses:**

**Philanthropy Hub Profile Created:** Yes

### Program Snapshot

**Program Name:** Rawlings Elementary Food4Kids Backpack Program

**Contract Number:** 11542

**Award Amount:** 8900

**Expenditures through 9/30/20:** %:

**Extension Requested:**

**Type of Program:** Other

**Program Summary:** Backpacks of food for youth experiencing food insecurity

**Target Population:** School-Age: Elementary

**Program Staffing:**

Volunteer based

**Program Site(s):**

Marjorie K Rawlings Elementary (3500 NE 15th St, Gainesville, FL)

**Partner(s):** Catholic Charities and Trinity United Methodist Church

To be completed by the Providing Agency

How much?	How well?	Anyone better off?
<b>Expected # of children to be served:</b> <b>170</b>  <b>Intensity of Services:</b> <b>On-going engagement (weekly sessions)</b>  <b># of youth receiving weekend food supplies</b>	% of youth receiving weekend food supplies   170 until 3/20 125 in 6/20	% of youth reduced food insecurity

## Project Narrative:

Describe what has been accomplished year-to-date.  
Include any adjustments due to COVID-19 or any other helpful information

Until March of 2020, the United Church of Gainesville Food4Kids backpack program was serving 170 children at Rawlings Elementary School, providing nonperishable foods in backpacks so that children would have a source of food over weekends. In mid-March in response to the Covid-19 pandemic, schools in Alachua County were shuttered and the backpack program ceased operation. However, in June, the program resumed to feed the 125 participants who were attending summer school. We were not able to send backpacks home with the children with the expectation of them being returned and refilled as there was the potential that they could be contaminated with virus, putting our volunteer packers at risk. We switched to using inexpensive cloth grocery bags that did not need to be returned. As the size of these is more limited and they did not have handles and wheels as the backpacks did, we had to make alterations to the food package so that it was not so heavy.

Although children returned to school at the end of August, we have not yet resumed the backpack program but have been in communication with Mrs. Creamer, the principal at Rawlings. She has requested that we wait until the end of October to resume the program as more children return to on-site education every week. She expects these numbers to stabilize by the end of the month. We will resume service using the model that we adopted in June of sending food home in cloth grocery bags. Food and grocery bags have been purchased using The Children's Trust grant to support the resumption of the program.



**Organization Name:** Boys & Girls Club of Northeast Florida

### Organization Info

**Year Established:**

**Most Recent 990 Year:** 2018

**Total Revenue:** 783,813

**Total Expenses:** 828,549

**Philanthropy Hub Profile Created:** No

### Program Snapshot

**Program Name:** Project Learn

**Award Amount:** 36000

**Contract Number:** 11564

**Type of Program:** Out of School Time/Youth Development

**Program Summary:** After-school and summer youth enrichment programming

**Target Population:** School-Age: 6-18

**Program Staffing:**

4 Positions:

2 Program Directors

2 YD Specialists

**Program Site(s):**

Northwest Club (2661 NW 51st St, Gainesville, FL)

**Partner(s):** Cox Media, BBVA Compass Bank, CADE museum, Gainesville Housing Authority, Gainesville Police Department, I AM STEM, SwampBots, United Way: Reading Pals

To be completed by the Providing Agency

How much?	How well?	Anyone better off?
<p><b>Expected # of children to be served:</b> <b>15</b></p> <p><b>Intensity of Services:</b> On-going engagement (weekly sessions) <b>After-school hours of operation from 2pm-6pm</b></p> <p># of youth attending programming <b>15</b></p>	<p>100% of youth attending programming for <b>30</b> days or more</p>	<p>% of youth graduating to next grade level</p> <p><b>Currently tracking progress reports, 100% of youth are progressing toward next grade level</b></p>

## **Project Narrative:**

Describe what has been accomplished year-to-date.

Include any adjustments due to COVID-19 or any other helpful information

Due to the unforeseen impacts of COVID-19 last spring, the implementation of this Project did not officially start until this 2020 school year, and in alignment with the requested extension until September 31<sup>st</sup>, 2021. The project began on August 31<sup>st</sup> coinciding with the projected Alachua County Public School system calendar. Even though our overall club attendance is lower due to COVID and lower overall in-school attendance, we have been able to secure and serve the projected number of youths set forth in our CTAC agreement. To date we are currently serving the projected number of youths as outlined with a total of 15 youth. Youth are actively involved in our Project Learn after-school programs, including tutoring and assistance with reading and math. Our Volunteers will be able to return beginning October 19<sup>th</sup>, now that our clubs are moving into phase 2 of our internal COVID compliance and policy recommendations.

Currently, 100% of youth enrolled in our Project Learn Program have completed 30 or more days, as consistent with the number of school days for ACPS. Furthermore, 100% of all youth enrolled are currently progressing and on track to graduate and move on the next grade level. We look forward to the ongoing success of our youth and program as we continue to navigate through COVID and the adjustments it has made us all make.

**Organization Name:** Early Learning Coalition of Alachua County, Inc.

**Organization Info**

**Year Established:** 2004  
**Most Recent 990 Year:** 2018  
**Total Revenue:** \$14,105,055  
**Total Expenses:** \$14,886,874  
**Philanthropy Hub Profile Created:** Yes

**Program Snapshot**

**Program Name:** After-School Care for Children of Working Poor  
**Award Amount:** 47400  
**Contract Number:** 11569  
**Expenditures through 9/30/20:**                    %:  
**Extension Requested:** No  
**Type of Program:** Out of School Time/Youth Development  
**Program Summary:** Subsidized childcare vouchers  
**Target Population:** School-Age: Elementary & Middle School  
**Program Staffing:** N/A  
**Program Site(s):**  
County-Wide  
**Partner(s):** Preschools and after school programs

How much?	Actual	How well?	Actual	Anyone better off?	Actual
<b>Expected # of children to be served:</b> <b>24</b>  <b>Intensity of Services:</b> <b>On-going engagement (weekly sessions)</b>  <b># of families receiving childcare vouchers</b>	24	% of families receiving childcare vouchers  \$ of matching funding for state/federal government	100%	% of families receiving school readiness services will stay employed	

## Project Narrative:

Describe what has been accomplished year-to-date.  
Include any adjustments due to COVID-19 or any other helpful information

The grant dollars the ELC of Alachua County received from the Children's Trust was used to leverage additional dollars from the Office of Early Learning. The \$47,400 was used to serve 24 after-school care children in Alachua County. We were able to draw down an additional \$47,400 and serve an additional 24 children making the total population served for last year's grant of 48 children. During the Covid19 Pandemic we continued to support our preschools and after-school care providers with enrollment.

Our services are implemented with the intent of continuity of care for our families. For this fiscal 2020-2021 grant year, our coalition received an increase from the Office of Early Learning in dedicated money to hopefully leverage with the community dollars for serving families. We would like to make a request to Children's Trust for \$66,316 to use for the working poor families in Alachua County ages birth – age 12. This would allow us to leverage an additional \$66,316 from the state. The number of children we would serve is dependent on the age of the child enrolled.

**Organization Name:** United Way of North Central Florida

### Organization Info

**Year Established:** 1957

**Most Recent 990 Year:** 2018

**Total Revenue:** \$3,514,649

**Total Expenses:** \$3,396,894

**Philanthropy Hub Profile Created:** Yes

### Program Snapshot

**Program Name:** Family Literacy Project

**Contract Number:** 11538

**Award Amount:** 5812

**Expenditures through 9/30/20:** %:

**Extension Requested:**

**Type of Program:** Out of School Time/Youth Development

**Program Summary:** Family literacy mentorship and activities

**Target Population:** School-Age: Elementary

**Program Staffing:**

N/A

**Program Site(s):**

Kids Count (3701 NE 15th St, Gainesville, FL)

Caring & Sharing Learning School (400 SW 258th St, Newberry, FL)

**Partner(s):** Caring and Sharing Learning School, Kids Count

To be completed by the Providing Agency

How much?	Actual	How well?	Actual	Anyone better off?	Actual
<b>Expected # of children to be served: 50</b>		% of families participating in literacy mentorship		% increase in time speant on literacy activities at home	
<b>Intensity of Services: Short-term engagements (less than a week)</b>					
<b># of families participating in literacy mentorship</b>					



## **Project Narrative:**

Describe what has been accomplished year-to-date.

Include any adjustments due to COVID-19 or any other helpful information

Due to changes in programming and shifts in time and resource availability at our partner sites in response to COVID 19, we have shifted our Literacy Project start date to Spring 2021. We hope to offer a hybrid virtual experience promoting literacy engagement with families at home while maintaining the core rewards structure of our original plan design. We will continue to work with our partner sites to modify and redesign the project to fit the needs of their families.

Organization Name: University of Florida Foundation

### Organization Info

**Year Established:**

**Most Recent 990 Year:**

**Total Revenue:**

**Total Expenses:**

**Philanthropy Hub Profile Created:** No

### Program Snapshot

**Program Name:** Univ of Florida College Reach-Out Program

**Contract Number:** 11553

**Award Amount:** 20824

**Expenditures through 9/30/20:** \$1600.00 %: .076

**Extension Requested:** No Yes; through September 2021

**Type of Program:** Out of School Time/Youth Development

**Program Summary:** Summer residential camp programming

**Target Population:** School-Age: Middle School & High School

**Program Staffing:** 2 Art Instructors

**Program Site(s):** virtual

**Partner(s):** MOTIV8U, Hawthorne Middle/high school, School Board of Alachua County

To be completed by the Providing Agency

How much?	Actual	How well?	Actual	Anyone better off?	Actual
<b>Expected # of children to be served:</b> <b>0</b>	4	% of youth attending programming	3	100% of 4 px in middle school two-week STEM camp improved and increased college readiness skills;	%66 2px
<b>Intensity of Services:</b> <b>On-going engagement (weekly sessions)</b>				100% of 10 px in high school one-week college preview camp improved and increased readiness skills;	100% of 10 px
<b># of youth attending programming</b>				100% of 5 px in one-week middle school college preview camp improved and increased readiness skills.	5px = 100%

## Project Narrative:

Describe what has been accomplished year-to-date.  
Include any adjustments due to COVID-19 or any other helpful information

The original proposal was for two week-long residential summer camps on the UF campus, one week for middle school and one week for high school. We were unable to host these camps due to COVID-19. We modified the camps to reflect virtual camp and campus experiences that mirrored the actual UF online status. CROP students were enrolled in a virtual summer semester with two humanities classes and a meeting with advisor.

Daily schedule:

9:00 sign-on/welcome

9:05 session 1 – virtual guided campus preview tour

9:30 Session 2 – Art Class: drawing fundamentals and art history

10:30 Session 3 Creative Writing and Story Telling Class

11:30 Session 4 Meeting with advisor for goal setting, time management and attitude tips

12:30 Developing individual action plans

1:30 Log out

**Organization Name:** University of Florida Board of Trustees (for the Florida Museum of Natural History)

### Organization Info

**Year Established:**

**Most Recent 990 Year:**

**Total Revenue:**

**Total Expenses:**

**Philanthropy Hub Profile Created:** No

### Program Snapshot

**Program Name:** Inside Out! Expanding Florida Museum Science In-reach and Outreach to Underrepresented Youth

**Contract Number:** 11567

**Award Amount:** 40163

**Expenditures through 9/30/20:** %:

**Extension Requested:** No

**Type of Program:** Out of School Time/Youth Development

**Program Summary:** Summer camps for youth enrichment activities

**Target Population:** School-Age: 6-18

**Program Staffing:**

7 Positions:

7 Counselors

**Program Site(s):**

Girls Place (2101 NW 39th Ave, Gainesville, FL)

YMCA (5201 NW 34th Blvd, Gainesville, FL)

Boys and Girls Club (2661 NW 51st St, Gainesville, FL)

I Am STEM LLC (virtual – open to all Alachua County)

**Partner(s):** BOOST Alliance (Girls Place, I Am STEM LLC, Boys and Girls Club of Alachua County, North Central FL YMCA)

How much?	Actual	How well ?	Actual	Anyone better off?	Actual
<p><b>Expected # of children to be served: 100</b></p> <p><b>Intensity of Services: On-going engagement (weekly sessions)</b></p> <p><b># of youth attending camp</b></p>	<p>81</p> <p>4 Weeks ( 1 week per organization)</p> <p>81</p>	<p>% of youth attending camp</p>	<p>100%</p>	<p>% increased interested in STEAM careers from participants % increase in natural conservation knowledge % of minorities and underserved served by museum</p>	<ul style="list-style-type: none"> <li>• The outreach camps did not significantly change participant inclination to tell friends about the camp or learn more about science/photography careers. Furthermore, participants’ interest in science/photography decreased significantly (<math>p &lt; 0.01</math>) after completing the outreach camp. We believe this is due to a combination of the delivery format of the camp (virtual) and the hardships participants were facing because of the pandemic and beyond. Under the conditions we were in, it was very difficult to influence attitude change, in a setting that is less empowering and new to these students.</li> <li>• Participants’ technical skill levels significantly increased (<math>p &lt; 0.01</math>) after completing the outreach camp. They felt more comfortable in using photographic tools and techniques.</li> <li>• This program was successful at targeting children historically underrepresented in museum programs. This program allowed the museum to reach a diverse audience, one in which at least 60% were African-American, which is a dramatically higher percentage than the data we have collected for the visitors that come through our doors (7% in 2019). We also had many participants that identified their racial identity as more than one or other (20%), which is also much higher than the visitors we usually receive (4%).</li> </ul>

## **Project Narrative:**

Describe what has been accomplished year-to-date.  
Include any adjustments due to COVID-19 or any other helpful information

Please see the attached final report.

# Evaluation Report: Inside Out! Expanding Florida Museum Science In-reach and Outreach to Underrepresented Youth

Application ID: 153994, 12-18-2019



**A. EXECUTIVE SUMMARY .....3**

**B. INTRODUCTION.....6**

**C. METHODOLOGY.....7**

**D. FINDINGS & RESULTS.....9**

**E. DISCUSSION & RECOMMENDATIONS.....17**

**F. REFERENCES.....20**

**G. APPENDICES.....21**

## A. EXECUTIVE SUMMARY

### Background

Alberto López, author of this evaluation report, conducted an evaluation of the Florida Museum of Natural History's 2020 virtual Summer Outreach Camp. Camps kicked off July 6, 2020, broadcasting live to three\* partner community centers and directly to participants' homes† twice a day for each week-long session. These camps were originally scheduled to be held in person, but due to the COVID-19 pandemic the program transitioned to virtual. Over the course of four weeks, we reached 81 kids ages 8 to 12. We worked with North Central Florida YMCA\*, Woodland Park Boys & Girls Club\*, Girls Place, Inc.\* and I Am STEM Camp† to virtually provide Nature Photography Camp.

The evaluation included both the Next Generation Scientist Survey and the use of a formative program evaluation. A total of 55 participants submitted data for the Next Generation Scientist Survey, and 28 of those participants fully completed the formative program evaluation.

*The Next Generation Scientist Survey*, was developed to examine science interest, capital, habitus, and career aspirations of youth. This would provide some baseline data for our community, beyond school performance statistics, and help us measure some of the intangibles involved in increasing the science capital of underserved youth in Alachua County. This survey also served as a tool to collect demographic data of participants. The survey was disseminated on the first day of outreach camp.

*The Formative Evaluation*, was performed to receive feedback from participants that helped us determine what aspects were implemented successfully and unsuccessfully. Activities to inform the evaluation included: 1) disseminating pre and post evaluation forms on the first and last day of the camps respectively; 2) gathering feedback from the counselors at the partner institutions; and 3) Examining student portfolios that were created as a part of the program.

In addition, the Florida Museum implemented the photography camp virtually with its traditional audience independently, as a fee-based program. The Florida Museum has offered photography camps for many years now and the outreach camp was developed in hopes of offering this same experience to underserved communities at no cost. The fee-based camp was only used as a comparison group to see if there are differences in implementation between both audiences. The fee-based audience in its majority was Caucasian (73%) and female (82%). A total of 11 participants submitted data for the Next Generation Scientist Survey, and 3 of those participants fully completed the formative program evaluation.

### Outreach Camp Key Findings

#### *Next Generation Scientist Survey*

- The majority of participants identified themselves as female (84%).

- The majority of participants identified themselves as African American/African (60%).
- Participants' lowest science capital score was in the "Science Experiences" category.
- Participants highest science capital score was in the "Family Science Achievement" category.
- Participants from the Florida Museum's fee-based camp had significantly higher science capital scores in all categories when compared to the outreach camps participants.

### *Formative Evaluation*

- The outreach camps did not significantly change participant inclination to tell friends about the camp or learn more about science/photography careers. Furthermore, participants' interest in science/photography decreased significantly ( $p < 0.01$ ) after completing the outreach camp. We believe this is as a result of the delivery format of the camp (virtual) during the hardships participants were facing because of the pandemic and beyond. In addition, this may also be a result of the active learning methods that were implemented, which may be new to some participants and might pull participants out of their comfort zones and make them feel like they have to work harder to complete their assignments.
- The majority of the participants enjoyed collaborating with camp staff (86%), enjoyed using the resources provided by the camp (76%) and felt that collaboration was helpful to achieve their projects (66%).
- Participants' technical skill levels significantly increased ( $p < 0.01$ ) after completing the outreach camp. They felt more comfortable in using photographic tools and techniques.
- Participants did not perceive a significant change in their communication skills or ways to improve their photographic skills.
- Participants' science and photography knowledge significantly increased ( $p < 0.05$ ) after completing the camp. Participants were better able to list photography terms, careers in science and photography, and reasons why/how photography is important for museums and other scientific fields.
- The majority of participants (68%) submitted work and actively participated in the program. The picture portfolio produced by the campers demonstrated very well the skills they obtained and understanding of the concepts that they were assigned.
- One of the four partner institutions offered the camp virtually, with participants in their homes. This brought an onset of challenges that we did not have with the institutions that held the camps in person at their locations. Adult supervision and support for these independent campers was lacking in comparison, and this was mainly reflected by lack of participation in the program. The 32% of campers that didn't submit picture portfolios were from this remote camper group. In contrast, 100% of our Florida Museum campers that participated from their homes submitted work. This means that there are some variables in play that affected participation. The difference in science capital is one of these variables that we were able to measure, but there are probably many more.
- Partnering organizations (100%) agreed or strongly agreed that the program met their expectations.

- Partnering organizations (100%) agreed or strongly agreed that they would participate in this program again.
- The majority of the partnering organizations felt neutral or strongly disagreed that they would be able to provide this camp on their own (86%).
- Partnering organizations (100%) agreed or strongly agreed that participants enjoyed the program, learned new skills, improved their communication skills, raised STEM and photography career awareness.

### Key Recommendations

- Counselors from partnering institutions and parents should participate in trainings to better engage participants during virtual outreach programs. Alternatively, sending trained Florida Museum staff members (if allowed) to support counselors would also help engage participants. This program in its original concept had professional development for partners and an in-person presence, but because of the pandemic and short turnaround time to launch the program, this was eliminated.
- If permitted, this program should be delivered face-to-face rather than virtually. This is especially true during and after pandemic times, as students have been overloaded with screen-based programming. Instructors also gain many advantages like being able to read their audience better and help troubleshoot issues more easily.
- If virtual programming is the only option, screen time should be reduced, more independent/team tasks/activities should be added that don't rely on being in front of the screen, and focus should narrow to one or two main subjects vs. multiple subjects.
- Programming for underserved audiences need to be tailored to the needs and conditions that participants face on a daily basis. We had good intentions in offering the same experiences to these audiences as we offer to our more privileged audiences, but this ultimately could have been one reason some campers didn't participate in the program. It seems we should plan for less adult support, for example, and take into better consideration the difference in science capital between these audiences.
- Even though active learning, hands-on experiences may pull participants out of their comfort zones and may make them feel like they have to work harder, we still recommend implementation of future programs using these methods. The data we collected demonstrated that participant skills and knowledge increased significantly, but we also saw that attitude changes towards science and photography took a hit. That said, we feel confident that we would have seen an increase in positive attitude changes towards science and photography if the program had been delivered in person and with field trips as originally proposed, or if we reduced the amount of total screen time and focused on fewer subjects.

## B. INTRODUCTION

The Florida Museum teamed up with county organizations, Woodland Park Boys & Girls Club, Girls Place, Inc., North Central Florida YMCA and I AM STEM Camp, to bring virtual nature photography outreach camps to 81 children ages 8-12 in the month of July with all supplies provided thanks to funding from the Children’s Trust of Alachua County.

The goals of the outreach camps were to contribute to community efforts to provide better “out of school time” experiences for youth, to further diversify the children we serve in informal science education programs, and to strengthen partnerships with other “Out of School Time” organizations while contributing unique science-focused programming for these youth. In particular we targeted African-American and LatinX children historically underrepresented in museum programs.

We engaged youth with nature photography and STEM careers by conducting the following four activities: 1) Learning basic photography skills and how to use and care for the equipment; 2) Learning about the applications of photography in museums; 3) Learning about careers in photography and science; and 4) Having discussions about photography as a tool for science communication, all concluding with exhibiting student work at the museum. Collectively, these activities were meant to strengthen participants’ skills, improve their attitude about STEM related fields, help them become more aware of STEM careers, and build their communication capacity.

Intended outcomes for the Virtual Nature Photography Outreach Camps, as described in the proposal include:

### *Attitude Change:*

- Participants will express a high level of interest in learning more about photography and nature.

### *Knowledge Gains:*

- Participants will demonstrate knowledge in photographic terminology.
- Participants will understand the process of museum curation and how photography is used as a tool, an art form and a form of communication in this field.

### *Increased Skills/efficacy:*

- Participants will be able to use photographic tools and techniques
- Participants will become better leaders and communicators by sharing their work through an exhibition.

## C. METHODOLOGY

### *Program Structure*

Camps kicked off July 6, 2020, broadcasting live to three\* partner community centers and directly to participants' homes† twice a day for each week-long session. These camps were originally scheduled to be held in person, but due to the COVID-19 pandemic the program transitioned to virtual. Over the course of four weeks, we reached 81 kids ages 8 to 12. We worked with North Central Florida YMCA\*, Woodland Park Boys & Girls Club\*, Girls Place, Inc.\* and I Am STEM Camp† to virtually provide Nature Photography Camp.

Virtual camps were delivered five days a week for two hours each day. Program times included an AM session and a PM session, with starting times that varied depending on the needs of each partner organization. Each one of these sessions (AM & PM) had a duration of one hour in which AM sessions were mainly used to increase the knowledge (e.g. careers, terms, etc.) and skills (e.g. techniques, equipment, etc.) of participants, and the PM sessions were used to increase participant confidence in using their communication skills by exhibiting their work to their peers and instructors. The times between the AM and PM sessions were used to go out and take photographs based on what they learned in previous lessons, and this period was supervised by partnering organizations or parents. On the final day of each camp session we celebrated their accomplishments by showcasing the work they did during the week.

### *Evaluation Activity Methods*

*The Next Generation Scientist Survey (Appendix A)*, was developed to examine science interest, capital, habitus, and career aspirations of youth (Jones et al. 2020). This would provide some baseline data for our community, beyond school performance statistics, and help us measure some of the intangibles involved in increasing the science capital of underserved youth in Alachua County. This survey also served as a tool to collect demographic data of participants. The survey was disseminated on the first day of outreach camp.

A comparison of the results was made between the outreach camps (n=55) and the fee-based camp (n=10) using the average scores for each category that measured science capital, and a T-test was used for statistical analysis to determine if there were any significant differences between groups. Data from the survey was categorized based on Jones et al. 2020, for analysis:

- Demographics (Questions 1-7): Data about Age, Sex, Ethnicity, etc. was collected.
- Future Science Task (Questions 8): questions related to youth interest and their perceived importance and utility of science in the future.
- Family Science Achievement (Questions 9): questions related to their family's attainment value, utility value, and intrinsic value of science.
- Science Expectancy (Questions 10): questions related to science self-efficacy and self-concept.

- Science Experiences (Questions 11-14): measuring amount of time youth spend engaging in science outside of school.

*The Formative Evaluation (Appendix B)* was performed to help determine what aspects were successful and unsuccessful. Activities to inform the formative evaluation included: 1) disseminating pre and post evaluation forms on the first and last day of the camps respectively; 2) gathering feedback from the counselors at the partner institutions; and 3) examining student portfolios created as part of the program.

A comparison of the results was made between the Pre and Post evaluation forms (n=28) by using their average scores for each category, and a paired T-test statistical analysis was performed to determine if there was a significant difference between Pre and Post evaluation results. Approval ratings were also collected in the Post evaluations and were analyzed by using descriptive statistics. Data from the evaluations were categorized in the following way for analysis:

- Attitude Change (Questions 1a-c): question determining participant level of interest in the theme of the camp.
- Florida Museum Camp Delivery Efficacy (Questions 1d-e & 8,9): measuring staff, materials and collaboration space quality.
- Content Knowledge (Questions 2-4): measuring participant retention of themed related terms, careers, and relevance.
- Skills Change (Questions 5 or 6): measuring the comfort level of participants using themed tools and techniques.
- Self-Efficacy in Communication and Knowledge (Questions 7): measuring if participants feel their communication and knowledge has improved.

Partner feedback was collected with a Post evaluation form that was disseminated to the counselors of each organization (n=7). Descriptive statistics was used to determine if the program did the following:

- Met organizational expectations (Question 2).
- Improved participant skills, knowledge, communication and attitudes (Questions 3a-c).
- Improved STEM/photography career awareness (Questions 3d-e)
- General Feedback (Questions 4-6).

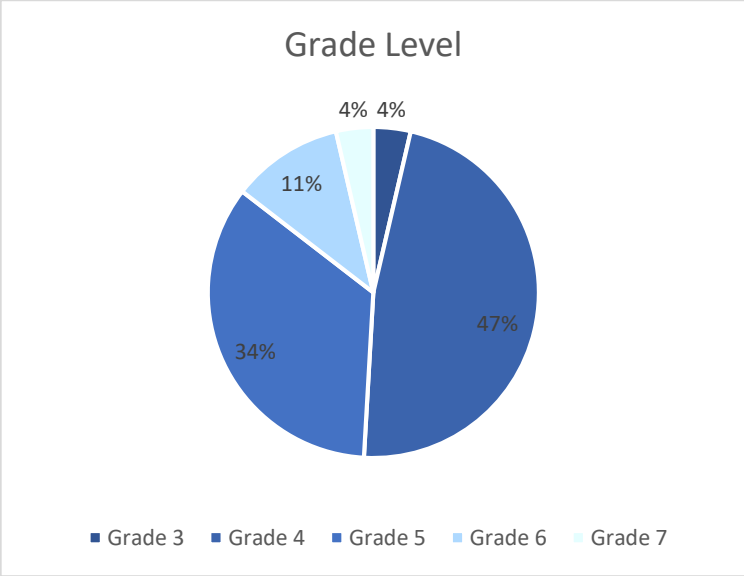
Qualitative evaluation was used to examine the student portfolios created during the program. Participants (n=55) delivered the photographs via email or Dropbox. Work was evaluated for quality and understanding of photographic concepts. A successful amount of participation enabled the museum to create a photo gallery in the museum's exhibit halls. The pictures used for the photo gallery will be delivered to the partners once the exhibition is taken down.

**D. FINDINGS AND RESULTS**

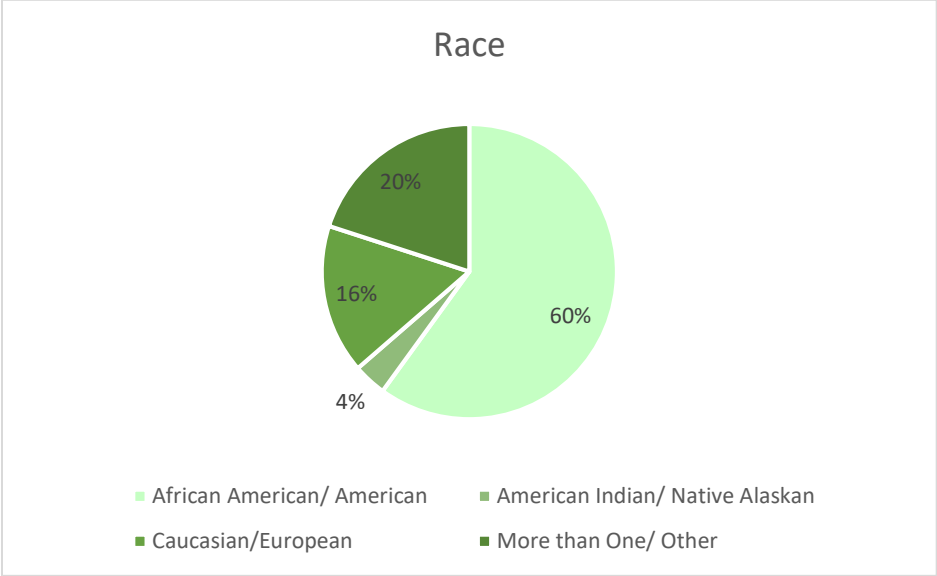
Next Generation Scientist Survey

**Demographics**

- Most participants of the program were in fourth (47%) and fifth grade (35%), while the remainder were in sixth (11%), third (4%) and seventh grades (4%).

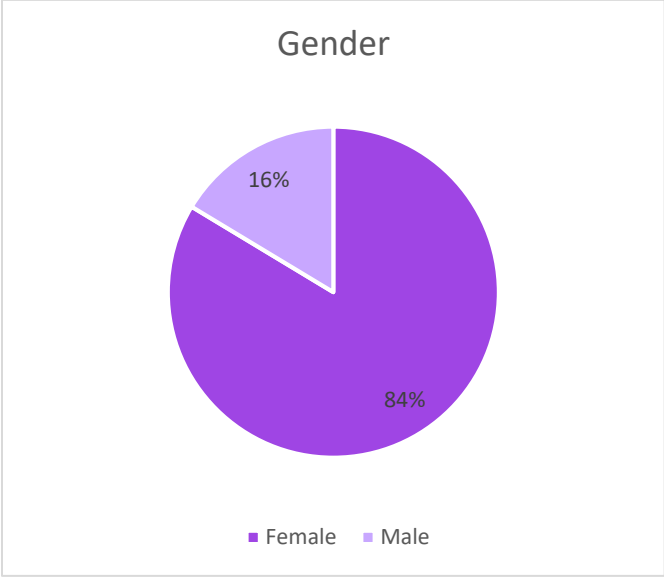


- 60% of participants identified themselves as African American/African, 20% as more than one/other, 16% as Caucasian/European, and 4% American Indian/Native Alaskan.

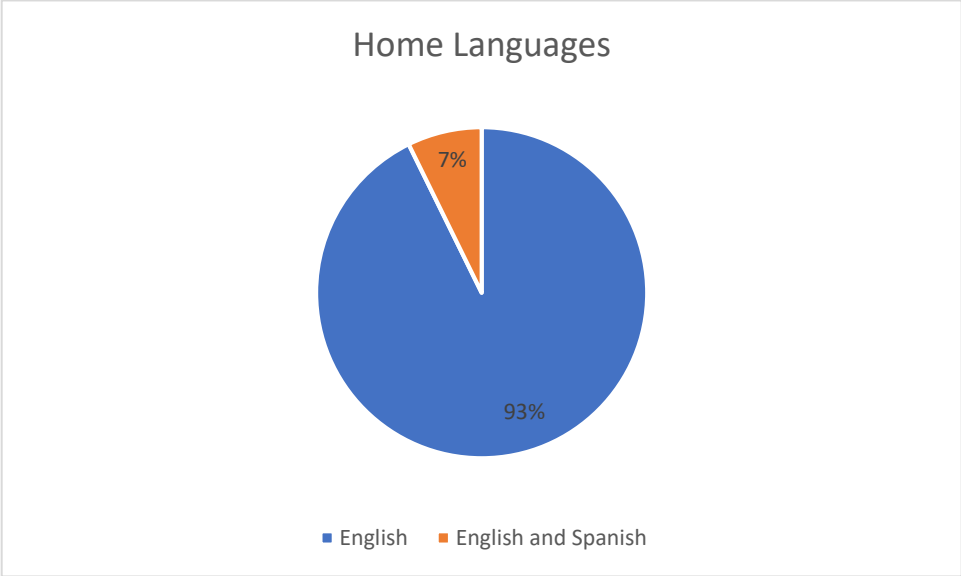




- 84% of participants identified themselves as female and 16% as male.



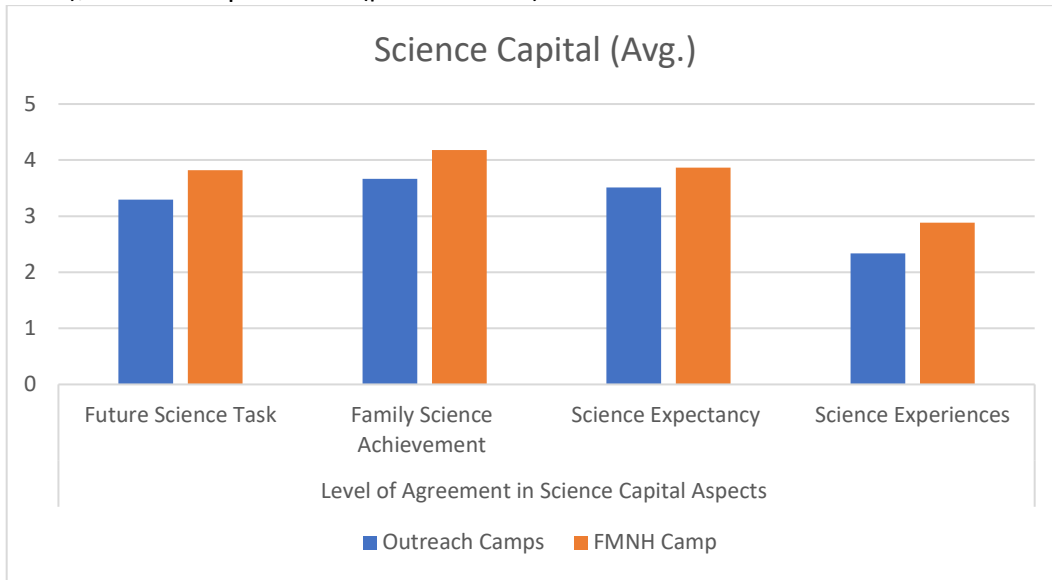
- 93% of Participants only speak English in their homes, and the remainder also speaks Spanish.



**Science Capital**

- Participants' lowest science capital score was in the "Science Experiences" category with an average score of 2.34 and their highest science capital score was in the "Family Science Achievement" category with an average score of 3.66. Statistical analysis revealed that participants from the Florida Museum fee-based camp had significantly higher science capital scores in all categories when compared to the outreach camps participants: Future

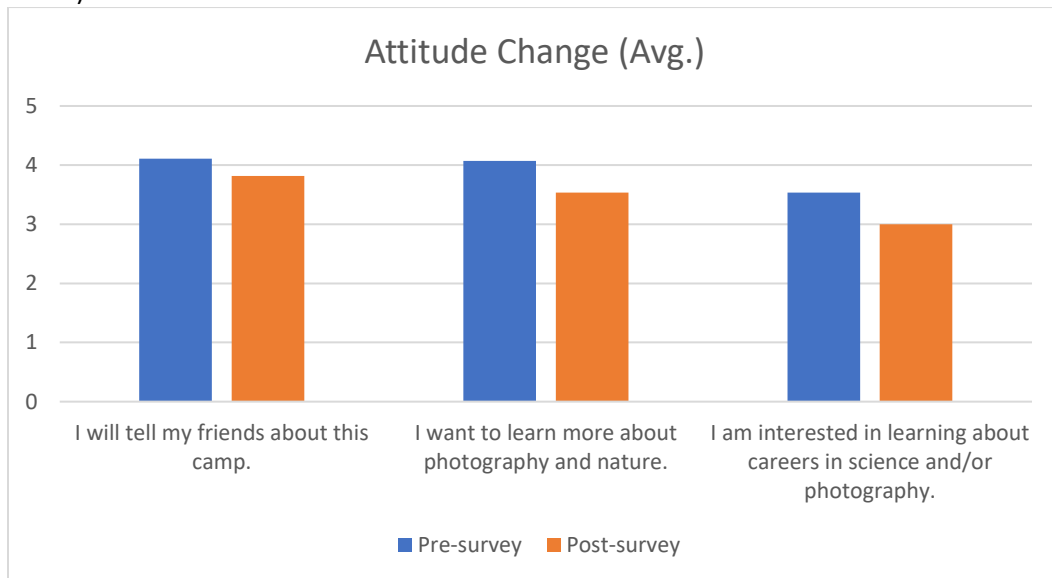
Science Task ( $p=0.004$ ); Family Science Achievement ( $p= 0.0007$ ); Science Expectancy ( $p=0.004$ ); Science Experiences ( $p= 0.0000002$ ).



Formative Evaluation

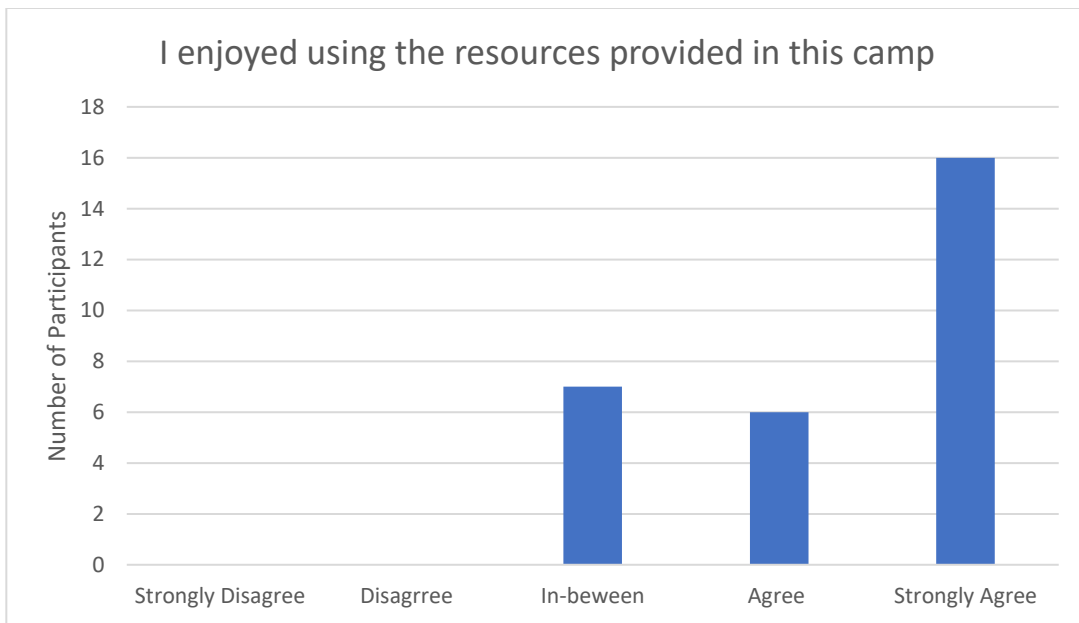
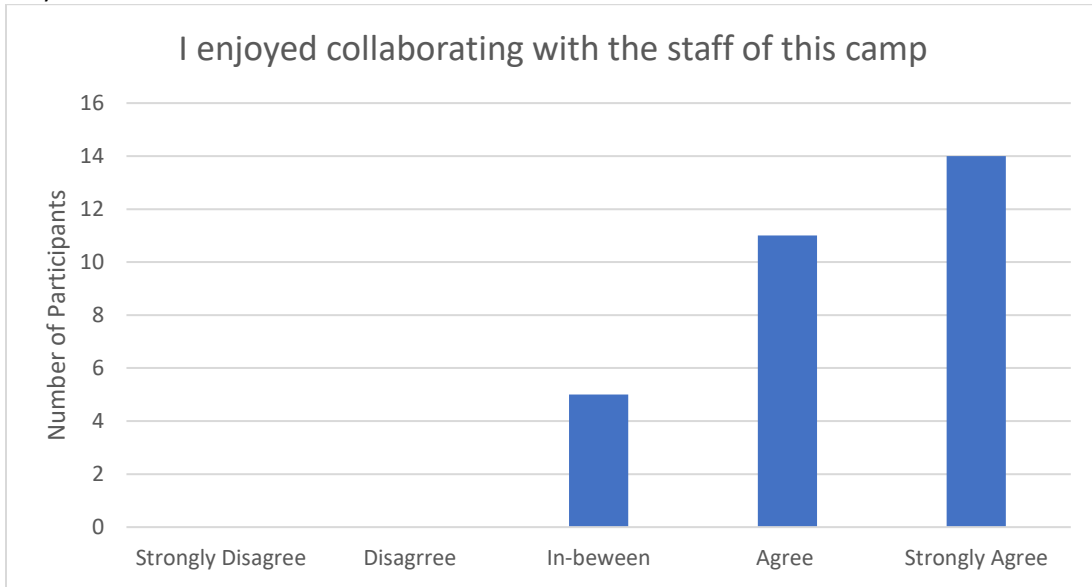
**Pre and Post Evaluation**

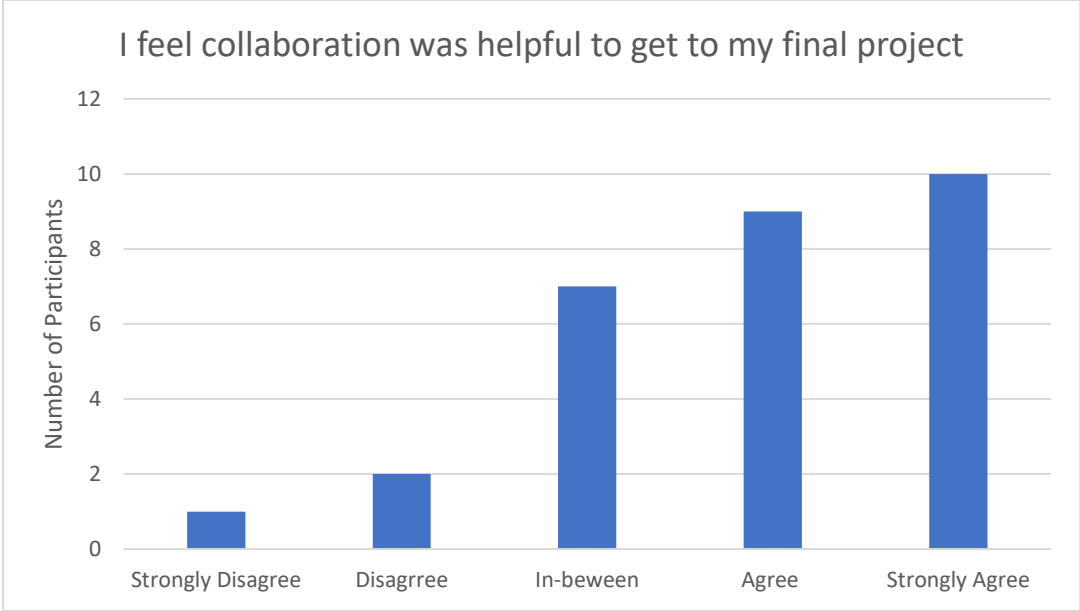
- The outreach camps did not significantly change participant inclination to tell friends about the camp or learn more about science/photography careers. Furthermore, participants’ interest in science/photography decreased significantly after completing the outreach camp ( $p= 0.009$ ).



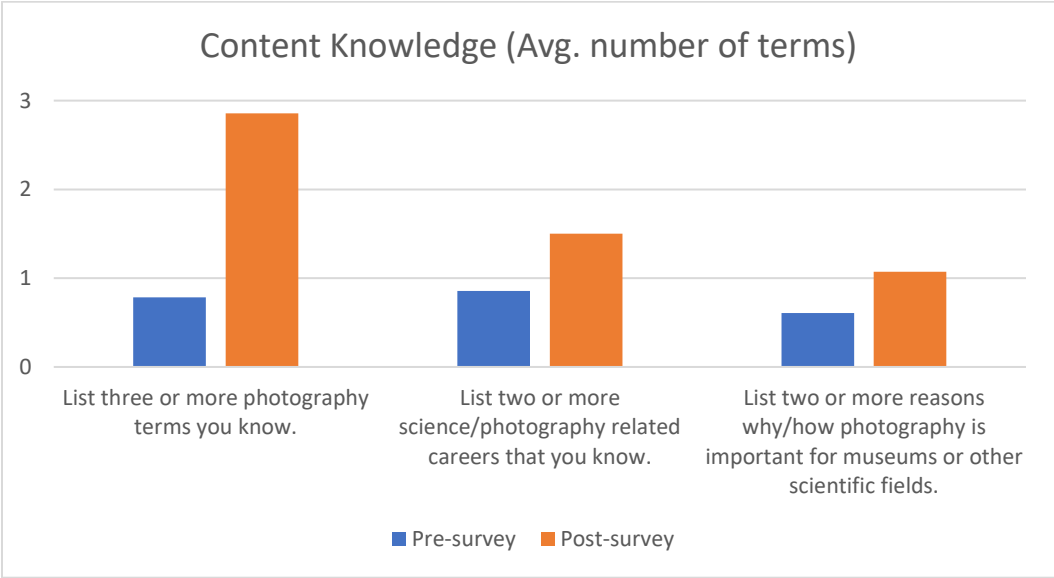
- Camp delivery efficacy was positive, but there is still room for improvement in creating a space where participants can collaborate more with each other. The majority of the

participants enjoyed collaborating with camp staff (86%), enjoyed using the resources provided by the camp (76%) and felt that collaboration was helpful to achieve their projects (66%).



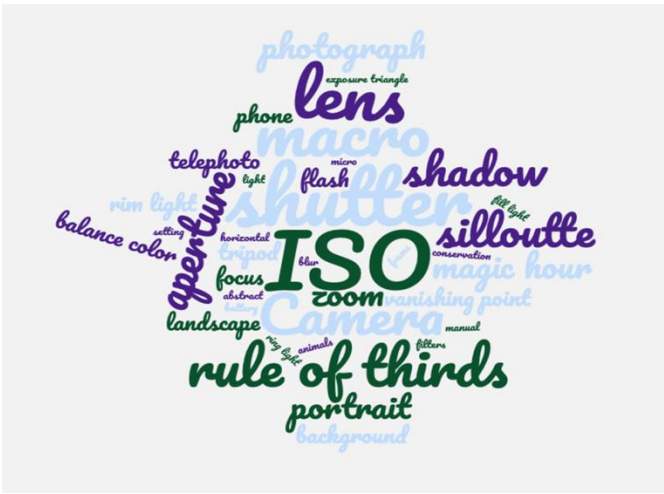


- Participants' science and photography knowledge significantly increased after completing the camp. Participants were better able to list photography terms ( $p= 0.0000004$ ), careers in science and photography ( $p= 0.05$ ), and reasons why/how photography is important for museums and other scientific fields ( $0.03$ ). See chart and word cloud below to see frequency of words used Pre vs Post evaluation.

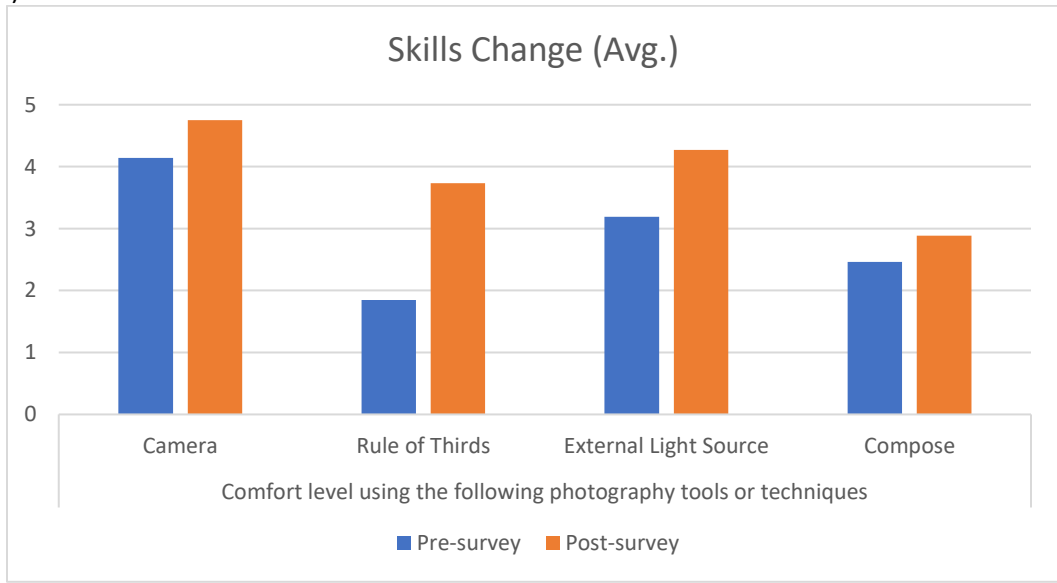


Pre

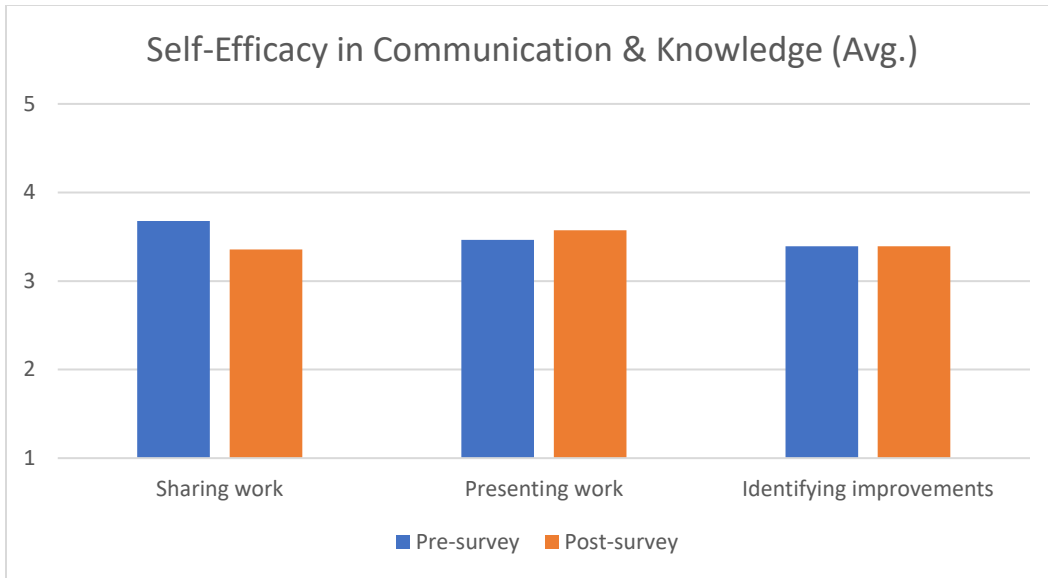
Post



- Participants’ technical skill levels significantly increased after completing the outreach camp. They felt more comfortable in using the following photographic tools and techniques: Camera (p= 0.0006); Rule of Thirds (p= 0.000002); External Light Source (p= 0.005); Compose (p= 0.31).

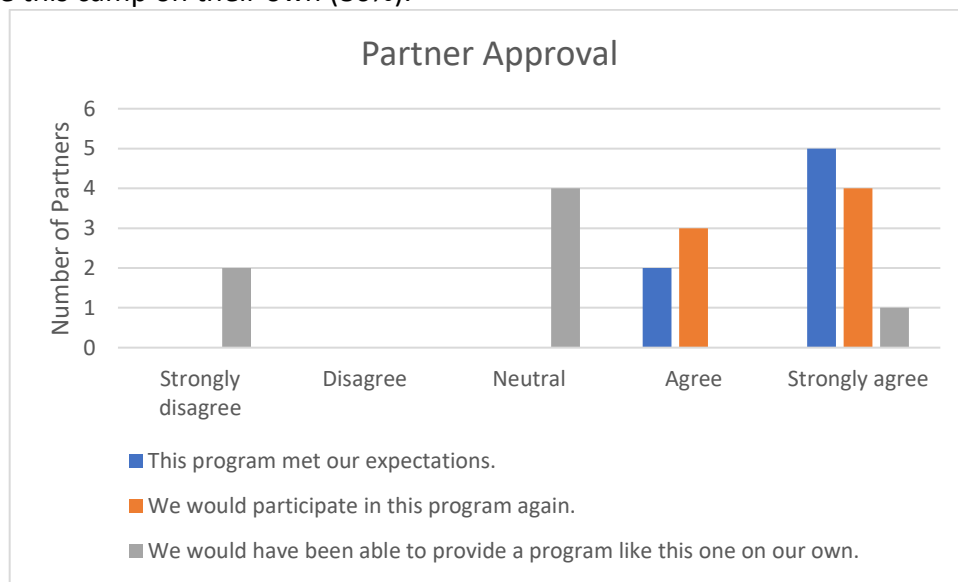


- Statistical analysis revealed that participants did not perceive a significant change in their communication skills or ways to improve their photographic skills (p > 0.05).

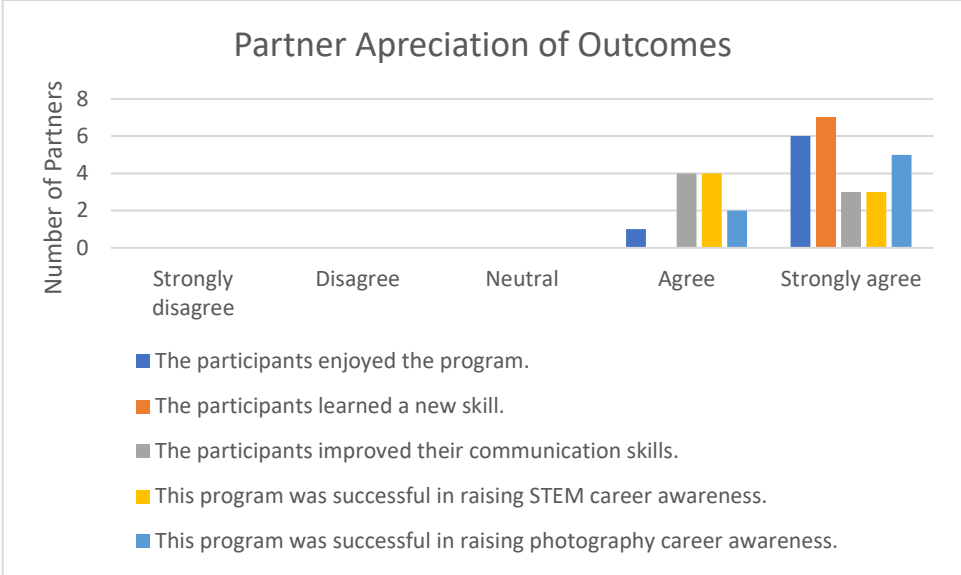


### Partner Feedback

- Partnering organizations (100%) agreed or strongly agreed that the program met their expectations, and that they would participate in this program again. The majority of the partnering organization also felt neutral or strongly disagreed that they would be able to provide this camp on their own (86%).



- Partnering organizations (100%) agreed or strongly agreed that participants enjoyed the program, learned new skills, improved their communication skills, raised STEM and photography career awareness.



**Qualitative Evaluation of Portfolio**

- The majority of participants (68%) submitted work and actively participated in the program. The picture portfolio produced by the campers demonstrated very well the skills they obtained and understanding of the exercises that they were assigned. A gallery with their work was showcased online on the Florida Museum website and physically in the Florida Museum Denny Gallery. The virtual gallery can be accessed with the following link: <https://www.floridamuseum.ufl.edu/exhibits/childrens-gallery>
- The 32% of campers that didn't submit any work came from the partner institution that offered the camp with participants in their homes. That said, 100% of our Florida Museum campers that participated from their homes submitted work.

## E. DISCUSSION & RECOMMENDATIONS

In discussing the findings from this evaluation, we will examine the expected goals and outcomes of the program:

### A. Goals

1. Further diversify the children we serve in informal science education programs.
2. Strengthen partnerships with other “Out of School Time” organizations while contributing unique science-focused programming for these youth.

This program was successful at targeting children historically underrepresented in museum programs. This program allowed the museum to reach a diverse audience, one in which at least 60% were African-American, which is a dramatically higher percentage than the data we have collected for the visitors that come through our doors (7% in 2019). We also had many participants that identified their racial identity as more than one or other (20%), which is also much higher than the visitors we usually receive (4%).

Establishing and strengthening partnerships with community organizations was key for this program to be able to reach a diverse audience. We were able to reach participants that usually don't visit the museum or participate in our fee-based camps. Partnering with organizations helped us tear down barriers that many of these low income, minority ethnic groups face, like transportation costs, but it also provided a neutral space that was familiar to participants and their families (Dawson, 2014).

This partnership enabled community organizations to offer unique science focused programming for youth that they might not have been able to offer otherwise, as 86% of partners felt neutral or strongly disagreed that they could offer this program on their own. In addition, all of our partners agreed or strongly agreed that the program was able to achieve all of the expected outcomes we proposed and that they are interested in participating again. The feedback provided by these partnerships will help us shape future programming like this one, as many of them also gave us tips on how to retain participant attention and how to modify some of the interactions we had with participants. These tips include: shortening the length of some of the presentations, adding more hands-on activities, and building in more time for students to explore their cameras.

We would also recommend that counselors from partnering institutions and parents should participate in trainings to better engage participants during virtual outreach programs. Alternatively, sending trained staff members (if possible) to support counselors would also help engage participants. This program in its original concept had professional development for partners and an in-person presence, but because of the pandemic and short turnaround time to launch the program, this was eliminated.



## B. Outcomes

### *Attitude Change*

We learned that the outreach camp did not significantly provoke attitude change in participants. Furthermore, participants' interest in science/photography decreased significantly after completing the outreach camp. We believe this is due to a combination of the delivery format of the camp (virtual) and the hardships participants were facing because of the pandemic and beyond. Under the conditions we were in, it was very difficult to influence attitude change, in a setting that is less empowering and new to these students. We basically had a lot of cards stacked against us.

In addition, this may also be a result of the active learning methods that were implemented, which may have been new to the majority of participants, by pulling participants out of their comfort zones and making them feel like they have to work harder to complete their assignments. Self-efficacy and attitude change can be very difficult to measure, and research has shown that student perceptions of the knowledge that they have acquired with active learning methods might not align with the actual outcomes observed (Deslauriers 2019).

Even though active learning, hands-on experiences may pull participants out of their comfort zones, we still recommend implementation of future programs using these methods. The data we collected demonstrated that participants' skills and knowledge increased significantly, but we also saw that attitude changes towards science and photography took a hit. That said, we feel confident that we would have seen an increase in positive attitude changes towards science and photography if the program had been delivered in person and with field trips as originally proposed, or if we reduced the amount of total screen time and focused on fewer subjects.

Interestingly Florida museum campers also showed no significant change in attitudes skills and knowledge in all questions surveyed. Florida museum campers are probably more used to experiencing active learning experiences and bring a significantly higher amount of science capital as statistically demonstrated ( $p > .05$ ), when compared to the outreach camps in all categories.

### *Knowledge Gains and Increased Skills/efficacy*

The execution of these two outcomes were the major strengths of this program for the following reasons:

- Participants' science and photography knowledge significantly increased after completing the camp. Participants were better able to list photography terms, careers in science and photography, and reasons why/how photography is important for museums and other scientific fields.

- Participants' technical skill levels significantly increased after completing the outreach camp. They felt more comfortable in using photographic tools and techniques.

These strengths were reflected in the quality of participant work and in our critique sessions, where they presented their photographs to the group for discussion. During these sessions they would use many of the new photographic terms they learned during camp and they would show us how they implemented them in their pictures. That said, ironically, they did not perceive a significant change in their communication skills or ways to improve their photographic skills, but partner organizations and museum staff certainly appreciated a positive change in these skills. In addition, some participants mentioned in their comments that they enjoyed the critique sessions, together with going out and using their cameras.

### **Additional Take-Homes**

If permitted, this program should be delivered face-to-face rather than virtual, especially during post pandemic times where students have been overloaded with screen-based programming. Instructors would also gain many advantages, like being able to read the audience better and help troubleshoot issues more easily. That said, if virtual programming is the only option, screen time should be reduced, and more independent/team tasks/activities should be added that don't require being in front of the screen and have a more narrow focus on one or two main subjects.

In our effort to offer outreach camp participants the same opportunity that the fee-based Florida Museum camps enjoy, we possibly missed the mark in some areas, which gives us some room for improvement. There is a big gap between these two audiences in their science capital, and other socio-economic variables may need to be factored into virtual programming. We expected this gap, but we may have underestimated it in certain areas of the program. That said, the information we obtained will be incredibly valuable for us in shaping this program and creating similar ones with these audiences in the future.

### **Conclusion**

In conclusion, this program allowed participants spend time learning how to master the art of nature photography through interactive virtual programming. They were able to learn how photography is used in STEM careers and also how it's used for research and education. We hope that they will feel empowered to use this new knowledge and skills to shape a better future for themselves and the world.

We would like to thank the Children's Trust of Alachua County for making this program possible, and together with continued support and the lessons we have learned, we hope to be able to expand it to many more children in Alachua County.

**F. REFERENCES**

Dawson, E. (2014), "Not Designed for Us": How Science Museums and Science Centers Socially Exclude Low-Income, Minority Ethnic Groups. *Sci. Ed.*, 98: 981-1008.

Deslauriers, L., McCarty L. S., Miller, K., Callaghan, K. & Kestin, G. (2019). Measuring actual learning versus feeling of learning in response to being actively engaged in the classroom *Proceedings of the National Academy of Sciences*, 116 (39) 19251-19257

Jones, M.G., Ennes, M., Weedfall, D., Chesnutt, K., & Cayton, E. (2020). The Development and Validation of a Measure of Science Capital, Habitus, and Future Science Interests. *Res Sci Educ*

**G. APPENDICES***Appendix A.**Florida Museum Summer Outreach Program Scientist Survey*

Directions: Please answer each question in this survey. There are no right or wrong answers. We are interested in your ideas.

1. What is your name? (First and Last)

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2. Select your museum program

- Girls Place
- YMCA
- Boys & Girls Club
- Caring & Sharing in partnership with I Am STEM
- Boys and Girls Club in partnership with I Am STEM

3. When were you born? (Month, Day, Year)

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4. What is your incoming grade level?

- Grade 4
- Grade 5
- Grade 6
- Other \_\_\_\_\_

5. I am:

- African American/African

- Caucasian/European
- Hispanic/Latino
- American Indian/Native Alaskan
- Native Hawaiian/Other Pacific Islander
- Middle Eastern
- South Asian/Indian
- East Asian
- Other \_\_\_\_\_

6. I am:

- Male
- Female

7. What language do you speak at home?

- English
- Spanish
- Other \_\_\_\_\_

8. **Tell us about yourself.** There are no right or wrong answers.

	Strongly Disagree	Disagree	In-Between	Agree	Strongly Agree
When I am older, I will need science for my job.					
I would like to have a job that uses science.					
After I finish high school, I will use science often.					

9. **Tell us about yourself.** There are no right or wrong answers.

	Strongly Disagree	Disagree	In-Between	Agree	Strongly Agree
My family thinks it is important for me to learn science.					
My family knows a lot about science.					
My parents think science is interesting.					
My parents have explained to me that science is useful for my future.					

10. **Tell us what you think.** There are no right or wrong answers.

	Strongly Disagree	Disagree	In-between	Agree	Strongly Agree
I know I can do well in science.					
My friends think I am good in science.					
I think I am good at science.					

I am good at using tools in science like thermometers, scales, rulers, or magnifying glasses					
My teacher sees me as someone who likes science.					
My parents see me as someone who likes science.					
I know a lot about science.					
I learn new science topics easily.					
An adult has encouraged me to study science.					

11. **Tell us about yourself.** There are no right or wrong answers. **How many times have you done this in the past year, when NOT in school?**

	Never (0 times)	1 time	2-4 times	5 times or more
Gone to a museum, zoo, aquarium, or planetarium <b>when not in school</b>				

Done experiments or used science kits <b>when not in school</b>				
Gone on a nature walk <b>when not in school</b>				
Read a map to find my way <b>when not in school</b>				

12. **Tell us about yourself.** There are no right or wrong answers. **How many times have you done this in the past year, when NOT in school?**

	Never (0 times)	1 time	2-4 times	5 times or more
Planted seeds and watched them grow walk <b>when not in school</b>				
Used binoculars or telescope <b>when not in school</b>				

13. **Tell us about yourself.** There are no right or wrong answers. **How many times have you done this in the past year, when NOT in school?**

	Never (0 times)	1 time	2-4 times	5 times or more
Used a thermometer to measure temperature <b>when not in school</b>				



Used a ruler, measuring tape, or measuring stick <b>when not in school</b>				
Built or taken things apart like a radio, watch, or computer <b>when not in school</b>				
Talked about science with other people <b>when not in school</b>				

14. Tell us about yourself. There are no right or wrong answers. **How many times have you done this in the past year, when NOT in school?**

	Never (0 times)	1 time	2-4 times	5 times or more
Watched science TV programs <b>when not in school</b>				
Read a book or magazine about science <b>when not in school</b>				
Gone online to learn about science on science websites or playing science games <b>when not in school</b>				

Appendix B.

Formative Pre-evaluation

Name of participant: \_\_\_\_\_

1. Select how you feel about the statements below.

	Strongly Disagree	Disagree	In-Between	Agree	Strongly Agree
I will tell my friends about this camp.					
I want to learn more about photography and nature.					
I am interested in learning about careers in science and/or photography					

2. List three or more photography terms you know.

\_\_\_\_\_

\_\_\_\_\_

3. List two or more science/photography related careers that you know.

\_\_\_\_\_

\_\_\_\_\_

4. List two or more reasons why/how photography is important for museums or other scientific fields.

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5. Mark whether you feel comfortable using the following photography tools or techniques:

On a scale of 1 to 5 (1 is least and 5 is most)	1	2	3	4	5
Camera					
Rule of thirds					
External light source					
Compose					

6. Select how you feel about the statements below.

	Strongly Disagree	Disagree	In-Between	Agree	Strongly Agree
I feel comfortable <b>sharing</b> my work with others.					
I feel comfortable <b>presenting</b> my work to others.					
I can identify specific ways to improve my photography skills.					

Formative Post-evaluation

Name of participant: \_\_\_\_\_

1. Select how you feel about the statements below.

	Strongly Disagree	Disagree	In-Between	Agree	Strongly Agree
I will tell my friends about this camp.					
I want to learn more about photography and nature.					
I am interested in learning about careers in science and/or photography.					
I enjoyed collaborating with the staff of this camp.					
I enjoyed using the resources provided in this camp.					

2. List three or more photography terms you have learned from this camp.

\_\_\_\_\_

\_\_\_\_\_

3. List two or more science/photography related careers that you know.

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4. List two or more reasons why/how photography is important for museums or other scientific fields.

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5. State one key takeaway from the guest speaker.

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6. Mark whether you feel comfortable using the following photography tools or techniques:

<b>On a scale of 1 to 5 (1 is least and 5 is most)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Camera					
Rule of Thirds					
External Light Source					
Compose					

7. Select how you feel about the statements below.

	Strongly Disagree	Disagree	In-Between	Agree	Strongly Agree
I feel comfortable					

sharing my work with others.					
I feel comfortable presenting my work to others.					
I can identify specific ways to improve my photography skills.					
I feel collaboration was helpful to get to my final project.					

8. My **most** favorite camp day/activity was \_\_\_\_\_ because \_\_\_\_\_.

9. My **least** favorite camp day/activity was \_\_\_\_\_ because \_\_\_\_\_.

**FLMNH Photography Outreach Camp Feedback**

**Q1 Partnering Camp**

- o I AM STEM (1)
- o Boys and Girls Club (2)
- o YMCA (3)
- o Girls Place (4)

**Q2 Please select your level of agreement for each statement:**

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
This program met our expectations. (1)					
We would participate in this program again. (2)					
We would have been able to provide a program like this one on our own. (3)					

**Q3 Please select your level of agreement for each statement:**

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
The participants enjoyed the program. (1)					
The participants					

learned a new skill. (2)					
The participants improved their communication skills. (3)					
This program was successful in raising STEM career awareness. (4)					
This program was successful in raising photography career awareness. (5)					

Q4 What do you think we did very well?

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Q5 What could we improve on?

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Q6 Additional comments:

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**Organization Name:** University of Florida College of Nursing Faculty Practice Association, Inc.

### Organization Info

**Year Established:** 2001

**Most Recent 990 Year:** 2018

**Total Revenue:** \$800,924

**Total Expenses:** 902,224

**Philanthropy Hub Profile Created:** No

### Program Snapshot

**Program Name:** Building Blocks for Health

**Contract Number:** 11549

**Award Amount:** 15569

**Expenditures through 9/30/20:** %

**Extension Requested:** yes

**Type of Program:** Health - General Care

**Program Summary:** Expansion of health care clinic services in Archer

**Target Population:** School-Age: 6-18

**Program Staffing:**

3 Positions:

Pediatric Nurse Practitioner

Licensed Practical Nurse

Coder

**Program Site(s):**

Archer Family Health Care (16939 SW 134th Ave, Archer, FL)

**Partner(s):**

**To be completed by the Providing Agency**

How much?	Actual	How well?	Actual	Anyone better off?	Actual
<b>Expected # of children to be served: 60</b>	50	% of patients served	(50/60) 83%	% of patient served increased from baseline (50)	No change from baseline
<b>Intensity of Services: One-time Events</b>			37/50	% of patients completed immunizations	74%
<b># of patients served</b>			28/43	% of patients 12-18 screened for depression	65%
<b>Sports physicals provided (projected 50)</b>			7/50 completed		14%

\*Reporting started July, 2020

## **Project Narrative:**

Describe what has been accomplished year-to-date.

Include any adjustments due to COVID-19 or any other helpful information

Due to contract negotiations, actual services for this project were started July 1, 2020. Our practice proposed to promote healthy behaviors in children of Alachua County ages 6-18 years old. We proposed to increase the number of children served, evaluate patients for health behaviors to include evaluation of immunizations and screening for depression in children ages 12-18. The baseline for number of children served was 50. In the past three months we have served 50 children ages 6-18 which is the same as the baseline number.

Also, to promote healthy behaviors such as exercise, we proposed to provide 50 free sports physicals to children residing in Alachua County. The data provided is from July 1, 2020 to September 30, 2020. In that time frame, we have provided 7 free sports physicals to qualified patients.

COVID 19 has certainly impacted our ability to provide services. Many sports programs were closed so patients have not been coming to the practice for sports physicals. Additionally, we lost our pediatric nurse practitioner due to a resignation. The other providers, family nurse practitioners, have been taking care of these patients and ensuring that their needs are met. We have filed for an extension to be sure to continue our program. On a positive note, we have identified that 74% of patients served through this grant have completed immunizations and of those patients between the ages of 12-18, 65% of them were screened for depression.

**Vineyard Christian Fellowship of Gainesville, FL - The Bridge Community Center Literacy Program**

**From:** Leah Galione <[leah@gainesvillevineyard.org](mailto:leah@gainesvillevineyard.org)>  
**Sent:** Tuesday, October 13, 2020 12:59 PM  
**To:** Colin Murphy <[cmurphy@childrenstrustofalachuacounty.us](mailto:cmurphy@childrenstrustofalachuacounty.us)>

Dear Children's Trust:

I hope this finds you well. I am writing to you today as the Director of a program funded by CTAC during 2020. I would like to express some concerns and also requests as you consider CTAC's activities for the rest of the year and into 2021.

When the RFA for the Children's Trust was released in 2019, it specifically encouraged innovative new programs. Responding to that and with the support of my board, I quit my job and created The Bridge Literacy Program, a one-on-one tutoring program focused on closing the literacy gap between black and white school children in Gainesville. The program has been enormously successful. In less than a year, all of our students have leapt ahead 1 to 2 grade levels. I've accomplished this by partnering with volunteers from seven different agencies (Greenhouse, Aces in Motion, UFLI, Great Leaps, Gainesville Thrives, Greek Giving Initiative, UF Chapel of the Incarnation) and by forming crucial relationships with Williams Elementary and Lincoln Middle Schools, offering to tutor their lowest-performing students. I currently have 20 students in the program and I am working to add 30 more as more volunteers are trained.

I and my volunteers have managed to do this despite the difficulties COVID has brought on us. Instead of halting our program when schools closed in March, we pivoted to an online format, retrained volunteers, and made sure all of the students in our program had the technology and access to internet they would need to continue to succeed in school and in our program. This took a lot of time – time that I had otherwise planned to spend on seeking grant opportunities – but it was necessary to keep our students engaged and learning in this very difficult time.

Throughout this year and into August, I had the expectation that CTAC would put forth a new RFA in September. This, I was led to believe, was why our budgets had to be revised for March-Sept 2020. While I know there was no guarantee our program would be awarded a second round of funds, I never for a minute thought CTAC would leave programs that it had helped start high and dry after less than a year, in the middle of a pandemic, once a school year had started.

From what I have gathered from recent CTAC meetings, another RFA is not likely until April, which means funding may not resume until summer 2021, nearly another whole year. This puts our program in serious jeopardy of ceasing unless other funds can be found – a difficult task during a pandemic-induced financial crisis. Without it, this will likely become just one more half-hearted failed attempt to help close Gainesville's education gap.

I know your job is a tough one and you are trying to be good stewards of the tax dollars that I and the other residents of Alachua County contribute through our property taxes. My understanding of CTAC's mission is that those dollars are meant to fund programs that benefit our county's children – especially those that are

falling behind and do not have the resources many of their peers do. Now with schools only half open and poorest community members suffering the most, these children are in great danger of falling even further behind than they were.

Item 3.

I strongly urge you to reconsider your decision to halt new funding until next summer and to instead assess the programs CTAC is currently funding and make a decision to bridge support for programs until the end of the school year when another round of funding is launched. Our program specifically would need \$53,500 to run through the school year, stripping out all but necessary costs. When we consider that higher literacy rates in early learning are linked to lifelong health, wealth and quality of life benefits, it's a bargain. And it's exactly the sort of thing CTAC should be doing.

I am sure we are not the only program in this situation and we aren't asking for special treatment. However, I am entreating the board to not abandon organizations like ours that are doing exactly the sort of work CTAC was commissioned to fund and who will likely not make it until next year without additional funding.

Thank you for reading and considering what I've said here. I continue to be grateful for our county's willingness to invest in children's lives in meaningful ways through the Children's Trust and for the work you are doing to make that happen.

Sincerely,

Leah Galione  
Literacy Program Director  
Gainesville Vineyard  
[www.gnvbridge.org](http://www.gnvbridge.org)  
(352) 359-1270

**Organization Name:** City of Gainesville - Parks, Recreation and Cultural Affairs Department

### Organization Info

**Year Established:** ~1950's (exact year not know, department has evolved over years, but earliest information is from 50s)

**Most Recent 990 Year:** NA

**Total Revenue: FY20 PRCA Total:** \$1,309,043

**Total Expenses: FY20 PRCA Total:** \$10,413,869

**Philanthropy Hub Profile Created:** No

## Program Snapshot

**Program Name:** PRCA Summer Camp Expansion

**Contract Number:** 11550

**Award Amount:** 19302

**Expenditures through 9/30/20:** 0 %:

**Extension Requested:** Yes

**Type of Program:** Out of School Time/Youth Development

**Program Summary:** Summer camp

**Target Population:** School-Age: Elementary & Middle School

**Program Staffing:**

2 positions:

-Recreation Aide

**Program Site(s):**

Albert Ray Massey Park Recreation Center (1001 NW 34th St, Gainesville, FL), TB McPherson Recreation Center (1717 SE 15<sup>th</sup> St, Gainesville, FL)

**Partner(s):** Peaceful Paths

To be completed by the Providing Agency

How much?	Actual	How well?	Actual	Anyone better off?	Actual
<b>Expected # of children to be served:</b> <b>20</b>  <b>Intensity of Services:</b> On-going engagement (weekly sessions)  # of youth attending programming	0   PRCA held 4 two week sessions	% of youth attending programming	0	% increase in healthy lifestyles satisfaction	0



## Project Narrative:

Describe what has been accomplished year-to-date.  
Include any adjustments due to COVID-19 or any other helpful information

Original plan was to increase total participation by 20 based on enrollment as our Westside and TB McPherson (Teen Camp) always have waitlists. Due to COVID-19, to meet CDC requirements, enrollment numbers were cut in half at each location, and changed from full day programs to half day programs. Enrollment numbers were cut from an anticipated 60 (Westside) and 40 (TB McPherson) to 20 at both locations. As such, expansion did not occur and an extension of funds was requested to expand enrollment during the 2021 summer sessions.

Plans for a drop in Rec on the Go program were also planned and intended as an alternative to in person camps, but guidance was given to move ahead with in person camps. Additionally, at the time we would have looked at implementing them both was the timeframe that there was a surge in cases in early June.

Organization Name: [Girls Place, Inc.](#)

### Organization Info

**Year Established:** 1983

**Most Recent 990 Year:** 2018

**Total Revenue:** 773,911

**Total Expenses:** 711,733

**Philanthropy Hub Profile Created:** Yes

### Program Snapshot

**Program Name:** Transportation Collaborative

**Contract Number:** 11552

**Award Amount:** 19592

**Expenditures through 9/30/20:** %:

**Extension Requested:**

**Type of Program:** Other

**Program Summary:** After-school and summer transportation for youth programming

**Target Population:** School-Age: Elementary & Middle School

**Program Staffing:**

2 Positions:

Monitor

Driver

**Program Site(s):**

Girls Place (2101 NW 39th Ave, Gainesville, FL)

**Partner(s):** University of Florida, BOOST Alliance Project, UF Vet School, Master Gardener Program

**To be completed by the Providing Agency**

How much?	Actual	How well?	Actual	Anyone better off?	Actual
<b>Expected # of children to be served: 20</b>	0	% of youth transported	0	Not defined	N/A
<b>Intensity of Services: On-going engagement (weekly sessions)</b>	N/A				
<b># of youth transported</b>	0				

## **Project Narrative:**

Describe what has been accomplished year-to-date.

Include any adjustments due to COVID-19 or any other helpful information

In light of Covid-19, Aces in Motion (AIM) and Girls Place (GP) will not collaborate on transportation. AIM decided not to serve children who were attending schools in person; thus, eliminating the need for transportation. GP prioritized the safety of our team, our youth, and the youth from AIM to minimize contact and potential exposure to Covid-19. Although AIM is now serving children in person, we maintain that the safety of the youth is the priority and we will not collaborate with transportation.

Organization Name: Florida Organic Growers

### Organization Info

**Year Established:**

**Most Recent 990 Year:**

**Total Revenue:**

**Total Expenses:**

**Philanthropy Hub Profile Created:** No

### Program Snapshot

**Program Name:** Growing Greatness

**Contract Number:** 11544

**Award Amount:** 11704

**Expenditures through 9/30/20:** %:

**Extension Requested:**

**Type of Program:** Out of School Time/Youth Development

**Program Summary:** School garden and fitness education

**Target Population:** School-Age: Elementary

**Program Staffing:**

2 Positions:

Education and Outreach Director

Education Staff

**Program Site(s):**

Marjorie K Rawlings Elementary (3500 NE 15th St, Gainesville, FL)

**Partner(s):**

To be completed by the Providing Agency

How much?		How well?		Anyone better off?	
<b>Expected # of children to be served:</b> <b>30</b>  <b>Intensity of Services:</b> <b>On-going engagement (weekly sessions)</b>  <b># of youth attending programming</b>		% of youth attending programming		% increase in food/gardening knowledge	

## **Project Narrative:**

Describe what has been accomplished year-to-date.  
Include any adjustments due to COVID-19 or any other helpful information

Due to COVID- 19 closing all county schools, we were not able to begin this project. We emailed asking for an extension and proposed doing an online curriculum for students to be able to cover the materials we would have presented on a weekly basis had we been able to conduct the curriculum in person . We have not received a response from the CTAC board on being permitted to adapt our program to fit within COVID restrictions and to be able to adhere to social distancing guidelines. We are very interested in providing these tools and resource to students, but feel online is the best way to do so if given your approval.

Organization Name: [United Church of Gainesville](#)

### Organization Info

**Year Established:**

**Most Recent 990 Year:**

**Total Revenue:**

**Total Expenses:**

**Philanthropy Hub Profile Created:** Yes

### Program Snapshot

**Program Name:** Read To Win

Contract Number:

**Award Amount:** 43823

**Expenditures through 9/30/20:** %:

**Extension Requested:**

**Type of Program:** Out of School Time/Youth Development

**Program Summary:** After-school and summer literacy tutoring for children attending low performing schools

**Target Population:** School-Age: Elementary

**Program Staffing:**

18 Positions:

1 Program Director

2 Trainers

15 Tutors

**Program Site(s):**

Lake Forest Elementary (4401 SE 4th Ave, Gainesville, FL)

Resilience Charter School (1717-A NE 9th St, Gainesville, FL)

Aces in Motion (1717 SE 15th St, Gainesville, FL)

Girls Place (2101 NW 39th Ave, Gainesville, FL)

**Partner(s):** Aces in Motion, Girls Place, Kids Count, Out East Youth, Project Youth Build, Indivisible Gainesville tutors



To be completed by the Providing Agency

Item 3.

How much?	Actual	How well?	Actual	Anyone better off?	Actual
<p><b>Expected # of children to be served:</b> <b>600</b></p> <p><b>Intensity of Services:</b> <b>On-going engagement (weekly sessions)</b></p> <p><b># of youth attending tutoring programming</b></p>		<p>% of youth attending tutoring programming</p>		<p>% of youth increase literacy</p>	

## Project Narrative:

Describe what has been accomplished year-to-date.  
Include any adjustments due to COVID-19 or any other helpful information

Due to the coronavirus pandemic and the shut down in Gainesville and Alachua County starting in March, Read To Win did not hold a summer reading camp as planned and anticipated. After school programming was also put on hold, I (Razia Ali Hamm) continue discussions with Kevin Berry, the district's Elementary Curriculum person. Because the district disallowed persons not employed by the school district to do programming and because of the halt to volunteers coming into the schools, we were unable to work directly with students.

As a result, and in good faith to the Children's Trust, Read To Win did not ask for any grant disbursements since the beginning of the grant. We continue to use volunteer hours. Our first and only expense was in August. The 10 year old computer we were using for Read To Win finally stopped working and was no longer repairable. We made the decision to purchase a new computer using the appropriate grant line item. Once we are able to start training tutors, I expect to start asking for grant disbursements.

We will continue in discussions with Mr. Berry with the hope of having a summer reading clinic in 2021. Our hope is the springtime will bring clarity on how we can work with children directly.

In parallel to that, the company that developed the main tool we use are actively producing materials and developing a platform to use the tool remotely with children. I am hopeful that this may be a way forward if the spring and summer still bring the need for minimal in person contact.

**Organization Name:** Gainesville Area Community Tennis Association, Inc.  
DBA Aces in Motion

### Organization Info

**Year Established:** 2004  
**Most Recent 990 Year:** 2018  
**Total Revenue:** 187,747  
**Total Expenses:** 203,778  
**Philanthropy Hub Profile Created:** Yes

### Program Snapshot

**Program Name:** Fit Lite Reading Pilot  
**Contract Number:** 11561  
**Award Amount:** 28,266  
**Expenditures through 9/30/20:**                      %:  
**Extension Requested:** **YES**  
**Type of Program:** Out of School Time/Youth Development  
**Program Summary:** Positive youth development programming for teens including tennis  
**Target Population:** School-Age: Middle School & High School  
**Program Staffing:**  
**Program Site(s):**  
 T.B. McPherson Center            (1717 SE 15th St, Gainesville, FL)  
**Partner(s):** Youth Development Research Practice Partnership, David P Weikart Center, WeCoach, Up2Us, The Forum for Youth Investment, Motiv8U, River Phoenix Center for Peacebuilding, UF College Reach Out Program, etc.

How much?	Actual	How well?	Actual	Anyone better off?	Actual
<p><b>Expected # of children to be served: 50</b></p> <p><b>Intensity of Services: On-going engagement (weekly sessions)</b></p> <p><b># of youth attending sessions</b></p>	0	% of youth attending sessions	0	n/a	

## Project Narrative:

Describe what has been accomplished year-to-date.  
Include any adjustments due to COVID-19 or any other helpful information

The Fit Lite Reading Pilot was originally planned for summer of 2020 in collaboration with the IAMSTEM summer program and Aces In Motion. Due to COVID, the IAMSTEM summer program was canceled for the summer of 2020. As a result, Aces In Motion applied to the CTAC for an extension (contract renewal) for the Fit Lite Reading Pilot. At the moment, our current plans are to run the project as proposed in the summer of 2021.

Fit Lite is the company that holds the curriculum and proprietary rights to the intervention we had planned. Prior to COVID, Fit Lite did not have a virtual option for their intervention as much of the strategy involves face to face interaction. However, they are almost complete with a virtual option which might change future opportunities and plans. If a virtual option becomes available through Fit Lite, we might entertain adjusting the project to happen in the spring of 2021.

**Organization Name:** Gainesville Area Community Tennis Association, Inc.  
DBA Aces in Motion

### Organization Info

**Year Established:** 2004

**Most Recent 990 Year:** 2018

**Total Revenue:** 187,747

**Total Expenses:** 203,778

**Philanthropy Hub Profile Created:** Yes

### Program Snapshot

**Program Name:** Aces In Motion After-School Capacity Building

Contract Number: 11557

**Award Amount:** 24250

**Expenditures through 9/30/20:** %:

**Extension Requested:**

**Type of Program:** Out of School Time/Youth Development

**Program Summary:** Positive youth development programming for teens including tennis

**Target Population:** School-Age: Middle School & High School

**Program Staffing:**

**Program Site(s):**

T.B. McPherson Center (1717 SE 15th St, Gainesville, FL)

**Partner(s):** Youth Development Research Practice Partnership, David P Weikart Center, WeCoach, Up2Us, The Forum for Youth Investment, Motiv8U, River Phoenix Center for Peacebuilding, UF College Reach Out Program, etc.

How much?	Actual	How well?	Actual	Anyone better off?	Actual
<b>Expected # of children to be served:</b> <b>8</b>  <b>Intensity of Services:</b> <b>On-going engagement (weekly sessions)</b>  <b># of youth attending sessions</b>	55  Weekly training of staff	% of youth attending sessions  100% of staff attend trainings	100% of youth attend 1 or more sessions	Yes. Investments were made into our Program Quality thus improving the experience and outcomes for our youth	

## Project Narrative:

Describe what has been accomplished year-to-date.  
Include any adjustments due to COVID-19 or any other helpful information

The Aces In Motion After School Capacity Building Project has accomplished much of what was proposed. There were only minor adjustments due to COVID-19. Major accomplishments include:

1. Increased our Youth Development Professional Development Capacity
  - a. Assessment – Youth Program Quality Assessment – Oriented and trained all staff in the Youth PQA. Conducted our first Youth PQA Internal Assessment.
  - b. Planning – Based on the results of the Youth PQA, the entire staff planned and development needed changes to our organization and operations to improve our program quality.
  - c. Improve – developed and currently implementing instructional coaching and providing professional development for staff trainings.
2. Consultation (Dr. Diedre Houchen)
  - a. Alignment – Through our consultation with Dr. Houchen, the leadership participated in a process of aligning our mission and practice under the framework of Positive Youth Development.
  - b. Logic Model – Through our consultation with Dr. Houchen, our Logic Model was updated and revised to best reflect our organization.
  - c. Organizational CV – Dr. Houchen produced a CV of Aces In Motion as it has been involved in many research and data activities over the years. Dr. Houchen also organized all the past research projects into succinct reports and files.
3. Increased our Organizational Capacity (staffing)
  - a. Positions – Due to the funding of the CTAC and a few other grants, we were able to implement a new organizational structure by hiring additional staff. The following were hired:
    - i. **After School Director** - Primary staff responsible for logistical coordination of daily after school program which include but not limited to: set up, check in of all youth, staff, volunteers and program visitors, daily management of program activities including tutoring, enrichment, and tennis time, check out, and closing down procedures.
    - ii. **After School Coordinator** - Assisting the After School Director in carrying out their duties.
    - iii. **Youth & Family Coordinator** - Assisting the Youth & Family Director in carrying out their duties.
    - iv. **Academic Coordinator** - Assisting the Academic Director in carrying out their duties.



**Organization Name:** Planned Parenthood of South, East and North Florida (PPSENFL)

### Organization Info

**Year Established:** 1971

**Most Recent 990 Year:** 2018

**Total Revenue:** \$20,609,245

**Total Expenses:** \$19,795,922

**Philanthropy Hub Profile Created:** Yes

### Program Snapshot

**Program Name:** Healthy Teens

**Contract Number:** 11558

**Award Amount:** 25000

**Expenditures through 9/30/20:** \$8247.68                      %: 33%

**Extension Requested:** 7/24/20

**Type of Program:** Out of School Time/Youth Development

**Program Summary:** Youth development activities focused on reproductive education

**Target Population:** School-Age: Middle School & High School

**Program Staffing:**

2 Positions:

Community Health Educator

Program Director

**Program Site(s):**

Planned Parenthood (914 NW 13th St, Gainesville, FL)

**Partner(s):** CDS Interface Youth Shelter

**To be completed by the Providing Agency**

How much?	Actual	How well?	Actual	Anyone better off?	Actual
<b>Expected # of children to be served:</b> <b>750</b>  <b>Intensity of Services:</b> <b>One-time Events</b>  <b># of youth attending FLASH workshops</b>	25	% of youth attending FLASH workshops	Of 25 youth enrolled, all youth participate in one-time virtual presentations	% reductions in STDs  % reduction in unplanned pregnancy in teens	N/A—it is too early to determine

## Project Narrative:

Describe what has been accomplished year-to-date.

Include any adjustments due to COVID-19 or any other helpful information

During the project period, PPSNFL recruited and hired a full time Community Educator to deliver services to youth in Alachua County. The Community Educator, began working with students in Gainesville, providing virtual education sessions on relationships, dealing with family stress, issues related to the social, emotional transitions from adolescence to adulthood, and human growth and development, which includes sexual health.

Due to the COVID-19 pandemic, it took a while to hire an educator and recruit schools and partnerships. However, after several months of recruitment, the program officially kicked off in September. Although the program is designed for face-to-face contact, students have remained engaged.

The Community Health Educator, Summer Cisneros, meets with youth bi-weekly online for 60-120 minutes to deliver the program essentials, as promised. We primarily have high school students engaged in programming, who receive age-appropriate conversations on recognizing, avoiding or getting out of risky situations, setting goals and making decisions, consequences of having sex, correct usage of condoms and other contraception methods, successful relationships, and risks of pregnancy and STIs/HIV. Topics include Mental Health & Mindfulness and Reproductive Anatomy & Physiology. PPSNFL has continued to rely on CDS Interface Youth Shelter who has recruited youth to participate in virtual sessions to youth on a weekly basis.

During this time, we have also focused on peer education, empowering teens to begin to have conversations about sexual health with their friends and peer groups. PPSNFL's interaction with youth has helped to connect to self-awareness and apply a decision-making model that impacts real-life situations, especially during these uncertain times. We will continue to offer educational sessions in a virtual format and when physical sessions can resume, the Educator will meet with students in PPSNFL's health center, at community locations and schools.

**Organization Name:** Pace Center for Girls Inc.

## Organization Info

**Year Established:** 1985

**Most Recent 990 Year:** 2019

**Total Revenue:** \$1,752,505.

**Total Expenses:** \$1,748,166

**Philanthropy Hub Profile Created:** Yes

## Program Snapshot

**Program Name:** Pace Reach Community Counseling Services for Adolescent Girls

**Contract Number:** 11579

**Award Amount:** \$111,832

**Expenditures through 9/30/20:** %:

**Extension Requested:** Yes

**Type of Program:** Health - Mental/Behavioral Health

**Program Summary:** Reach program will serve girls, ages 11-18 in Alachua County in need of behavioral health services whose histories include trauma, aggressive behavior, runaway or unstable family, high risk sexual activity, substance abuse, truancy, and DJJ involvement.

**Target Population:** School-Age: Middle School & High School

**Program Staffing:** Reach Program Manager, Therapist and Program Coordinator

**Program Site(s):**

Lincoln Middle School (Virtual)

PACE Center for Girls Inc. (1010 SE 4th Ave, Gainesville, FL)

**Partner(s):** The Edna McConnell Clark Foundation

MDRC (evaluation)

How much?	Actual	How well?	Actual	Anyone better off?	Actual
<p><b>Expected # of children to be served: 20-25</b></p> <p><b>Intensity of Services: On-going engagement (weekly sessions)</b></p> <p><b># of youth will receive therapeutic services one time per week for 2-15 months</b></p>	N/A	% youth receiving therapeutic services one time per week for 2-15 months	N/A	<p>% decreased their mental health risk</p> <p>% had no involvement with the juvenile justice system</p> <p>% improved peer relationships</p> <p>% improved family relationships</p> <p>% improved social skills</p> <p>% improve their use of time and engaged in positive activities.</p>	N/A

## Project Narrative:

Describe what has been accomplished year-to-date.  
Include any adjustments due to COVID-19 or any other helpful information

Because of the COVID – 19 pandemic and the subsequent disruption of public schools, we were not able to begin to implement our Reach program until August of 2020. In conversations with Colin Murphy, ED of the CTAC, we amended the scope of services and timeline to reflect what could reasonably be accomplished in the wake of the pandemic.

To date, we have a verbal contract with Lincoln Middle School that will be officially executed this week. In the meantime, we have hired a therapist and have promoted a staff member to assume management of the program. We have been working with the counselors at Lincoln as well as our community partners to identify clients who will benefit from the Reach program. Designated space for the Reach program has been provided onsite at Lincoln.

Organization Name: **Big Brothers Big Sisters of Tampa Bay, Inc.**

Organization Info

**Year Established:** 1964

**Most Recent 990 Year:** 2018

**Total Revenue:** \$5,243,044

**Total Expenses:** \$5,192,440

**Philanthropy Hub Profile Created:** Yes

**Program Snapshot**

**Program Name:** Big Brothers Big Sisters of Alachua County

**Contract Number:** 11562

**Award Amount:** 29554

**Type of Program:** Out of School Time/Youth Development

**Program Summary:** Mentorship program for youth

**Target Population:** School-Age: 6-18

**Program Staffing:**

Program Director

**Program Site(s):**

4630 Woodland Corporate Blvd

Suite 160

Tampa 33614

United States

**Partner(s):**

To be completed by the Providing Agency

How much?	Actual	How well?	Actual	Anyone better off?	Actual
<p><b>Expected # of children to be served:</b> <b>20</b></p> <p><b>Intensity of Services:</b> <b>On-going engagement (weekly sessions)</b></p> <p># of mentorship sessions attended</p>	2	% of mentorship sessions attended		<p>% increase in academic achievement</p> <p>% improvement in life skills</p>	No youth have been matched long enough to track outcomes at this time.



## Project Narrative:

Describe what has been accomplished year-to-date.

Include any adjustments due to COVID-19 or any other helpful information

Once we secured funding from the Children's Trust of Alachua County this past Spring, we focused on hiring a Program Director for Alachua County to launch our mentoring program here. Our initial hire, Graham Glover, who recently retired from the military, began working for us on Monday, February 24<sup>th</sup>. Graham helped get us started in Alachua County, and did some interviews and obtained local media coverage to build awareness. Graham made the difficult decision to leave our agency over the summer, to be the new Information Officer at the Gainesville Police Department.

We quickly replaced Graham with Jasmyn Copeland, a former educator with the Alachua County School System. Once she completed her training with us, Jasmyn hit the ground running and quickly worked to develop partnerships in the community for both volunteers and child referrals. These partnerships include The Alachua County School District, The Boys and Girls Club, the Partnership for Strong Families, the Gainesville Police Department, the Gainesville Housing Authority, Gators for Good at the University of Florida, and the Chrysalis Counseling Center.

Thanks to our agency's partnership with the local United Way, we are leasing office space from their facility in Gainesville to conduct interviews and complete other tasks. Additionally, we were successful in raising outside funds (i.e., Regions Bank) to cover the \$8000 cost of a new LiveScan digital fingerprint machine for completing Level II background checks on all perspective volunteers in Alachua County. This machine allows us to also comply with all Florida Department of Juvenile Justice requirements for volunteers, including a photograph of the volunteer.

The COVID-19 pandemic was unexpected, of course, and slowed down the implementation of our services in Alachua County in a major way while everyone figured out how to deal with this unique and challenging health crisis. While we are still very respectful of the dangers of this pandemic, we have learned how to adjust our operations and practices to be able to still provide our mentoring services in a relatively safe manner.

In other words, Big Brothers Big Sisters is open for business in Alachua County.

Our first two Big/Little matches were made in September of this year, and we could not be prouder of this accomplishment. Details of these first two matches are provided below.

As of the end of September, we had 18 additional children enrolled and waiting to be matched. We also have 5 additional volunteers in our enrollment process.

We match a Big and Little based off interests, personalities, location, and availability so it is helpful to have a wide selection of youth ready to be matched for when a volunteer is processed.

Our first two Big/Little matches were both made virtually, a process we put into place in March of this year when the pandemic began. Traditionally, all interviews and match meetings are completed in-person and then the Bigs and Littles spend time together face to face. When it became clear this past March that our usual process for making matches was not safe to do in person due to the pandemic, we immediately pivoted to operating virtually.

Our Big Orientation & Trainings (which all interested volunteers must complete prior to being interviewed) started being conducted online in mid-March, as well as interviews with both the volunteers and families, and the initial match meeting between the Big, the Little, the Little's parent/legal guardian, and the BBBS staff member. While our Big/Little matches can utilize Facetiming, sending letters, talking on the phone, and texting most are again meeting in person, with masks and social distancing.

Here is some information on our first two Big/Little matches:

**Denora**, age 6, is the youngest of four children in her family. Her mother is a single mom and she wanted Denora to be able to receive more one-on-one attention and have an additional positive adult to look up to. Denora is now matched with her new Big Sister Amber and said she cannot wait to go to the playground and swing with her new Big Sister.

Here is a picture of our first match, Amber and Denora, and a bit more information about their match: (Please go to next page.)



Amber is a preschool teacher here in Gainesville and has a passion for teaching little ones. Denora is a fun and energetic six-year-old. She and Denora hit it off the moment they met. They have already enjoyed a trip to the library, the park, and a visit to a local ice cream parlor. Amber has also put her teacher skills to use by helping Denora reach her goal of improving her reading comprehension. They have played research-based learning games, such as, sentence building dominoes, practiced patterns and letter sounds, and read multiple books together. Dominique, Denora's Mom, reached out to Big Brothers Big Sisters in hopes of providing her daughter the additional emotional and academic support that she recognized her kids needed, as she is a hard-working single parent of four.





Next, we have Payton and Aaliyah...

**Aaliyah**, age 12, is the oldest of four children in her family and lives with her mom. Her mom tried to enroll Aaliyah into Big Brothers Big Sisters in 2019 and was disappointed to learn then that we were not yet operating in Gainesville. When she heard that Big Brothers Bigs Sisters of Alachua County had come to town this year, she was excited to enroll several of her children. Aaliyah's mom wanted Aaliyah to be matched with a Big Sister so that she could have a good role model in her life and get some help having a more positive attitude. Aaliyah says she has a "fun, goofy personality" and wanted a Big Sister to try new things with. She met her new Big Sister Peyton in September and they are off to a great start!



Payton is a student at the University of Florida who is pursuing a career in pediatric psychology. Payton also would like to become a foster parent later in life. Aaliyah is an extremely focused 7<sup>th</sup> grader who has high expectations for herself as well. One of the goals Aaliyah has identified is the need for support in organization and with strategies for studying. These are both skills Payton has mastered and is thrilled to be able to share tactics. To date, Payton and Aaliyah have enjoyed going out to eat for lunch, and spending time going through Aaliyah's virtual classes...one by one, to help Aaliyah learn to navigate her online portals so she will not miss assignments and due dates. Aaliyah is new to the virtual world and Payton has become quite proficient. For their next outing they plan to go hiking and end the day with some outside study time. Aaliyah has a big test she wants help getting ready for.

We are super excited that we have begun to make new Big/Little matches here in Alachua County, even during a Pandemic! Here is what we have coming up...

We have an amazing “Big Couple” we will be matching in hopefully the next week or so. The husband played football in college and the wife has a heart of gold. We have an incredible young man who is so excited to be introduced to his new mentors, as soon as all safety clearances have been processed.

We also have another UF student who has patiently waited to a part of our program since the fall of last year, as we were not serving Alachua at that time. She has completed her Virtual Training and her Volunteer Interview. She too will be matched as soon as all her background information has been processed.

We have been extremely fortunate to have made many connections with families all over Alachua County that are actively being processed. The efforts are now being spent on recruiting Bigs, and huge strides have been made there too! As part of that effort, we also recently connected with a couple board members from the prior Big Brothers Big Sisters agency serving Gainesville, and obtained some files of their former volunteers who we will then reach out to in an effort to re-engage them with us.

2020 is certainly a year everyone will not forget, and we are proud of the progress we have made to make sure that the children of Alachua County are never forgotten!

Our grant goal for 2020 was to provide 20 youth in Alachua County with a quality mentoring experience. While this was not ultimately not possible to do due to Covid-19, the funds from the Children’s Trust of Alachua County did provide us funding to get our operations off the ground by hiring a quality Program Director in Gainesville, making two initial Big/Little matches and setting the stage for many more in the coming months.

While we are not yet able to track any outcomes for the Alachua County youth we are serving due to them being so new, we know the matches we are making are high quality and we have no doubt that Alachua County youth will be positively impacted by these mentoring relationships long term. We will provide outcomes on the youth served in Alachua County in the future.

We look forward for the opportunity to continue to partner with the Children’s Trust of Alachua County going forward to sustain and grow our mentoring programs even more in the coming year.

**File Attachments for Item:**

4. CARES Funding



**Item:**

CARES Funding

**Requested Action:**

The Trust is asked to discuss reallocating CARES Funding granted to the Trust by the BoCC.

**Background**

While students have been attending the Kids County of Alachua County, Inc. “Pandemic Learning Pods” program, the Early Learning Coalition of Alachua County, Inc. has had a much softer response for a number of reasons, which are included in the letter attached to this item.

**Attachments**

Letter from Jackie Hodges, CEO of the Early Learning Coalition of Alachua County

**Programmatic Impact:**

TBD

**Fiscal Impact:**

TBD

**Recommendation:**

Staff recommends a discussion concerning reallocating funding





# MEMO

**TO:** Colin Murphy, Children's Trust Executive Director  
**FROM:** Jacki Hodges, CEO  
**RE:** Learning Pods Update  
**DATE:** October 13, 2020

Colin,

This Memo is to help inform you on the update of the Learning Pods Program that was developed between the Children's Trust and the ELC of Alachua County. As you are aware this program was rolled out rather quickly to give immediate support to our families that were struggling with sending their school age children back to school during the Covid19 Pandemic.

We followed the guidelines of the Children's Trust and initiated a campaign to inform providers, families and community partners throughout the county. We utilized Zoom meetings, Social media, information on our website and word of mouth to get the information to the families. To date we've only had 4 families apply for the program.

Last week we asked our providers if they could give some insight as to why so few families have applied and our providers said that the families didn't want to share their income information. In addition to that reason, the ELC had previously initiated a similar type program with School Readiness dollars for the families of school age children that were already enrolled through the ELC for School Readiness. Both circumstances could account for the low effort to apply.

Please let us know how you would like to proceed. We are here to assist your organization and our families.

Kind Regards,

Jacki

**File Attachments for Item:**

5. Cancellation of the November 2, 2020 Meeting



**Item:**

Cancellation of the November 2, 2020 Meeting

**Requested Action:**

The Trust is asked to cancel the November 2, 2020 Meeting

**Background**

The Trust has a joint meeting with the Gainesville City Commission on 11.4.2002, just two days after the scheduled Trust meeting. There are no pressing items to discuss for November 2, 2020.

**Attachments**

NA

**Programmatic Impact:**

NA

**Fiscal Impact:**

NA

**Recommendation:**

Staff Recommends approval

**File Attachments for Item:**

6. DCF Local Match White Paper

## Local Match White Paper

### **What is local match?**

The Florida Legislature passed the Revenue Maximization Act (F.S. 409.071) in the mid-1990s which recognized that state funds are insufficient to match the health and human services needs provided by state agencies. The Legislature fully authorizes the use of certified local funding for federal matching programs possible to support local services. State agencies were charged with the expectation to provide proactive support to implement the legislative priority. The intent was that the initiative was to be cost neutral to state funds. While the reference of “certified local funding” implies the funding of a local agency, the fund sources available to claim additional federal reimbursement are entitlement grants which require certified public expenditures to be used as match. The primary federal funds available for reimbursement are the entitlement grants of Title IV-E, Medicaid, and Supplemental Nutrition Assistance Program (SNAP) and each of these grants require public dollars to be used to claim the reimbursement.

The federal guidance at 2 CFR 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Grants, in 200.1 the definition for “local agency” means any unit of government within a state, including county borough, municipality, city, town, township, parish, local public authority, special district, school district, intrastate district, council of governments, and any other agency or instrumentality of intra-State or local government. All these agencies have certified public expenditures.

The Department of Children and Families must amend the Title IV-E State Plan and the Public Assistance Cost Allocation Plan to ensure that the costs are allowable and reimbursable.

Fed authority / State authority (statute, etc.)

The Federal authority to claim certified public expenditures is provided in 2 CFR 200 and 45 CFR 75.03 Cost Sharing or Matching (b) 1-7, and (c) provisions are available to outline the allowable costs and reporting requirements.

Florida Statutes 409.071 and 409. 26731 provides authority for the state agencies to certify local funds as match for Title IV-E reimbursement. The match for this fund source must be certified public funding to claim any reimbursement. Again, local funding as stated in the legislation is much broader than generally considered local agency funding.

### **Who can receive services?**

Children known to the child welfare system may be claimed for reimbursement if there is an open case with ongoing case management and case oversight being provided. The child must have an assigned Child Protective Investigator, a Sheriff’s Office investigator or a Community-Based Care case manager providing either in-home, foster care or adoption services.

**What activities are claimable?**

The activities that are reimbursable from federal funds must be approved in the State’s Title IV-E State Plan, Administrative Case Management State Plan and the Supplemental Nutrition Assistance Program State Plan. Likewise, the activities claimable must be submitted and approved in the Public Assistance Cost Allocation Plan.

- Title IV-E has three components of allowable costs – maintenance, or room, board and supervision: administration and training costs.

Maintenance costs may be claimed only for children who are determined Title IV-E eligible and who are eligible when the cost is incurred. Examples include:

- Room and board costs for out of home care placement
- Supervision costs for children and youth in out of home placement
- Incidental expenses may include but not limited to:
  - Clothing, diapers
  - School related expenses – costs for school supplies (backpack), graduation, prom costs, class ring
  - Lessons such as – horseback riding, dance, music, art

Administrative costs may be for children remaining in the home, children in out of home placement or children in adoption assistance. Examples of administrative costs may include, but not limited to:

45 CFR 1356.60 (c)

- Referral to services
- Preparation and participation in judicial determinations
- Placement of the child
- Development of the case plan
- Case reviews
- Case management and supervision
- Recruitment and licensing of foster homes and institutions
- Rate setting
- A proportionate share of related agency overhead, and
- Cost related to data collection and reporting.

Additional Title IV-E foster care administrative costs specified in the CWPM, Section 8.1B Title IV-E, Administrative Functions/Costs, Allowable Costs – Foster Care Maintenance Payments Programs may include:

- Preplacement administrative costs (inclusive of those listed above) that are provided to children at imminent risk of removal from the parents and placed in the foster care system;

- Title IV-E eligibility determinations;
- Completing a case assessment in the context of case planning that addresses psychological, developmental, behavioral, and education factors to explore underlying issues such as family violence or substance abuse and examining the child and family's needs, strengths, resources, and existing support systems; and
- Independent legal representation by an attorney for a child who is a candidate for Title IV-E foster care or in foster care and his/her parent in the preparation and participation in all legal proceeding.

Additional Title IV-E adoption administrative costs specified in the CWPM, Section 8.1A, Title IV-E, Administrative Functions/Costs, Allowable Costs – Adoptiton Assistance may include:

- Recruitment of adoptive homes
- Placement of the child in adoptive home
- Case review and case management conducted during a specific preadoptive placement for childre who are legally free for adoption
- Case management and supervision prior to final decree of adoption
- Completion of home studies
- Activities related to post-finalization, such as:
  - Fair hearings and appeals;
  - Management of the adoption subsidy;
  - Review and negotiation of the adoption assistance agreement;
  - Case management performed to implement an adoptiton assistance agreement

Medicaid is claimable as Administrative Case Management which includes:

- Raising awareness about health coverage,
- Create opportunities for families to get their eligible children signed up for services
- Motivate parents to enroll their children and renew as needed,
- Share information about the application process,
- Discuss how to apply for Medicaid and
- Assist families in completing the application process.

SNAP is claimable when the following services are provided:

- Provide information on the SNAP application process,
- Assist families with applying for SNAP.

**What agreements exist currently, and what are they for?**

Existing Agreements	Claiming Medicaid	Claiming SNAP	Claiming Legal Representation	Claiming Adoption Services
Children’s Services Council of Martin County	✓	✓		
Children’s Services Council of Broward County			✓	✓
Children’s Services Council of Palm Beach County			✓	
Palm Beach County, Board of County Commissioners				✓

**What agreements are we working on?**

Working Agreements	Claiming Medicaid	Claiming SNAP	Claiming Legal Representation
Office of Criminal Conflict & Civil Regional Counsel -Regional Counsel 1			✓
Office of Criminal Conflict & Civil Regional Counsel – Regional Counsel 2			✓
Office of Criminal Conflict & Civil Regional Counsel – Regional Counsel 3			✓
Office of Criminal Conflict & Civil Regional Counsel – Regional Counsel 4			✓
Office of Criminal Conflict & Civil Regional Counsel – Regional Counsel 5			✓
Judicial Administrative Commission			✓
Children’s Trust of Alachua County	✓	✓	

**Shift to FFPSA – September 30, 2021**

Florida DCF is preparing for the implementation of Family First Prevention Services Act no later than October 1, 2021. The Department is producing a Prevention Plan that will be carried out by the community-based agencies providing child welfare services across the state. With the implementation of significant program as FFPSA, there are issues in the process of being determined by DCF and OCW leadership in collaboration and the necessary approval by the ACF. At this time, and in the months to come significant decisions will be made. T



### **Change in candidacy definition**

A candidate for foster care was established in federal regulation in 1985 with revisions made as part of the Deficit Reduction Act of 2005. The requirements restricted claiming for Title IV-E administrative costs for a child who is at imminent risk of removal from their home. A case plan must be completed with the parents to identify services to maintain the child within the home. In addition, an eligibility determination must be completed and redetermined every six months.

The language and the requirements for defining a candidate for foster care remained the same until the passage of Family First Prevention Services Act of 2017. The candidate for foster care is defined as a child identified in a prevention plan as being at imminent risk of entering foster care (without regard to whether the child would be eligible for title IV-E foster care, adoption, or guardianship payments) but who can remain safely in the child's home or in a kinship placement as long as services or programs that are necessary to prevent the entry of the child into foster care are provided. The term includes a child whose adoption or guardianship arrangement is at risk of a disruption or dissolution that would result in a foster care place. Each state has the option to define a candidate for foster care under the Prevention Plan for FFPSA.

Florida's proposed definition to ACF is as follows:

*Candidate for foster care" for the purpose of this chapter, means a child, youth, and young adult, formally assessed through community engagement or abuse hotline reporting to be at risk of entering foster care but who can remain safely in their home or in a kinship placement with the evidence-based prevention services delivered by the community, through the Community Based Care service network, or through the Department. A child and youth may be at risk of entering foster care based on alleged maltreatment and/or circumstances and characteristics of the family unit, individual parents, and/or children that may affect the parents' ability to safely care for and nurture their children in their own homes.*

### **Evidence-based practices**

A key component to the FFPSA is the ability for a state to claim Title IV-E reimbursement for evidence-based services that support and address the issues that brought the family to the attention of the Department. Prior to this legislation, federal regulations forbid any claiming of services. 45 CFR 1356.60 (c) (3) states "allowable administrative costs do not include the costs of social services provided to the child, the child's family or foster family which provide counseling or treatment to ameliorate or remedy personal problems, behaviors or home conditions." With FFPSA, services such as substance abuse treatment, parenting and mental health services may be claimed at 50% administration reimbursement. In addition, DCF has the latitude to identify specific evidence-based practices that will address the immediate issues of the family that will alleviate the necessity of a child's removal and placement in foster care. The Department continues to meet with stakeholders and partners across the State to explore evidence-base practices currently in place and those that agencies are considering implementing. As decisions are made the Children Services Council can be provided updated information.