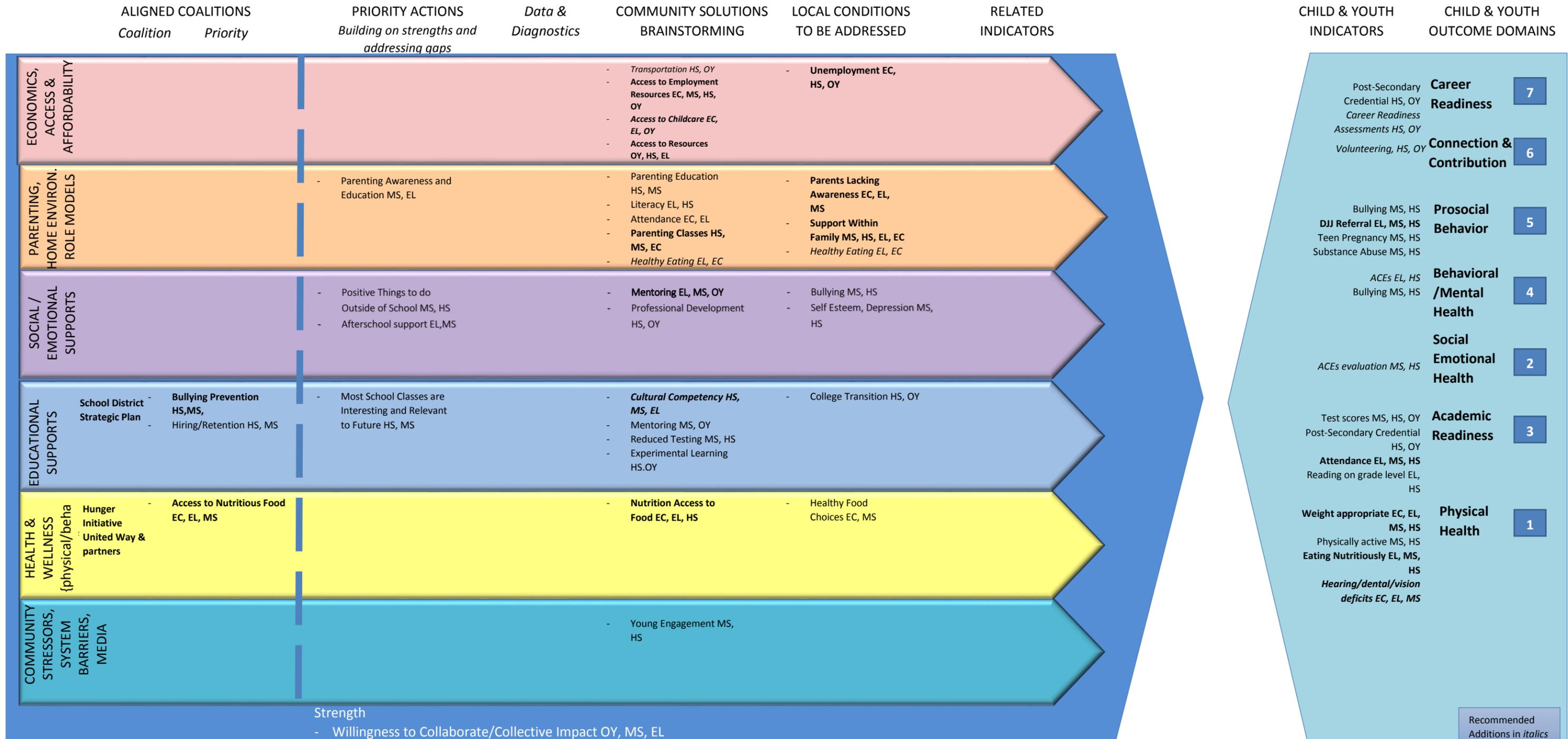


# FAMILY, SCHOOL & COMMUNITY SUPPORTS FOR SUCCESS

Mentioned two or more times.  
**Bold ≥ 3 or 4 times.**

Age Group: **Overlap**

## STAIRS TO SUCCESS



Recommended Additions in *italics*

COMMUNITY CONTEXT DATA

FOCUS POPULATIONS  
 PBC Community Needs Assessment on Community Needs and Disability

CHILD & YOUTH DEMOGRAPHIC DATA



\*See back for additional detail\*



**ACRONYMS:**

ACE (trauma) –Adverse Childhood Experiences

AP – Advanced Placement

ASQ/ASQse – Ages & Stages Questionnaire’s: Social-Emotional, Second Edition

AVID – Advancement Via Individual Determination

CI – Collective Impact

CTE – Career Technical Education

DJJ – Department of Juvenile Justice

ESL – English as a Second Language

FAFSA – Free Application for Federal Student Aid

FETPIP – Florida Education & Training Placement Information Program

GPA – Grade Point Average

IEP – Individualized Education Program

MMT: Mapping Moving Trains (Forum for Youth Investment)

PCAT screening (Positive Achievement Change Tool)

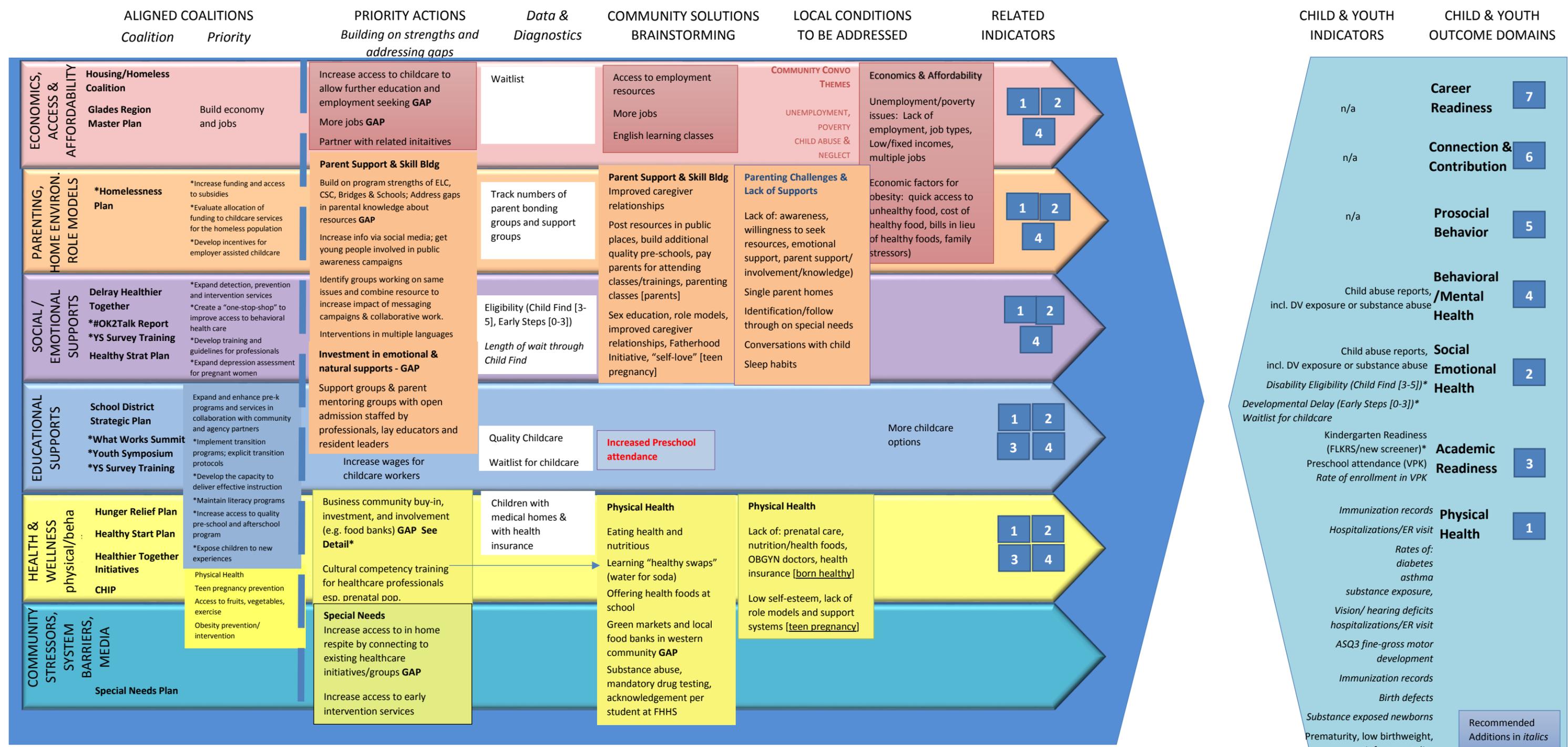
PBC – Palm Beach County

SAT/ACT – Scholastic Assessment Test/American College Testing



FAMILY, SCHOOL & COMMUNITY SUPPORTS FOR SUCCESS

STAIRS TO SUCCESS



**COMMUNITY CONTEXT DATA**

Poverty    Employment    Community Violence    Homelessness    Hunger/Food Insufficiency

**FOCUS POPULATIONS**

PBC Community Needs Assessment on Community Needs and Disability

**CHILD & YOUTH DEMOGRAPHIC DATA**

Plus above disaggregated by:  
Race/Ethnicity  
Gender  
Age  
Primary Language  
Geography  
(agree on common approach – zip code, census tract, region)  
High poverty

Palm Beach County 13 Youth Master Plan



**GAP 3:** There is a need for business community buy-in, investment and involvement. (I.e. Green markets and food banks in the Glades)

Possible action plan steps-

- Creating campaigns for businesses- why get involved, benefit to their company... here are some talking points from the BRIDGES website soon to go live (we changed BRIDGES to community initiatives or programs and events):

Here's three reasons why supporting community initiatives is beneficial to your company.

- 1) Tax deductions. One of the most immediate benefits to your business from supporting community initiatives is being able to get a charitable donation tax deduction. Donations that are generally tax-deductible include sponsorships of events, donations of inventory, or services and cash donations.
  - 2) Free publicity. Sponsoring one of community non-profit programs and volunteering your employees' time are great ways to raise awareness about your company in the community. Through the programs marketing, your business will be recognized as a community supporter, with your logo appearing on flyers, event posters and other materials. Your company can also get the word out about your involvement by posting on your social media platforms and your website. It's a win-win for everyone!
  - 3) Giving back is good for you. Aside from tax breaks and publicity, perhaps the biggest benefit of having your business support community initiatives is the feeling your employees will get from giving to others. Supporting these programs and events will improve your company's sense of well-being, as well as keep you connected to the local community. The act of helping others, especially children, will create an unmatched inner satisfaction for your staff.
- Develop a program like "Pay for Success" in which businesses pay for outcomes. The basics of the program are a business or bank will fund a program with specific outcomes and then the program will pay back the funder over time based on outcome achievement. If programs achieve all their outcomes then the business might require minimal or no pay back as they feel it was a worthwhile investment in the community. Jeff Goodman saw a presentation on this in Utah.

*Acronyms and Named Screenings*

*FLKRS=Florida Kindergarten Readiness Screener*

*Child Find eligibility re: disabilities*

*Early Steps =re: developmental delays*

**\*\*\* Added Recommendations:**

**Parenting, Home Environment, and Role Models**

- Increase funding and access to high-quality and dependent care subsidies [*Homelessness Plan pg. 73*]
- Develop incentives for employer-assisted childcare and dependent care [*NEEDED SOURCE*]
- Evaluate allocation of funding to childcare services for the homeless population [*Homelessness Plan pg. 69*]

**Social/Emotional Supports**

- Needs Action: Expand detection, prevention, and intervention services for children across the full developmental continuum. [*#OK2Talk Report 2014. pg. 15*]
- Needs Action: Create a "one-stop shop" to improve access to behavioral health care services that includes multi-level treatment plans and strategies to connect with youth. [*#OK2Talk Report 2014. pg. 16*]
- Needs Action: Develop training and guidelines for first responders, judges, school personnel and policymakers on mental health recognition, sensitivity, and de-escalation strategies. [*#OK2TALK. Community recommendations 2014 NAMI and #OK2Talk Report 2014. pg. 13*]
- Expand depression assessment for pregnant women [*YS Survey Training, slide 6*]

**Educational Supports**

- Implement transition programs in every school (entry into kindergarten, 6th, 9th, and post-graduate. Responsibility: Transition Programs Workgroup [*SWAT Special Needs pgs. 27; What Works Summit, slide 14*])
- Develop the capacity to deliver effective instruction in prekindergarten to grade 2 [*NEED SOURCE*]
- Maintain literacy programs beginning in early childhood to young adulthood. [*YS Survey Training, slide 6*]
- Explicit transition protocols are needed for children receiving ESE services in preschool. [*SWAT Special Needs pg. 27*]
- Increase access to quality pre-school and afterschool program [*NEED SOURCE*]
- Expose children to new experiences. [*Youth Symposium*]

**ACRONYMS:**

ACE (trauma) –Adverse Childhood Experiences

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FAFSA – Free Application for Federal Student Aid

FETPIP – Florida Education & Training Placement Information Program

GPA – Grade Point Average

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PCAT screening (Positive Achievement Change Tool)

PBC – Palm Beach County

SAT/ACT – Scholastic Assessment Test/American College Testing



FAMILY, SCHOOL & COMMUNITY SUPPORTS FOR SUCCESS

STAIRS TO SUCCESS

ALIGNED COALITIONS		PRIORITY ACTIONS	Data & Diagnostics	COMMUNITY SOLUTIONS	LOCAL CONDITIONS	RELATED INDICATORS
Coalition	Priority	Building on strengths and addressing gaps		BRAINSTORMING	TO BE ADDRESSED	
ECONOMICS, ACCESS & AFFORDABILITY		<b>Priority:</b> Access to resources to alleviate stressors related to poverty	Basic Needs (Family): Affordable housing Employment Food insecurity,	<b>Improve access</b> (i.e. basic needs, child-care/afterschool, mentoring services, peer support, mental health services, nutritious food, community resources (e.g., the library, community gardens) <i>(also in below categories)</i>	Lack of Resources Lack of access to supports for basic needs (i.e. healthy food, housing, clothing, employment, benefits)*	1 2 3 4
		<b>GAP/Priority:</b> Parent awareness, education & skill building supports (how to access resources, importance of attendance, promoting reading, supportive/communicative relationships); Peer support groups	- Parent Engagement in Schools -- academics, supporting activities - Literacy at home	<b>Improve training for parents via community-based workshops</b> promoting literacy, parent engagement, healthy eating, building communicative relationships with their children, financial literacy, recognizing mental health concerns, importance of school attendance, etc.	<b>Parenting &amp; Home Environment</b> Parents lacking awareness, education/skills <b>Need more support for parents</b> (mentorship, peer support, skill building) <b>Need more support for children</b> (parental communications)	1 2 3 4 5
PARENTING, HOME ENVIRON. ROLE MODELS		<b>Priority:</b> Supports that bolster/work with home environment				
SOCIAL / EMOTIONAL SUPPORTS	Unicorn Foundation Special Needs Assessment	Increased opportunities for social and recreational activities/afterschool Interactions with non-disabled peers	- Sufficient special needs services - Length of wait for services through Child Fund - ASQ/ASQse administration rates - Engagement in services	<b>Improve access</b> afterschool, mentoring services, peer support,	<b>Need more support for children</b> (i.e. mentorship, peer support)	1 2 3 4 5
	*#OK2Talk Report	*Expand detection, prevention and intervention services				
EDUCATIONAL SUPPORTS	School District Strategic Plan	Educational equity for all students Increase parental, community & business involvement Strengthen anti-bullying & student safety initiatives	- Community/School Transiency - Afterschool/mentorship/recreation (access, availability, engagement) - Intervention services-tutoring	<b>Improved training for teachers</b> (i.e. cultural competency, parent engagement, differentiating educational plans based on student needs)	<b>Need more support for educators</b> (i.e. training, mentorship, peer support) Lack of Resources Lack of educational materials at home  <b>Need more access to interventions</b> (i.e. tutoring, mentoring, afterschool services)	1 2 3 4 5
	*What Works Summit	Increase professional dev. & training for teachers				
HEALTH & WELLNESS {physical/behavioral}	Hunger Relief	*Implement transition programs *Increase access to quality pre-school and afterschool program	- Food insecurity - Immunization rates - Access to health care - IEPs (Special Designations) - School incident reports (specific to BH) - Intervention services – mental health - Health insurance - Medical Home/primary care - Hearing/vision/dental care	<b>Improve access</b> mental health services, nutritious food, community resources (e.g., community gardens)		1 2 3 4
	Unicorn Foundation Special Needs	All PBC youth have access to nutritious food; Respite Care				
COMMUNITY STRESSORS, SYSTEM BARRIERS, MEDIA	Birth to 22 (symposium)	Launch community wide public awareness campaign (i.e. parent empowerment)		<b>Widespread campaigns</b> (i.e. websites, grassroots awareness and engagement re: protective factors that promote healthy development)		1 2 3 4

**STRENGTHS:** County embraces collective impact work; lots of collaborative activity  
Faith community

COMMUNITY CONTEXT DATA

Toxic Stress    Cultural Barriers

CHILD & YOUTH INDICATORS	CHILD & YOUTH OUTCOME DOMAINS	
n/a	<b>Career Readiness</b>	7
n/a	<b>Connection &amp; Contribution</b>	6
Discipline Referrals & Suspensions	<b>Prosocial Behavior</b>	5
Abuse & Neglect <i>ESE (special designation)</i> <i>SEQ (Report Card)</i> <i>Behavioral Infractions</i> <i>Suspension Rates</i> <i>School Incident Reports</i> <i>ACE's (trauma)</i> <i>Domestic Violence</i>	<b>Behavioral /Mental Health</b>	4
Talk to at least one adult <i>Parent/child communications</i>	<b>Social Emotional Health</b>	2
<i>Kindergarten readiness assessment</i> <i>3rd grade reading</i> <i>Summer slide</i> <i>Attendance/Chronic Absenteeism</i>	<b>Academic Readiness</b>	3
Height/Weight BMI Eating nutritiously <i>Immunization Rates</i> <i>Hearing/Dental/Vision deficits</i> <i>Chronic health issues</i>	<b>Physical Health</b>	1

Recommended Additions in italics

CHILD & YOUTH DEMOGRAPHIC DATA

**\*\*\* Added Recommendations:**

**Social/Emotional Supports**

- Needs Action: Expand detection, prevention, and intervention services for children across the full developmental continuum. [*#OK2Talk Report 2014. pg. 15*]

**Educational Supports**

- Implement transition programs in every school (entry into kindergarten, 6th, 9th, and post-graduate. Responsibility: Transition Programs Workgroup [*SWAT Special Needs pgs. 27; What Works Summit, slide 14*])
- Increase access to quality pre-school and afterschool program [*NEED SOURCE*]
- Provide engaging enrichment activities and holistic wrap-around services [*NEED SOURCE*]

**ACRONYMS:**

ACE (trauma) –Adverse Childhood Experiences

AP – Advanced Placement

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SAT/ACT – Scholastic Assessment Test/American College Testing

SEQ-School Effectiveness Questionnaire



FAMILY, SCHOOL & COMMUNITY SUPPORTS FOR SUCCESS TO SUCCESS

STAIRS TO SUCCESS

ALIGNED COALITIONS	PRIORITY ACTIONS	Data & Diagnostics	COMMUNITY SOLUTIONS	LOCAL CONDITIONS TO BE ADDRESSED	RELATED INDICATORS
ECONOMICS, ACCESS & AFFORDABILITY		Middle school career assessment Magnet schools/career academies participation	<b>Economic &amp; Access</b> Career days/fairs Job shadowing Community gardens		1 3 4 5
PARENTING, HOME ENVIRON. ROLE MODELS	<b>GAP:</b> Parenting education in a manner that reaches the families in need		<b>Parent support &amp; skill building:</b> Parent education Family therapy Mentoring programs	Lack of support within families (i.e. lack of supervision, rules and expectations)  Lack of support for families (i.e. lack of jobs, awareness of assistance for basic needs)	1 3 4 5
SOCIAL / EMOTIONAL SUPPORTS	Crime prevention Anti-Gang *Provide dedicated staff *Expand detection, prevention and intervention services	<b>GAPS:</b> Supports available for middle school in afterschool . . . & summer <b>STRENGTH:</b> Positive things to do outside of school (say youth) <b>GAP:</b> Afterschool opportunities for families with middle school children including transportation.	<b>Social Emotional Supports</b> Mentoring Group counseling Youth voice at school (open forums) Teambuilding activities Anti-bullying campaigns	Bullying (worst against poor, disabled, minorities)  Anxiety, peer pressure, self-esteem Stress, trauma	1 3 5
EDUCATIONAL SUPPORTS	Cultural competency & equity Behavioral & social/emotional services in every school Bullying prevention Hiring/retention of quality educators	<b>GAP:</b> Parent information on magnet schools and career academies including transportation, deadlines, etc. <b>STRENGTH:</b> Most of school classes are interesting and relevant to their future (say youth)	<b>Educational Supports</b> Cultural diversity education Less testing; study time at school Mentoring Parent involvement/training Hiring/retention of teachers that care	Systemic barriers and access issues to supports in schools (disparities)	1 5
HEALTH & WELLNESS (physical/behavioral)	<b>Hunger Initiative</b> United Way & partners  <b>Community Trend</b> Becoming a trauma sensitive community	<b>PRIORITY:</b> Family healthy eating education – fresh foods	<b>Physical and Behavioral Health</b> Beh. Health training, for school staff Funded specialist in every school Counseling availability Mentoring	Hunger/healthy food choices	1 5
COMMUNITY STRESSORS, SYSTEM BARRIERS, MEDIA		<b>STRENGTH:</b> Opportunities to volunteer (say youth)	<b>Youth Engagement</b> in determining community solutions		1 5

**STRENGTH:** Community interest amongst agencies and governments to work together for the benefit of youth.

CHILD & YOUTH INDICATORS	CHILD & YOUTH OUTCOME DOMAINS
Magnet schools/career academies participation rates	<b>Career Readiness</b> 7
Volunteer hours	<b>Connection &amp; Contribution</b> 6
**Bullying (below) DJJ Referral (below) Discipline Teen pregnancy (below) Drug and alcohol use (below) Attendance (below)	<b>Prosocial Behavior</b> 5
**Suicide **Sexual violence/Domestic violence **Attachment to caregiver **Bullying (above) **Depression (below)	<b>Behavioral /Mental Health</b> 4
Results of periodic reassessment of behavioral/mental health diagnosis	
DJJ Referral (above)) Drug and alcohol use (above/below) **Depression (above) ACE evaluations	<b>Social Emotional Health</b> 2
Test scores Attendance Grades/ GPA, Psychological assessment (appropriate) AVID for all students	<b>Academic Readiness</b> 3
Weight appropriate Physically active Good nutrition habits Teen pregnancy (above) Drug and alcohol use (above) Vision, hearing deficits	<b>Physical Health</b> 1

Recommended Additions in *italics*

COMMUNITY CONTEXT DATA

Poverty	Community Violence	Transportation	Homelessness	Hunger/Food Sufficiency
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CHILD & YOUTH DEMOGRAPHIC DATA

Disaggregation of data



DATA SOURCES

DJJ – PACT

School District – volunteer hours and middle school career assessments

DATA SOURCES

Community Commons

Health Care District-School Data Agreement

SE FL Behavioral Health Network

Palm Health Care Foundation Data/Healthier Together

ACRONYMS:

- ACE (trauma) –Adverse Childhood Experiences
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**\*\*\* Added Recommendations:**

**Social/Emotional Supports**

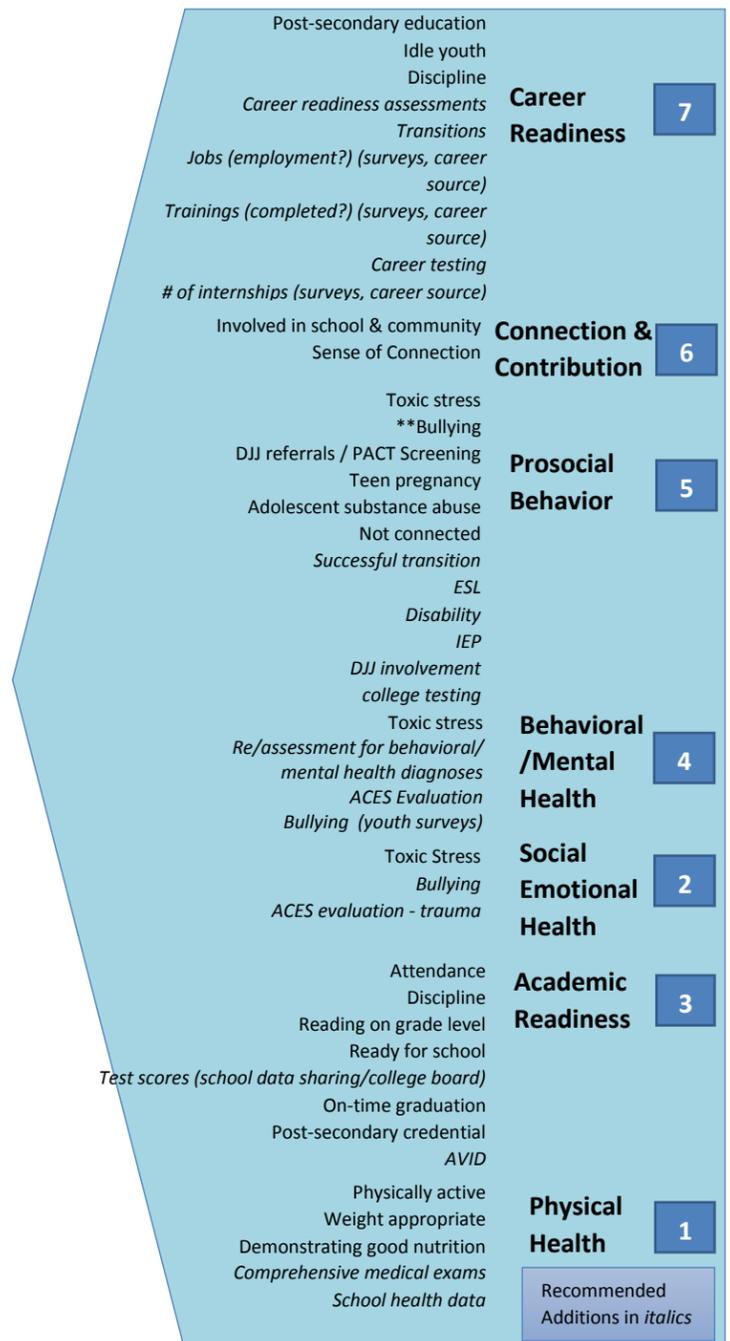
- Needs Action: Expand detection, prevention, and intervention services for children across the full developmental continuum. [*#OK2Talk Report 2014. pg. 15*]
- Provided dedicated staff at each school to facilitate access to services for at-risk youth [*What Works Summit, Slide 14*]



FAMILY, SCHOOL & COMMUNITY SUPPORTS FOR SUCCESS

STAIRS TO SUCCESS

ALIGNED COALITIONS		PRIORITY ACTIONS	Data & Diagnostics	COMMUNITY SOLUTIONS	LOCAL CONDITIONS	RELATED INDICATORS
Coalition	Priority	Building on strengths and addressing gaps		BRAINSTORMING	TO BE ADDRESSED	
ECONOMICS, ACCESS & AFFORDABILITY			Residential data in Youth Survey – in home, out of home, homeless, Baker Acts	<b>Economics &amp; Affordability</b> Open access to resources including mentoring*, career preparation*, internet resources, therapy*, morning/aftercare, transportation*	<b>Economics/Employment</b> Few opportunities (35%) Job application/resume difficulty (21%) Lack of access to skills or training (21%)	7
			Equitable distribution of funding to serve all youth, esp. those in special populations.			
PARENTING, HOME ENVIRON. ROLE MODELS	#OK2Talk Report:	*Prepare parents and caretakers to navigate high school to adult transition services		<b>Parenting &amp; Home Environment</b> Improve education & training to parents via provision of free books, parenting classes w/cultural inclusivity, use of social media to promote parenting tips, survey to assess parents' needs; parent mentoring; free/convenient family therapy, parent support & skill building	Lack of appropriate support and parenting skills within and for Families.* Concerns over home environment.* Lack of community resources and support for families in the areas of access to higher education, child care, employment, transportation and housing.	4 6
	*#OK2Talk Report: Expand detection, prevention and intervention services *#OK2Talk Report: Create a "one-stop-shop" to improve access to services *Provide dedicated staff		<b>GAP:</b> Parenting education in a manner that reaches the families in need.			
SOCIAL / EMOTIONAL SUPPORTS	Southeast Florida Behavioral Health Network*	Needs assessment; strategic plan; planning & implementation group*	Mentorship, transparency surrounding outcomes, data subsets of who reached and who cannot be reached / served; i.e. DJJ youth.	<b>Social/Emotional Supports</b> Mentoring, workshops for youth	<b>Social/Emotional Issues</b> (i.e. depression, bullying, thoughts of self-harm  Bullying*	4
	School District Strategic Plan Cultural competence and equity Bully Prevention Behavioral/social emotional services Hiring/retention of quality ed professionals CI for Education*: Improve student access & completion of post-secondary education.		<b>STRENGTH:</b> Positive things to do outside of school (say youth)  <b>GAPS:</b> Talk to agencies/ initiatives, like Bridges and the Healthier Together communities, to locate programming gaps (relates to multiple action areas)	Services for disconnected youth and families, starting at the school. ACES, psych-educational testing  Changing a culture of non-believers and non-achievers.  AVID/ specialized school programming	<b>Broaden Ed Opportunities*</b> Reduce testing, use experiential learning, academy at every school, free post-secondary education, dual enrollment all schools, teach healthy relationships, integrated sex ed (incl. re: pregnancy) into curriculum, academic competitions, tutors, prof. dev. for guidance & school staff, substance abuse ed, human growth curriculum in schools, electives, cultural competence for teachers, flip way we educate-put out more positives.	Debt incurred from seeking higher ed; Lack of free post-secondary ed opportunity Absenteeism (32%) School failure (30%) Discipline/ suspension/ expulsion (29%) Family obligations/distractions (21%) college transition (16%) Job readiness issues (20%) Dropout (10%)
EDUCATIONAL SUPPORTS						
HEALTH & WELLNESS physical/behav	Hunger Initiative UW & Partners	Parenting education in a manner that reaches families in need <i>Ensure High School Readiness</i> <i>Increase H.S. Grad Rate</i> <i>Foster Post-Grad Success</i>	<b>GAP:</b> Lack of sexual awareness/ education	<b>Physical and Mental Health</b> community exercise challenge, healthy eating habits education, healthy vending machines, whole foods (Glades), in-home assessments for special needs, training	<b>Health/Mental Health Issues</b> (i.e. physical health problems, negative body image, mental health, obesity)	1 2 4
	Healthier Together*	By Community: diabetes, behavioral health or family care giving				
COMMUNITY STRESSORS, SYSTEM BARRIERS, MEDIA	Community Trend	Becoming a trauma sensitive community (addressing mental/behavioral health and family supports)	<b>STRENGTH:</b> Opportunities to volunteer (say youth)	<b>Fostering community involvement via</b> outreach programs, Youth Empowerment Centers, pro-social activities,	<b>Safety/Violence</b> arrests (35%) gang violence (27%) dating violence (21%) family and domestic violence (19%)	2 4 5 6 7
	*What Works Summit	*Build more opportunities to reconnect disconnected youth to education	<b>GAP:</b> Create a system of forgiveness for juvenile crimes within an indicated period	Use the media to build awareness, open mic for youth to state their view, campaign for change		



\*= More Detail on Back

**Need/GAP: Coalition Database tool** that is publicly accessible; includes Birth to 22 Dashboard tracking capacity; and has shared agreements, language around data and outcomes, its implication and timing.

Identify and reach out to coalitions "mapping" the data . Using detailed MMT survey data and from a more complete data set of coalitions.

- Determine which coalitions are addressing each of the various issues
- Align the coalitions information with needs assessment data to determine where there may be duplication and/or gaps among coalitions in addressing the most pressing issues.

See Back for more on current Mapping Moving Trains results

COMMUNITY CONTEXT DATA



FOCUS POPULATIONS

PBC Community Needs Assessment on Community Needs and Disability

Family supports unmet need

CHILD & YOUTH DEMOGRAPHIC DATA

**SCHOOL DISTRICT’S STRATEGIC PLAN**

Through strategic plan activities, the **School District** is focused on the following outcomes long-term:

1. Increase reading on grade level by 3<sup>rd</sup> grade.
2. Ensure high school readiness (as evidenced by academic achievement, behavior, and engagement).
3. Increase the high school graduation rate.
4. Improved post-graduate success (including high school scholars, dual enrollment degrees, industry certifications, college enrollment and persistence, military enlistment).

Its overarching strategic themes are effective and relevant instruction to meet the needs of all; positive and supportive school climate; talent development; and, high performance culture. Plan notes Palm Beach County’s higher graduation rates, higher than normal college level enrollment and ACT/SAT testing paid through the school district

**COMMUNITY SOLUTIONS DETAIL**

**Economics & Affordability** (more detail than on front)

Open access to resources including mentoring (peer, adult, leadership, employment & lifetime mentors), career preparation (job shadowing, vocational training, entrepreneurship, career building skills, career days/fairs, summer job fair, online training & financial literacy), free internet-based resources, free therapy (individual, family, LGBTQ in schools and community), transportation (car pool, bus passes, bike rentals), free morning/aftercare), community gardens at YECs.

**Broaden Ed Opportunities** (more detail than on front)

Reduce testing, use experiential learning, academy at every school, free post-secondary education, globalized dual enrollment at all schools, teach healthy relationship, integrated sexual education into curriculum, academic competitions, individual tutors, professional development for guidance and school staff, substance abuse education, human growth curriculum in schools, cultural competence for teachers, electives (music, art, home economics, theatre, culinary, gardening, life skills), flip the way we educate- put out more positives, education around pregnancy

**DATA SOURCES**

- DJJ – PACT, detention count
- State Attorney’s Office (i.e. misdemeanor records, felony arrests, direct file cases)
- Juvenile First Offender database
- School District (i.e. volunteer hours, high

**COMMUNITY STRENGTHS: Moving Trains -- High School Age Focus**

*Moving trains- coalitions mapping for High School age youth reflect 13 focused on improving behavioral/ mental health; 10 focused on improving career readiness; 10 focused on increasing pro-social behavior and 13 focused on increasing connection and contribution to society.*

[See Recommendations from Leadership Data Team for proposed next steps]

Specific efforts relevant to this age group:

**Southeast Florida Behavioral Health Network’s Mental Health Needs Assessment.** This project will include the:

- a) completion of a needs assessment regarding the system of prevention through deep-end mental health services provided in Palm Beach County,
- b) creation of a strategic plan to address gaps identified in the assessment, and
- c) the creation of a Planning Group that will collaboratively implement the plan going forward

**Trauma sensitive treatment site- Highridge**

Palm Beach County’s **Collective Impact for Education** Initiative has worked to engage key community partners from various sectors (e.g., K-12 education, post-secondary education, government, philanthropy, business, nonprofit, faith-based institutions, etc.) to create a collective impact initiative focused on improving the percentage of students who access and complete a post-secondary education. The Initiative is finalizing its strategic plan and is currently working to implement the infrastructure needed to implement the strategic plan activities. Initial activities will focus on post-secondary advising for high school students; parent/ student engagement and support; FAFSA completion; and scholarships, non-financial resources and support services for college students.

**Healthier Together** communities implement community impact strategies to positively change one of three health focus outcomes- diabetes, behavioral health or family care giving. The community leads the efforts.

**ACRONYMS:**

- ACE (trauma) –Adverse Childhood Experiences
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- PBC – Palm Beach County
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**\*\*\* Added Recommendations:**

**Parenting, Home Environment, and Role Models**

- Prepare parents and caretakers to navigate high school to adult transition services *[SWAT Special Needs pg. 13]*

**Social/Emotional Supports**

- Needs Action: Expand detection, prevention, and intervention services for children across the full developmental continuum. *[#OK2Talk Report 2014. pg. 15]*
- Needs Action: Create a “one-stop shop” to improve access to behavioral health care services that includes multi-level treatment plans and strategies to connect with youth. *[#OK2Talk Report 2014. pg. 16]*
- Provide dedicated staff to each school to facilitate access to services for at-risk youth *[What Works Summit, Slide 14]*

**Educational Supports**

- Afterschool mentor program *[United Way RFP]*
- Create trans-disciplinary teams between hospitals, education, behavioral health care, law enforcement, and families to address youth transition plans into school and community *[#OK2Talk Report 2014, pg. 8]*
- Develop and implement a comprehensive and integrated system (county-wide and cross-disciplinary) to ensure timely entry into a coordinated system of care that includes career readiness *[NEED SOURCE]*

**Community Stressors, System Barriers and Media**

- Build more opportunities to reconnect disconnected youth to education (including trades) and employment opportunities *[What Works Summit, slide 14]*

**LOCAL CONDITIONS THEMES:** Across the indicators and locations, the themes that emerged were economics, parenting, community environment, educational support, physical and behavioral health, systemic barriers and trust, media influence, and self-esteem/ mindset of the youth.

**Local conditions in all communities:**

- Economics – came up in all community conversations
- Parenting skills- came up in all community conversations
- Self esteem/ mindset- came up in 7 community conversation (Delray, Belle Glade, Greenacres, Jupiter, FAU, Forest Hill High School, and Compass)
- Media- came up in 6 community conversation (Riviera Beach, Delray, Belle Glade, Lake Worth YEC, Forest Hill High School and Boynton Beach)
- Community Environment/ stressors- came up in 6 community conversations (Delray, Greenacres, Jupiter, Forest Hill High School, Compass and Boynton Beach)
- Educational support/ gaps- came up in 6 community conversations- Delray, Greenacres, Jupiter, Lake Worth YEC, FAU and Compass)
- Physical and Behavioral- came up in 6 community conversations (Belle Glade, Jupiter, Lake Worth YEC, FAU, Compass and Boynton Beach)
- Systemic barriers and Trust- came up in 4 community conversation (Riviera Beach, Jupiter, Forest Hill High School and Boynton Beach)
- Health- came up in 3 community conversation (Delray Beach, Greenacres and Forest Hill High School)

*Issues that repeatedly came up in the community conversations were supports within and for the families, concerns over home environment and bullying.*



FAMILY, SCHOOL & COMMUNITY SUPPORTS FOR SUCCESS

STAIRS TO SUCCESS

ALIGNED COALITIONS	PRIORITY ACTIONS	Data & Diagnostics	COMMUNITY SOLUTIONS	LOCAL CONDITIONS	RELATED INDICATORS	CHILD & YOUTH INDICATORS	CHILD & YOUTH OUTCOME DOMAINS	
						Coalition	Priority	Building on strengths and addressing gaps
ECONOMICS, ACCESS & AFFORDABILITY	CareerSource Strategic Plan	Build more opportunities to reconnect disconnected youth to education (including trades) and employment opportunities.	<b>GAP:</b> Lack of transportation <b>Priority:</b> Employment <b>STRENGTH:</b> Strong job market, including a decrease in unemployment rate among our age group (However, few entry-level jobs provide a livable wage.)	<b>Economics &amp; Affordability</b> Internships Job shadowing Career fairs with top professionals (summer) More vocational options Better school to career collaboration Business partnerships – outreach, incentives Career assessment & info/research Internet access for job searches Childcare options while in school Free college courses for prof. development Increased access to community resources Entrepreneurship support (w/available skills) Training programs & community support Create teen labor centers like “El Sol”	Lack of transportation post-secondary career counseling sustainable economy options affordable housing	3 5 6 7	Post-secondary credential FETPIP Job Data <i>Data collection mechanism for local real-time labor market information</i> <i>Skill measurement tool (i.e. career, soft skills, 21st Century academic skills)</i> <i>Career readiness assessment tool (evidence-based and county-wide)</i>	<b>Career Readiness</b> 7
	*Homelessness Plan	*Increase funding and access to subsidies *Develop incentives for employer assisted childcare				3 5 6 7	Increase in number of registered voters Mechanism to capture philanthropic and volunteer engagement among older youth	<b>Connection &amp; Contribution</b> 6
PARENTING, HOME ENVIRON. ROLE MODELS	*#OK2Talk Report: develop a mental health court, develop trainings and guidelines for professionals; create a “one-stop-shop” to improve access to services						Rate decrease in arrest Unemployment Idle youth	<b>Prosocial Behavior</b> 5
SOCIAL / EMOTIONAL SUPPORTS	*Develop peer monitoring programs		<b>Social/Emotional Supports</b> Internships Mentorship Meditation/mindfulness, Workshops for youth Positive surroundings			3 5 6 7	Baker Acts	<b>Behavioral/ Mental Health</b> 4
EDUCATIONAL SUPPORTS	School District Strategic Plan Define pillars of effective instruction to increase the academic achievement of all students Embed cultural competence, equity and access within instructional practices Develop the capacity to deliver effective instruction in pre-K - grade 2 <b>CI for Education*</b> : Improve student access & completion of post-secondary education. Post-secondary advising for H.S. students Parent/Student engagement & support FAFSA Completion Scholarships, non-financial & support <b>*United Way Education</b> : Make programs affordable for all *Provide engaging enrichment activities, wrap around services *Address unequal distribution of services *Help children thrive and succeed **Involve youth in decision making <b>*Alt Ed Action Team</b> : address the educational needs of African American male students *Develop leadership advancement for all employees	<b>GAP:</b> Education and training  Local Colleges & Universities Strat Plan  <b>STRENGTH:</b> Existence of post-secondary education and training	<b>Educational Supports</b> Experiential learning Mentoring Graduation roadmap Free tuition/ scholarships	Lack of affordable/free remedial post-secondary courses that will not affect financial aid options		3 5 6 7	Positive Attitudes/Behaviors (motivation to learn, commitment to school, time devoted to schoolwork, and classroom behavior) Negative behaviors: disruptive class behavior, noncompliance, aggression, delinquent acts, & disciplinary referrals Emotional distress: depression, anxiety, stress, & social withdrawal.	<b>Social Emotional Health</b> 2
HEALTH & WELLNESS {physical/behav}	*Hunger Relief *CHIP *Health Start	*Develop a mobile Food Finder app *Create a county-wide online directory to promote physical activity *Increase food sources alliance to increase food distribution	<b>GAP: Sexual health:</b> Awareness and education campaigns			3 5 6 7	Graduation rates Post-secondary enrollment SAT/ACT Credits (i.e. AP, CTE, dual enrollment) AICE IB FETPIP data (readiness) Post-secondary completion rates (within 6 years of high school graduation)and GPA FETPIP National Student Clearinghouse Data Disaggregated FETPIP Grade level retentions Academic Performance	<b>Academic Readiness</b> 3
COMMUNITY STRESSORS, SYSTEM BARRIERS, MEDIA	*Homelessness Plan *What Works Summit	*Build more opportunities to reconnect disconnected youth to education *Develop a transitional process and program *Increase awareness of domestic violence services and shelters *Employment as a central component				3 5 6 7	Obesity heart disease asthma malnutrition	<b>Physical Health</b> 1

**STRENGTH:** Community willingness to collaborate, including existing initiatives (collective impact work and multiple concurrent initiatives including LCAN, which is particularly relevant for our age group.

COMMUNITY CONTEXT DATA

CHILD & YOUTH DEMOGRAPHIC DATA

Recommended Additions in italics



**DATA SOURCES:**

ALICE Report (United Way)

Student Clearinghouse

FETPIP Data

Knight Foundation Civic Engagement Toolkit

**ACRONYMS:**

ACE (trauma) –Adverse Childhood Experiences

AP – Advanced Placement

ASQ/ASQse – Ages & Stages Questionnaire’s: Social-Emotional, Second Edition

AVID – Advancement Via Individual Determination

CI – Collective Impact

CTE – Career Technical Education

DJJ – Department of Juvenile Justice

ESL – English as a Second Language

FAFSA – Free Application for Federal Student Aid

FETPIP – Florida Education & Training Placement Information Program

GPA – Grade Point Average

IEP – Individualized Education Program

MMT: Mapping Moving Trains (Forum for Youth Investment)

PCAT screening (Positive Achievement Change Tool)

PBC – Palm Beach County

SAT/ACT – Scholastic Assessment Test/American College Testing

**\*\*\* Added Recommendations:**

**Parenting, Home Environment, and Role Models**

- Increase funding and access to high-quality and dependent care subsidies [*Homelessness Plan pg. 73*]
- Develop incentives for employer-assisted childcare and dependent care [*NEED SOURCE*]

**Social/Emotional Supports**

- Needs Action: Create a “one-stop shop” to improve access to behavioral health care services that includes multi-level treatment plans and strategies to connect with youth. [*#OK2Talk Report 2014. pg. 16*]
- Needs Action: Develop training and guidelines for first responders, judges, school personnel and policymakers on mental health recognition, sensitivity, and de-escalation strategies. [*#OK2TALK. Community recommendations 2014 NAMI and #OK2Talk Report 2014. pg. 13*]
- Develop peer-monitoring programs in various settings (i.e. schools, doctors office, places of employment) [*NEED SOURCE*]
- Develop a mental health court [*#OK2Talk, Community recommendations 2014 NAMI*]

**Educational Supports**

- Make programs affordable for all (including those on a sliding scale). [*United Way Education RFP, pgs. 1-2*]
- Provide engaging enrichment activities and holistic wrap-around services.\* [*NEED SOURCE*]
- Address unequal distribution of services (urban vs rural areas)\* [*NEED SOURCE*]
- Help children to thrive and succeed\* [*NEED SOURCE*]
- Involve youth in decision making\* [*NEED SOURCE*]
- Address the educational needs of African American male students. [*Alt Ed Action Team*]
- Develop leadership advancement pathways for all employees [*NEED SOURCE*]

**Health and Wellness**

- Develop a mobile Food Finder app to share information about food related resources and services. [*Hunger Relief pg. 31*]
- Create a county-wide online directory to promote opportunities to be physically active among residents. [*CHIP, pg. 21*]
- Increase food source alliances to increase food distributed to the 120 existing organization working to feed the hungry. [*Health Start pg. 75*] (*Physical Health and Wellness Supports*)

**Community Stressors, System Barriers and Media**

- Build more opportunities to reconnect disconnected youth to education (including trades) and employment opportunities. Responsibility: Disconnected Youth Workgroup [*What Works Summit, slide 14*] (*EDUCATION*)
- Develop a transitional process and additional housing program for youth aging out of foster care. [*Homelessness Plan pg. 60*]
- Increase awareness of domestic violence services and shelters serving juveniles, families, and their pets. [*Youth Survey Training, slide 8*] (*PARENTING & CHILDCARE*)
- Employment as a central component (i.e. training, employment options, professional development for providers working to improve outcomes in this area) (Career Readiness) [*NEED SOURCE*]



# Age Groups Recommended Additions Dashboard



	Early Childhood (0-5)	Elementary Age (6-10)	Middle School (11-14)	High School (15-18)	Older Youth (19-24)	
<b>Physical Health</b>	Rates of: <ul style="list-style-type: none"> <li>Substance exposed newborns</li> <li>Birth defects (registry)</li> <li>Immunization records</li> <li>Rates of diabetes</li> <li>Asthma in children</li> <li>Rates of babies born substance exposed</li> <li>ASQ3 fine-gross motor development</li> <li>Rates of hospitalizations/ER visits</li> <li>Vision/Hearing deficits</li> </ul>	<ul style="list-style-type: none"> <li>Height/Weight BMI</li> <li>Eating nutritiously</li> <li>Immunization Rates</li> <li>Hearing/Dental/Vision deficits</li> <li>Chronic health issues</li> </ul>	<ul style="list-style-type: none"> <li>Results of:                             <ul style="list-style-type: none"> <li>Eye Exams</li> <li>Hearing Exams</li> <li>Complete Physical exams incl. BP, cholesterol, diabetes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Physically active</li> <li>Weight appropriate</li> <li>Demonstrating good nutrition</li> <li>Comprehensive medical exams</li> <li>School health data</li> </ul>	<ul style="list-style-type: none"> <li>Obesity</li> <li>heart disease</li> <li>asthma</li> <li>malnutrition</li> </ul>	<ul style="list-style-type: none"> <li>Hearing/dental/vision deficits EC, EL, MS</li> <li>Immunization rates EC, EL</li> <li>Health Data EC, MS, HS</li> </ul>
<b>Social Emotional Connection</b>	<ul style="list-style-type: none"> <li>Child abuse reports, incl. DV exposure or substance abuse</li> <li>Disability Eligibility (Child Find [3-5])*</li> <li>Developmental Delay (Early Steps [0-3])*</li> </ul>	<ul style="list-style-type: none"> <li>Talk to at least one adult</li> <li>ASQ/ASQse results</li> <li>Parent/child communications</li> </ul>	<ul style="list-style-type: none"> <li>DJJ Referral</li> <li>Drug and alcohol use</li> <li>**Depression</li> <li>Results of: ACE evaluations</li> </ul>	<ul style="list-style-type: none"> <li>Toxic Stress</li> <li>**Bullying</li> <li>Results of: ACES evaluation - trauma</li> </ul>	<ul style="list-style-type: none"> <li>Positive Attitudes/Behaviors (motivation to learn, commitment to school, time devoted to schoolwork, and classroom behavior)</li> <li>Negative behaviors: disruptive class</li> </ul>	<ul style="list-style-type: none"> <li>ACEs evaluation MS, HS</li> </ul>



# Age Groups Recommended Additions Dashboard



					<ul style="list-style-type: none"> <li>behavior, noncompliance, aggression, delinquent acts, &amp; disciplinary referrals</li> <li>Emotional distress: depression, anxiety, stress, &amp; social withdrawal</li> </ul>	
<b>Education</b>	<ul style="list-style-type: none"> <li>Attendance in Pre-K (VPK)</li> </ul>	<ul style="list-style-type: none"> <li>3rd Grade Reading</li> <li>Attendance/<i>Chronic Absenteeism</i></li> <li>Results of:                             <ul style="list-style-type: none"> <li><i>Kindergarten Readiness Assessment</i></li> <li><i>Reading Running Records (RRR)</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Test scores Attendance Grades/ GPA, <i>Psychological assessment (appropriate) AVID for all students</i></li> </ul>	<ul style="list-style-type: none"> <li>Attendance</li> <li>Discipline</li> <li>Reading on grade level</li> <li>Ready for school</li> <li><i>Test scores (school data sharing/college board)</i></li> <li>On-time graduation</li> <li>Post-secondary credential</li> <li><i>AVID</i></li> </ul>	<ul style="list-style-type: none"> <li>Graduation rates</li> <li>Post-secondary enrollment</li> <li><i>SAT/ACT</i></li> <li><i>Credits (i.e. AP, CTE, dual enrollment)</i></li> <li><i>AICE</i></li> <li><i>IB</i></li> <li><i>FETPIP data (readiness)</i></li> <li>Post-secondary completion rates (within 6 years of high school graduation)and <i>GPA FETPIP</i></li> <li><i>National Student Clearinghouse Data</i></li> <li><i>Disaggregated FETPIP</i></li> <li><i>Grade level retentions</i></li> <li><i>Academic Performance</i></li> </ul>	<ul style="list-style-type: none"> <li>Test scores MS, HS, OY</li> <li>Post-Secondary Credential HS, OY</li> <li>Attendance EL, MS, HS</li> </ul>



# Age Groups Recommended Additions Dashboard



<p><b>Behavioral /Mental Health</b></p>	<ul style="list-style-type: none"> <li>• Child abuse reports, incl. DV exposure or substance abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Abuse &amp; Neglect</li> <li>• <i>IEP (special designation)</i></li> <li>• <i>Good Learner (Report Card)</i></li> <li>• <i>Behavioral Infractions</i></li> <li>• <i>Suspension Rates</i></li> <li>• <i>School Incident Reports</i></li> <li>• <i>ACE's (trauma)</i></li> <li>• <i>Domestic Violence</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>**Suicide</b></li> <li>• <b>**Sexual violence</b></li> <li>• <i>Attachment to caregiver</i></li> <li>• <b>**Bullying</b></li> <li>• <b>**Depression</b> (below</li> <li>• <i>Results of:</i> <ul style="list-style-type: none"> <li>- <i>Periodic reassessment of behavioral or mental health diagnosis</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>**Bullying</b> (youth surveys)</li> <li>• <i>Results of:</i> <ul style="list-style-type: none"> <li>- <i>ACES Evaluation</i></li> <li>- <i>Re/assessment for behavioral/ mental health diagnoses</i></li> </ul> </li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Baker Acts</i></li> </ul>	<ul style="list-style-type: none"> <li>• Assessment and re-assessment for behavioral and mental health issues MS, HS</li> <li>• ACES EL, HS</li> </ul>
<p><b>Prosocial Behavior &amp; Civic Connection</b></p>		<ul style="list-style-type: none"> <li>• <i>Characteristics of a Good Learner</i></li> <li>• Discipline Referrals/Suspensions</li> </ul>	<ul style="list-style-type: none"> <li>• Volunteer opportunities</li> <li>• <b>**Bullying</b></li> <li>• DJJ Referral</li> <li>• Discipline</li> <li>• Teen pregnancy</li> <li>• Drug and alcohol use</li> <li>• Attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Involved in school &amp; community</li> <li>• Sense of Connection</li> <li>• Toxic stress</li> <li>• <b>**Bullying</b></li> <li>• DJJ referrals / <i>PACT Screening</i></li> <li>• Teen pregnancy</li> <li>• Adolescent substance abuse</li> <li>• <i>Not connected</i></li> <li>• <i>Successful transition</i></li> <li>• <i>ESL</i></li> <li>• <i>Disability</i></li> <li>• <i>IEP</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Rate decrease in arrest</i></li> <li>• Unemployment</li> <li>• Idle youth</li> <li>• <i>Increase in number of registered voters</i></li> <li>• <i>Mechanism to capture philanthropic and volunteer engagement among older youth</i></li> </ul>	<ul style="list-style-type: none"> <li>• Discipline/Referrals/ DJJ EL,MS</li> <li>• Volunteering MS,OY</li> </ul>



# Age Groups Recommended Additions Dashboard



				<ul style="list-style-type: none"> <li>• <i>DJJ involvement</i></li> <li>• <i>College testing</i></li> </ul>		
<b>Vocational</b>			<ul style="list-style-type: none"> <li>• <i>Magnet schools/career academies participation rates</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Post-secondary education</i></li> <li>• <i>Idle youth</i></li> <li>• <i>Discipline</i></li> <li>• <b><i>Career readiness assessments</i></b></li> <li>• <i>Transitions</i></li> <li>• <i>Jobs (employment?) (surveys, career source)</i></li> <li>• <i>Trainings (completed?) (surveys, career source)</i></li> <li>• <i>Career testing # of internships (surveys, career source)</i></li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Post-secondary credential</i></li> <li>• <i>FETPIP Job Data</i></li> <li>• <i>Data collection mechanism for local real-time labor market information</i></li> <li>• <i>Skill measurement tool (i.e. career, soft skills, 21st Century academic skills)</i></li> <li>• <b><i>Career readiness assessment tool (evidence-based and county-wide)</i></b>Post-secondary credentials</li> <li>• <i>FETPIP Job Data</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Career Readiness Assessments HS, OY</b></li> </ul>



# STEPS TO SUCCESS: Community Supports Data



		Early Childhood (0-5)	Grade School Age (6-10)	Middle School Age (11-14)	High School Age (15-18)	Young Adults (19-24)
<b>Economics/ Basic Needs</b>	Housing status/services, Employment/ Unemployment, Adult Educational Attainment, transportation, Demographics?	<ul style="list-style-type: none"> <li>Poverty</li> <li>Employment</li> <li>Homelessness</li> <li>Hunger/Food insufficiency</li> </ul>	<ul style="list-style-type: none"> <li>Affordable Housing</li> <li>Employment</li> </ul>	<ul style="list-style-type: none"> <li>Transportation</li> </ul>	<ul style="list-style-type: none"> <li>Residential data in Youth Survey – in home, out of home, homeless, baker acts</li> <li>Assessments</li> <li>Transition</li> <li>Jobs</li> <li>Trainings</li> <li>Career testing</li> <li>*Number of internships</li> </ul>	<ul style="list-style-type: none"> <li>Mechanism for collecting industry real-time labor market information from local employers</li> <li>Evidence –based county-wide career readiness assessment tool for all students leaving HS</li> </ul>
<b>Parenting, Home Environment, Mentors &amp; Role Models</b>		<ul style="list-style-type: none"> <li>Sufficient social support for parents</li> </ul>	<ul style="list-style-type: none"> <li>Parent Engagement in Schools- Academics, Supporting Activities</li> <li>Literacy at Home</li> </ul>	<ul style="list-style-type: none"> <li>Parent information on magnet schools and career academies including transportation, deadlines, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Mentorship</li> <li>Services for disconnected youth and families</li> </ul>	
<b>Social Emotional Challenges &amp; Supports</b>	Human/Social Services	<ul style="list-style-type: none"> <li>Sufficient special needs services</li> <li>Length of wait for services through Child Fund</li> </ul>	<ul style="list-style-type: none"> <li>Toxic stress</li> <li>Support Services - (Awareness, Access, Availability, Engagement)</li> <li>Support Networks (Peers, Families)</li> <li>Cultural Barriers- Language, Linguistic Isolation</li> </ul>	<ul style="list-style-type: none"> <li>ACE Evaluations</li> </ul>	<ul style="list-style-type: none"> <li>ACES evaluation- trauma</li> <li>Services for disconnected youth and families</li> </ul>	
<b>Physical &amp; Behavioral Health Supports</b>	Health Status/services, Insurance Coverage	<ul style="list-style-type: none"> <li>Children with medical homes</li> <li>Children with health insurance</li> <li>Sufficient special needs services</li> <li>Percent of children completing vision/hearing screenings</li> </ul>	<ul style="list-style-type: none"> <li>Food Insecurity</li> <li>Access to Health Care/ Insurance IEP (Special Designations)</li> <li>School Incident Reports (Specific to BH)</li> <li>Intervention Services- Mental Health</li> <li>Health Insurance</li> <li>Medical Home- Primary Care</li> <li>Hearing/Dental/Vision</li> </ul>	<ul style="list-style-type: none"> <li>Periodic reassessment of behavioral or mental health diagnosis</li> <li>Family healthy eating education</li> <li>Fresh foods</li> <li>Eye exams</li> <li>Hearing exams,</li> <li>Complete physical exams incl. BP, cholesterol, diabetes</li> <li>Psychological assessment when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Assessment and re-assessment for behavioral and mental health issues</li> <li>ACES evaluation</li> <li>Comprehensive medical assessments</li> <li>School health data</li> </ul>	<ul style="list-style-type: none"> <li>Disaggregated FETIP data</li> </ul>



# STEPS TO SUCCESS: Community Supports Data



<b>Educational Supports</b>	ECCD & Education	<ul style="list-style-type: none"> <li>Sufficient special needs services</li> <li>Children in quality childcare</li> </ul>	<ul style="list-style-type: none"> <li>After-School/ mentorship/ recreation - (Access, availability, engagement)</li> <li>Intervention Services- Tutoring</li> <li><i>Kindergarten Readiness Assessment</i></li> <li><i>Reading Running Records (RRR)</i></li> </ul>	<ul style="list-style-type: none"> <li>Afterschool opportunities for families with middle school children including transportation</li> <li>AVID for all students</li> <li><i>Middle school career assessment</i></li> <li>Magnet schools/career academies</li> </ul>	<ul style="list-style-type: none"> <li>Services for disconnected youth and families, starting at the school</li> <li>AVID</li> </ul>	<ul style="list-style-type: none"> <li>Tool to measure academic and career skills soft skills</li> <li>Evidence –based county-wide career readiness assessment tool for all students leaving HS</li> </ul>
<b>Community Stressors, Systems &amp; Media</b>	Safety, Law Enforcement	<ul style="list-style-type: none"> <li>Community violence</li> </ul>	<ul style="list-style-type: none"> <li>Community/ School Transiency</li> </ul>	<ul style="list-style-type: none"> <li><i>PACT screening (Positive Achievement Change Tool?)</i></li> </ul>	<ul style="list-style-type: none"> <li>Equitable distribution of funding to serve all youth, esp. those in special populations.</li> <li>Changing a culture of non-believers and non-achievers.</li> </ul>	<ul style="list-style-type: none"> <li><b>Philanthropic and Volunteer opportunities</b></li> <li><i>Mechanism to capture philanthropic and volunteer engagement among youth.</i></li> </ul>

Birth to 22:

Key Partners



# STEPS TO SUCCESS: Community Supports Data



	Early Childhood (0-5)	Grade School Age (6-10)	Middle School Age (11-14)	High School Age (15-18)	Young Adults (19-24)
<b>Demographics</b>					
<b>Housing Status</b>	<ul style="list-style-type: none"> <li>Homelessness</li> </ul>			<ul style="list-style-type: none"> <li>Residential data in Youth Survey – in home, out of home, homeless, baker acts</li> </ul>	
<b>Safety</b>	<ul style="list-style-type: none"> <li>Community violence</li> </ul>			<ul style="list-style-type: none"> <li></li> </ul>	
<b>Employment/ Unemployment</b>	<ul style="list-style-type: none"> <li>Poverty</li> <li>Employment</li> </ul>	<ul style="list-style-type: none"> <li>Employment</li> </ul>			
<b>Adult Ed Attainment</b>		<ul style="list-style-type: none"> <li>Literacy at home</li> </ul>			
<b>Health Status</b>	<ul style="list-style-type: none"> <li>Community violence</li> </ul>	<ul style="list-style-type: none"> <li>Toxic Stress</li> </ul>			
<b>Insurance Coverage</b>	<ul style="list-style-type: none"> <li>Special needs resources</li> </ul>				



# STEPS TO SUCCESS: Community Supports Data



<b>ECCD &amp; Education Services</b>	<ul style="list-style-type: none"> <li>• Quality childcare</li> <li>• Special needs resources</li> </ul>	<ul style="list-style-type: none"> <li>• After-School/ Mentorship/ Recreation – Access, Availability, Engagement</li> <li>• Community/School Transiency</li> <li>• Tutoring</li> <li>• Parent Engagement in Schools – Academics</li> </ul>	<ul style="list-style-type: none"> <li>• Parent information on magnet schools and career academies including transportation, deadlines, etc.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Housing Services</b>		<ul style="list-style-type: none"> <li>• Affordable Housing</li> </ul>			
<b>Health Services</b>	<ul style="list-style-type: none"> <li>• Children with medical homes</li> <li>• Health insurance</li> </ul>	<ul style="list-style-type: none"> <li>• Access to Health Care/ Insurance</li> <li>• Mental Health</li> </ul>	<ul style="list-style-type: none"> <li>• Family healthy eating education - fresh foods</li> </ul>		
<b>Transportation Services</b>					
<b>Human/Social Services</b>	<ul style="list-style-type: none"> <li>• Hunger/food insufficiency</li> <li>• Special needs resources</li> </ul>	<ul style="list-style-type: none"> <li>• Support Services - (Awareness, Access, Availability, Engagement)</li> </ul>			
<b>Law Enforcement Services</b>					



# STEPS TO SUCCESS: Community Supports Data



<b>Enrichment Services/ Supports</b>		<ul style="list-style-type: none"> <li>• Parent Engagement in Schools – Supporting Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Afterschool opportunities for families with middle school children including transportation</li> </ul>	<ul style="list-style-type: none"> <li>• Services for disconnected youth and families, starting at the school.</li> </ul>	
<b>Quality of Life Services</b>	<ul style="list-style-type: none"> <li>• Hunger/food insufficiency</li> </ul>	<ul style="list-style-type: none"> <li>• Support Networks (Peers, Families)</li> <li>• Food Insecurity</li> <li>• Basic Needs – Food insecurity, Affordable Housing, Employment</li> <li>• Language Barriers/Linguistic Isolation</li> </ul>	<ul style="list-style-type: none"> <li>• Family healthy eating education - fresh foods</li> </ul>	<ul style="list-style-type: none"> <li>• Changing a culture of non-believers and non-achievers.</li> </ul>	
<b>Financial/Investment Services</b>				<ul style="list-style-type: none"> <li>• Equitable distribution of funding to serve all youth, esp. those in special populations.</li> </ul>	



## Summary of Priority Recommendations - 6/30 Initial Draft Based on Age Group Team Analysis

Age Groups:	Priority Actions	Related Strategic Plan Language
<b>Economics, Access, and Affordability</b>		
EC	<b>GAP:</b> Increase access to childcare to allow further education and employment seeking	
EC	<b>GAP:</b> More jobs	
EC	Partner with related initiatives	
EC	Build economy and jobs (Glades Region Master Plan)	<i>(Detailed Recs Needed)</i>
EL	Access to childcare to allow further education and employment seeking	
OY	<b>GAP:</b> Lack of transportation	
OY	Employment	
OY	STRENGTH: Strong job market, including a decrease in unemployment rate among our age group (However, few of the jobs secured by this age group (?) provide livable wages.)	
OY	Reconnect Disconnected Youth (CareerSource, Strategic Plan)	<i>Build more opportunities to reconnect disconnected youth to education (including trades) and employment opportunities (What Works Summit, slide 14)</i>
<b>Parenting, Home Environment, and Role Models</b>		
MS	<b>GAP:</b> Parenting education in a manner that reaches the families in need	
EL	<b>GAP:</b> Parent awareness, education and skill building supports (how to access resources, importance of attendance, promoting reading, supportive/communicative relationships; peer support groups	
EL	Supports that bolster/work with home environment	
EC	<b>GAP:</b> Parent Support & Skill Building	
EC	Build on program strengths of ELC, CSC, Bridges & Schools; Address gaps in parental knowledge about resources	
EC	Increase info via social media; get young people involved in public awareness campaigns	
EC	Identify groups working on same issues and combine resource to increase impact of messaging campaigns & collaborative work	
EC	<b>GAP:</b> Investment in emotional & natural supports	
EC	Support groups & parent mentoring groups with open admission staffed by professionals, lay educators and resident leaders	
<b>Social/Emotional Supports</b>		
MS, HS	STRENGTH: Positive things to do outside of school (say youth)	
MS	<b>GAPS:</b> Supports available for middle school in afterschool . . . & summer	
MS	Afterschool opportunities for families with middle school children including transportation	
EL	Increased opportunities for social and recreational activities/aftercare (Unicorn Foundation)	<i>(Detailed Recs Needed)</i>
EL	Interactions with non-disabled peers (Special Needs Assessment)	<i>(Detailed Recs Needed)</i>
EL	<b>GAP:</b> Student supports, including access to mentoring and after-school, peer support groups	
EL	<b>GAP:</b> Anti-bullying/SEL programs at community level	

Key: EC - Early Childhood, EL - Elementary, MS - Middle School, HS - High School, OY - Older Youth

Black Lettering - Priority Actions From Age Group Teams, Blue Lettering - Priorities Affirmed from Aligned Coalitions



## Summary of Priority Recommendations - 6/30 Initial Draft Based on Age Group Team Analysis

Age Groups:	Priority Actions	Related Strategic Plan Language
EL	STRENGTH: County-wide support for mentoring programs	
HS	<b>GAPS:</b> Talk to agencies/ initiatives, like Bridges and the Healthier Together communities, to locate programming gaps (relates to multiple action areas) (Southeast Florida Behavioral Health Network)	
<b>Educational Supports</b>		
MS,HS, OY	Cultural competency & equity	Embed cultural competence, equity and access within instructional practices (SDPBC 2015-2021 Strategic Plan)
MS, HS	Bullying prevention	Develop an approach for bullying prevention (SDPBC 2015-2021 Strategic Plan)
MS, HS	Hiring/retention of quality educators	Develop and implement rigor in the selection and hiring process that effectively identify and screen for high-quality skilled applicants (SDPBC 2015-2021 Strategic Plan)
EC	(School District Strategic Plan)	(Detailed Recs Needed)
MS, HS	Behavioral & social/emotional services	Align behavioral and social/emotional services while increasing accessibility (SDPBC 2015-2021 Strategic Plan)
MS, HS	STRENGTH: Most of school classes are interesting and relevant to their future (say youth)	
MS	Parent information on magnet schools and career academies including transportation, deadlines, etc.	
EC	Increase wages for childcare workers	
EC	Expand and enhance pre-k programs and services in collaboration with community and agency partners (SDC)	(Detailed Recs Needed)
EL	Educational equity for all students (School District Strategic Plan)	(Detailed Recs Needed)
EL	Increase parental, community, and business involvement (School District Strategic Plan)	(Detailed Recs Needed)
EL	Strengthen anti-bullying and student safety initiatives (School District Strategic Plan)	(Detailed Recs Needed)
EL	Increase professional development and training for teachers	(Detailed Recs Needed)
EL	<b>GAP:</b> Peer support groups for teachers/educators	
EL	<b>GAP:</b> Student supports, including tutoring, afterschool programs and mentoring	
HS, OY	Post-secondary advising for H.S. students - (CI for Education)	(Detailed Recs Needed)
HS, OY	Parent/Student engagement & support - (CI for Education)	(Detailed Recs Needed)
HS, OY	FAFSA Completion - (CI for Education)	(Detailed Recs Needed)
HS, OY	Scholarships, non-financial & support services - (CI for Education)	(Detailed Recs Needed)
OY	<b>GAP:</b> Education and training	
OY	STRENGTH: Existence of post-secondary education and training	
OY	School District Strategic Plan: Effective and Relevant Instruction	Ensure shared commitment and collective responsibility for the academic success of every student, establish personalized learning opportunities for all students, ensure academic proficiency of all students in PreK - grade 2, develop the capacity to deliver effective instruction in preK- grade 2
OY	Local Colleges & Universities Strategic Plan	(Detailed Recs Needed)

Key: EC - Early Childhood, EL - Elementary, MS - Middle School, HS - High School, OY - Older Youth

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## Summary of Priority Recommendations - 6/30 Initial Draft Based on Age Group Team Analysis

Age Groups:	Priority Actions	Related Strategic Plan Language
<b>Health and Wellness</b>		
MS	Family healthy eating education – fresh foods	Maximize participation in the nutrition programs by connecting all eligible residents to benefits and programs (Hunger Relief pgs. 5 and 10)
MS	Emerging priority of hunger and health food choices (Hunger Initiative: United Way)	<i>(Detailed Recs Needed)</i>
MS	Becoming a trauma sensitive community (Community Trend)	<i>(Detailed Recs Needed)</i>
EC	Business community buy-in, investment, and involvement (e.g.,re: food banks)	
EC	Special Needs	
EC	Physical Health, teen pregnancy prevention, access to fruits, vegetables, exercise, obesity prevention and intervention (Hunger Relief Plan, Healthy Start Plan, Healthier Together Initiatives, CHIP)	<i>(Detailed Recs Needed)</i>
EL	All PBC youth have access to nutritious food (Hunger Relief)	<i>(Detailed Recs Needed)</i>
EL	Respite Care (Unicorn Foundation Special Needs)	<i>(Detailed Recs Needed)</i>
EL	Student supports, including recreational programs	
HS	STRENGTH: Opportunities to volunteer (say youth)	
HS	Parenting education in a manner that reaches families in need (Hunger Initiatives and Healthier Together)	<i>(Detailed Recs Needed)</i>
HS	Ensure High School Readiness (Hunger Initiatives and Healthier Together)	<i>(Detailed Recs Needed)</i>
HS	Increase H.S. Grad Rate (Hunger Initiatives and Healthier Together)	<i>(Detailed Recs Needed)</i>
HS	Foster Post-Grad Success (Hunger Initiatives and Healthier Together)	<i>(Detailed Recs Needed)</i>
HS	By Community: diabetes, behavioral health or family care giving (Hunger Initiatives and Healthier Together)	<i>(Detailed Recs Needed)</i>
OY	<b>GAP:</b> Sexual health: Awareness and education campaigns	
<b>Community Stressors, System Barriers, and Media</b>		
MS	STRENGTH: Opportunities to volunteer (say youth)	
EL	Launch community wide public awareness campaign (i.e. parent empowerment) (Birth to 22 Symposium)	<i>(Detailed Recs Needed)</i>
HS	Becoming a trauma sensitive community (addressing mental/behavioral health and family supports (Community Trend, High Ridge)	<i>(Detailed Recs Needed)</i>

Key: EC - Early Childhood, EL - Elementary, MS - Middle School, HS - High School, OY - Older Youth

Black Lettering - Priority Actions From Age Group Teams, Blue Lettering - Priorities Affirmed from Aligned Coalitions



## Palm Beach County Recommended Actions (solutions from previous collaborative conversations)

### CROSS-CUTTING

- **Identify programs** and services beyond governmental and community agencies to build on the range of services, providers, and programs surveyed by Birth to 22. [What Works Summit, slide 19] (Education)
- **Implement central systems of care.** [SWAT Special Needs p. 13 and #OK2Talk Report 2014, p. 7]
- **Create and sustain a management infrastructure** to act as convener, organizer, and facilitator for collaboration focused on youth and young adults. [Youth Symposium]
- **Support and enhance a database and resource assessment** to ensure the right people get to the most appropriate programs/services by [Youth Symposium]:
  - **leveraging technology to establish real-time mapping of available community resources** including description of programs, target population and how to access programs/services.
- **Develop a community research and evaluation structure** to determine program effectiveness. [Youth Symposium]

### Physical Health and Wellness Supports

- **Increase food source alliances** to increase food distributed to the 120 existing organization working to feed the hungry. [Health Start pg. 75] (Safety, Violence, Trauma, Environment and Basic Services)
- **Prevent the increase in obesity** and related co-morbidities among children, adolescents, and adults in Palm Beach County. [CHIP, pg. 17] **EC**
- **Maximize participation in nutrition programs** by connecting all eligible residents to benefits and programs. [Hunger Relief pgs. 5 and 10] **EC, Elem, HS**
- **Develop a mobile Food Finder app** to share information about food related resources and services. [Hunger Relief pg. 31]
- **Create a county-wide online directory** to promote opportunities to be physically active among residents. [CHIP, pg. 21]
- **Implement evidence-based nutrition education programs** to increase the knowledge about healthy food options for all PBC families. [United Way Education RFP, pgs 1 and 2; Hunger Relief pg. 7] (Safety, Violence, Trauma, Environment and Basic Services) **EC, MS, HS**

### BEHAVIORAL AND MENTAL HEALTH CARE

- **Strengthen collaboration between law enforcement and mental health practitioners** to inform the development of an evaluation program for pre-entry into the criminal justice system. [#OK2Talk Report 2014. pg. 7]
- **Create trans-disciplinary teams** between hospitals, education, behavioral health care, law enforcement, and families to address youth transition plans into school and community. [#OK2Talk Report 2014, pg. 8] **HS, OY**
- **Expand the capacity, standardization, and appropriate utilization of mobile crisis teams.** [#OK2Talk Report 2014. pg. 9 and #OK2TALK. Community recommendations 2014 NAMI]
- **Enhance the capacity of early diagnostic services** for children 3 to 5.\* **EC, ELEM**
- **Expand depression assessment** for pregnant women. [YS Survey Training, slide 6]
- **Expand detection, prevention, and intervention services** for children across the full developmental continuum. [#OK2Talk Report 2014. pg. 15] **EC, ELEM, MS, HS**
- **Create a “one-stop shop”** to improve access to behavioral health care services that includes multi-level treatment plans and strategies to connect with youth. [#OK2Talk Report 2014. pg. 16] **EC, ELEM, MS, HS**
- **Develop peer-mentoring programs** in various settings. (i.e. schools, doctors office, places of employment)\*
- **Provide dedicated staff** at each school to facilitate access to services for at-risk youth. [What Works Summit, Slide 14] **EC, ELEM, MS, HS**
- **Develop training and guidelines** for first responders, judges, school personnel and policymakers on mental health recognition, sensitivity, and de-escalation strategies. [#OK2TALK. Community recommendations 2014 NAMI and #OK2Talk Report 2014. pg. 13]
- **Develop a mental health court.** [#OK2TALK. Community recommendations 2014 NAMI]
- **Decriminalize mental illness and create diversion options.** [#OK2TALK. Community recommendations 2014 NAMI]
- **Develop hospitalization and residential programs** in lieu of jail [#OK2TALK. Community recommendations 2014 NAMI]
- **Implement a de-stigmatization campaign.** [#OK2TALK. Community recommendations 2014 NAMI]
- **Improve quality assurance monitoring of professionals** in the behavioral health field and to recruit more professionals who specialize in trauma. [#OK2Talk Report 2014. pg. 16] **HS**

### CAREER READINESS

- **Address the special needs population by including employment as a central component** in the comprehensive system of care targeted at those individuals. [SWAT Special Needs pgs. 27] (Special Needs)
- **Prepare parents and caretakers to navigate high school to adult transition services.** [SWAT Special Needs pgs. 13] **HS, OY**
- **Build more opportunities to reconnect disconnected youth to education (including trades) and employment opportunities.** Responsibility: Disconnected Youth Workgroup [What Works Summit, slide 14] (EDUCATION) **HS, OY**
- **Job shadowing\***
- **Technical and trade programs\***
- **College preparation\***
- **Dual enrollment\***
- **College selection, application, and navigation guidance\***
- **Degree and technical certificate attainments\***
- **Curriculum Workforce Alignment\***
- **Employment and job coaching\***
- **Educational/school-work support\***
- **Competitive employment opportunities** (special needs)\*

### PARENTING AND CHILDCARE

- **Launch a community wide public awareness campaign** focused on empowering parents and caregivers. [YS Survey Training, slide 6] **EC, ELEM**
- **Evaluate allocation of funding to childcare services** for the homeless population. [Homelessness Plan pg. 69]
- **Enforce child support laws.** [Homelessness Plan pgs. 58 and 73]
- **Increase funding and access to high-quality childcare and dependent care subsidies.** [Homelessness Plan pg. 73]
- **Develop incentives for employer-assisted childcare and dependent care.\***

### EDUCATIONAL ENRICHMENT & SEL

- **Ensure healthy, safe, permanent and nurturing environments.** [What Works Summit] **ELEM**
- **Provide transportation options to afterschool programs.** [United Way Education RFP, pgs. 1-2]
- **Add program sites in the community.** [United Way Education RFP, pgs. 1-2]
- **Increase availability of developmental screenings.** [SWAT Special Needs pg. 9] (Special Needs) **EC, ELEM, MS, HS**
- **Increase access to quality pre-school and afterschool programs.\***
- **Make programs affordable for all** (including those on a sliding scale). [United Way Education RFP, pgs. 1-2] **EC, ELEM, MS, HS, OY**
- **Provide engaging enrichment activities and holistic wrap-around services.\***
- **Address unequal distribution of services** (urban vs rural areas)\*
- **Positive and support school climate** [SDPBC Entry Plan] **EC, ELEM, MS, HS**
- **Involve youth in decision making\***
- **Bullying prevention** [SDPBC Entry Plan and United Way RFP] **ELEM, MS, HS**
- **Decrease discipline and suspensions referrals\***
- **Incentives to encourage children to succeed\***
- **Talent development** [SDPBC Entry Plan]
- **Afterschool mentor program** [United Way RFP] **ELEM**
- **Cultural competence** [SWAT Special Needs]
- **Help children to thrive and succeed\***
- **Abuse free environments\***
- **Positive experiences on and off campuses\***
- **Enhance/provide connectedness\***
- **Emphasize afterschool mentor programs and tutoring, homework assistance, improved access to technology, bullying prevention, and the development of positive relationships/communication with teachers.** [United Way Education RFP, pg. 7 and 8] **ELEM**

1/3

Key: [ ] Reference source; ( ) Additional theme under which this recommendation was mentioned; Early Childhood = EC, Elementary = ELEM, Middle School = MS, High School = HS, Older Youth = OY



## Palm Beach County Recommended Actions (solutions from previous collaborative conversations)

### EDUCATION

- **More surveys needed to identify programs and services** provided by municipalities, community organizations, Greek organizations, churches, etc. [What Works Summit, slide 19]
- **Implement transition programs in every school** (entry into kindergarten, 6th, 9th, and post-graduate. Responsibility: Transition Programs Workgroup [SWAT Special Needs pgs. 27; What Works Summit, slide 14] (Career Readiness) **EC, ELEM, MS, HS**)
- **Address the educational needs of African American male students.** [Alt Ed Action Team]
- **Enhance k-3 learning opportunities for African American males.** [Alt Ed Action Team] **EC, ELEM**
- **Develop pilot plan for African American Male only school.** [Alt Ed Action Team]
- **Substantial afterschool snacks\***
- **Improve technological gap at the Glades\***
- **Tutoring\***
- **Expose children to new experiences.** [Youth Symposium]
- **Build more opportunities to reconnect disconnected youth to education (including trades) and employment opportunities.** Responsibility: Disconnected Youth Workgroup [What Works Summit, slide 14] (Career Readiness) **HS, OY**
- **Essentials for improving student achievement** as defined by principals and school leaders. [Board Workshop, pgs. 20, 21, and 22]:
  - distinguished student program offerings
  - availability and quality of equitable resources **ELEM**
  - improving instructional foci.
- **Explicit transition protocols** are needed for children receiving ESE services in preschool. [SWAT Special Needs pg. 27] **EC**
- **Maintain literacy programs** beginning in early childhood to young adulthood. [YS Survey Training, slide 6] **EC, ELEM, MS, HS**

### EDUCATION (continued)

- **Create a “World-Class” educational system for all students** by taking on the following four strategic themes in SDPBC 2015-2021 Strategic Plan **OY, MS**

#### effective & relevant instruction to meet needs of all students

- Define pillars of effective instruction to increase the academic achievement of all students **EC, ELEM, MS, HS**
- Embed cultural competence, equity and access within instructional practices **ELEM, MS, HS**
- Provide instructional programming customized to the individual strengths, needs, interest and aspirations of each learner **EC, ELEM, MS, HS**
- Provide digital and blended learning opportunities utilizing current technology
- Expand and enhance prekindergarten programs and services **EC**
- Develop the capacity to deliver effective instruction in prekindergarten to grade 2 **EC, ELEM**

#### positive and supportive school climate

- Ensure a comprehensive “Single School Culture” in every school
- Align behavioral and social/emotional services while increasing accessibility **MS, HS**
- Develop an approach for bullying prevention **ELEM, MS, HS**
- Align new and existing community and parent partnerships **ELEM**

#### talent development

- Develop leadership advancement pathways for all employees **ELEM**
- Develop and implement a recruitment system that attracts high quality and diversity in candidates by job group/category **HS**
- Develop and implement rigor in the selection and hiring processes that effectively identify and screen for high-quality skilled applicants **MS, HS**

#### supporting a high performance culture

- Implement a comprehensive performance management system
- Implement rigorous project management structures, protocols and processes
- Build a district-wide culture of pride, trust and respect **EC, ELEM, MS, HS**
- Establish and implement recognition and differentiated compensation systems
- Develop resource allocation processes aligned with student needs **EC, ELEM, MS, HS**

### SAFETY, VIOLENCE, TRAUMA, ENVIRONMENT & BASIC SERVICES

- **Increase food source alliances** to increase food distributed to the 120 existing organization working to feed the hungry. [Health Start pg. 75] (Physical Health and Wellness Supports)
- **Develop a transitional process and additional housing program** for youth aging out of foster care. [Homelessness Plan pg. 60] **OY**
- **Increase awareness of domestic violence services and shelters** serving juveniles, families, and their pets. [Youth Survey Training, slide 8] (PARENTING & CHILDCARE)
- **Implement evidence-based nutrition education programs** to increase the knowledge about healthy food options for all PBC families. [United Way Education RFP, pgs 1 and 2] (Physical Health and Wellness Supports)

### SPECIAL NEEDS **HS** – flagged special needs, but no details on who or what to connect to

- **Develop and implement a comprehensive and integrated system (countywide and cross-disciplinary) to ensure timely entry into a coordinated system of care** that includes (Career Readiness):
  - 1) a single point of entry
  - 2) a system-wide resource and referral mechanism for providers
  - 3) improved usability, accessibility, and quality of developmental screenings, diagnosis and referrals (Educational Enrichment & SEL) **ELEM**
  - 4) a plan for strengthening personnel who will implement the system of care
  - 5) an intervention process that focuses on family-professional partnerships, medical home services, insurance and financing, screening, transition to adulthood and cultural competence **EC, ELEM**
  - 6) dissemination of health insurance options **ELEM**
  - 7) employment as a central component (i.e. training, employment options, professional development for providers working to improve outcomes in this area) (Career Readiness)
  - 8) explicit transition protocols are needed for children receiving ESE services in preschool (Education)
- **Increase effectiveness by strengthening collaboration** between the following groups: 1) Lost and Found and Project Lifesaver, 2) the school district and advocacy providers.
- **Organize a series of summits with funders and service providers** to coordinate funding options and service implementation. The summits should also bring together service providers to address possible solutions to existing issues; share services and best practices; as well as foster collaboration.

Note: Source for all recommendations in this category: SWAT Special Needs



## Palm Beach County Recommended Actions (solutions from previous collaborative conversations)

### Physical Health and Wellness Supports

- **Prevent the increase in obesity** and related co-morbidities among children, adolescents, and adults in Palm Beach County. [CHIP, pg. 17] **EC**
- **Maximize participation in nutrition programs** by connecting all eligible residents to benefits and programs. [Hunger Relief pgs. 5 and 10] **EC, Elem, HS**
- **Implement evidence-based nutrition education programs** to increase the knowledge about healthy food options for all PBC families. [United Way Education RFP, pgs 1 and 2; Hunger Relief pg. 7] (Safety, Violence, Trauma, Environment and Basic Services) **MS**

### EDUCATION

- **Essentials for improving student achievement** as defined by principals and school leaders. [Board Workshop, pgs. 20, 21, and 22]:
  - availability and quality of equitable resources **ELEM**
- **Create a “World-Class” educational system for all students** by taking on the following four strategic themes in SDPBC 2015-2021 Strategic Plan **OY, MS**

#### effective & relevant instruction to meet needs of all students

- Embed cultural competence, equity and access within instructional practices **ELEM, MS, HS**
- Expand and enhance prekindergarten programs and services **EC**

#### positive and supportive school climate

- Align behavioral and social/emotional services while increasing accessibility **MS, HS**
- Develop an approach for bullying prevention **MS, HS**
- Align new and existing community and parent partnerships **ELEM**

#### talent development

- Develop and implement a recruitment system that attracts high quality and diversity in candidates by job group/category **HS**
- Develop and implement rigor in the selection and hiring processes that effectively identify and screen for high-quality skilled applicants **MS, HS**

### PARENTING AND CHILDCARE

- **Launch a community wide public awareness campaign** focused on empowering parents and caregivers. [YS Survey Training, slide 6] **EC**

#### **SPECIAL NEEDS (HS – flagged special needs, but no details on who or what to connect to)**

- 9) an intervention process that focuses on family-professional partnerships, medical home services, insurance and financing, screening, transition to adulthood and cultural competence **ELEM**

Note: Source for all recommendations in this category: [SWAT Special Needs](#)

### CAREER READINESS

#### CROSS-CUTTING

#### EDUCATIONAL ENRICHMENT & SEL

#### BEHAVIORAL AND MENTAL HEALTH CARE

#### SAFETY, VIOLENCE, TRAUMA, ENVIRONMENT & BASIC SERVICES

