

## YOUTH MASTER PLAN

**CONVERSATION**  
**What does "ready" look like?**  
**What Local Conditions do we need to address?**  
**What are common areas for action?**  
**WHO/WHERE**  
 over 450 community members so far  
 Feb: Riviera Beach  
 Mar: Lake Worth, Delray, FAU, Belle Glade  
 Apr: WPB, Greenacres, COMPASS, Special Needs (Boca)  
**RECOMMENDATIONS**  
 Due July 2016

### My Brother's Keeper

CONVERSATION	WHO/WHERE	KEY INITIATIVES
What are key measures of success? What are the policy impediments to equal treatment? What does effective mentoring look like?	500+ in Task Force meetings led by Youth Services including families & young people 6 meetings since Nov 2014	Mentoring & Career Access Reading (school & neighborhood) College Access

### Special Needs

CONVERSATION	WHO/WHERE	RECOMMENDATIONS
Increase capacity; improve timely access, reduce gaps, improve transition practices, increase employment, improve advocacy and futures planning.	Led by Unicorn Foundation; Attended by Over 230 individuals ranging parents, caregivers, people with disabilities including youth and service	Create and maintain a collaborative System of Care that addresses services & systemic issues, gaps and barriers

### Hunger Plan – Child & Youth Component

CONVERSATION	WHO/WHERE	RECOMMENDATIONS
What causes hunger? SWOT Analysis	Led by United Way; 10 focus groups, including early childhood & school-age focus 150 survey respondents, 20 Stakeholder interviews; 10 client interviews,	10 Goal Areas

### Behavioral Health (Mental Health) & Substance Abuse

CONVERSATION	WHO/WHERE	RECOMMENDATIONS
How do we improve the quality of life in targeted neighborhoods Recommendations for Improved System of Care	Led by CommHealth; WPB/RB (Jan 2017); Visioning Meetings (Oct 2014) Community Engagement Activities (Mar-Sept 2015) Sense-making Meetings (May and Oct 2015)	Awareness and acceptable BH and wellness; Increased collaboration and coordination, knowledge and skills among workforce; advocacy among policy makers and system leaders for BH services, skills, awareness

### CSC Community Needs Assessment

**CONVERSATION**  
 What supports are helpful during pregnancy?  
 What is helpful during child's 1<sup>st</sup> & 2<sup>nd</sup> year?  
 What would you have liked to know before ?  
 What barriers did you experience?

**WHO/WHERE**  
 Mothers & Fathers in  
 April: Boynton Beach, Riviera Beach WPB, Lake Worth, Delray, Northwood, Glades, Greenacres  
**RECOMMENDATIONS:** Due July 2016

### School District Strategic Plan

**CONVERSATION**  
 What does the community need from PBCSD?  
 What do we do well?  
 What are the opportunities?

**WHO/WHERE**  
 18,000 people involved; various Middle and High Schools\*

**Long-Term Outcomes/Strategic Focus**  
 3<sup>rd</sup> Grade Reading Relevant Instruction  
 High School Readiness School Climate  
 High School Graduation Talent Development  
 Foster Post-Grad Success Performance Culture

### Collective Impact for Education

**CONVERSATION**  
 Key questions related to college planning, college access and family member involvement in college planning.

**WHO/WHERE**  
 50 Key Informant Interviews throughout the county

**RECOMMENDATIONS**  
 Due June 2016



# 2016

## Document Review Executive Summary



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## Background – Birth to 22: United for Brighter Futures

In 2012, the Palm Beach County Board of County Commissioners (BCC) initiated a discussion around youth violence and disengagement. In 2013, county leaders continued the conversation by convening a joint board meeting: the Palm Beach County Youth Symposium. This Symposium was a partnership between the BCC, the School District of Palm Beach County, Children's Services Council, United Way, Career Source, and other leaders. Its goal was to share information and identify actions and programs to support the healthy growth, development and education of children and youth from prenatal to young adulthood.

The work of the Youth Symposium has been rebranded as ***Birth to 22: United for Brighter Futures***. Birth to 22 aims to continue the work of the Youth Symposium by using a collective impact approach to community engagement, planning and action, with the ultimate goal of improving outcomes for children and youth in Palm Beach County.

## Purpose – Youth Master Planning

The purpose of the Youth Master Planning process is to engage community leaders in an intentional effort to align ongoing work, creating a system of coordinated and collaborative services that meet the needs of children and youth from birth to 22 years of age. Palm Beach County is a multi-cultural community with a history of established good intentions, willingness, and excellence in serving its youth, while also grappling with service gaps, silos, and disparities. The main goal of Birth to 22 is to support the healthy growth, development and education of our youth, pre-natal through young adulthood, so that they graduate from high school and succeed in life. To this end, a Youth Master Plan, a collaborative document that sets long-term, community-wide goals for young people, and identifies specific action steps for reaching those goals, will be the central piece in providing further guidance and direction on youth centric strategies.

## Rationale – This Document Review

In order to initiate the Youth Master Plan, it is important to have a clear picture of the existing systems and supports in Palm Beach County (PBC), including their strengths and weaknesses. To this end, this report includes a qualitative summary of a sample of documents and reports of the existing youth related initiatives, strategies, and programs in PBC. The Birth to 22 Executive Board members submitted documents that looked at both the current state of well-being of our children and youth and the status of the systems that serve them. The systems and supports addressed a range of areas, including: *Behavioral and Mental Health; Career Readiness; Educational Achievement; Educational Enrichment and Social/Emotional Learning; Parenting & Childcare; Physical Health*, and a range of issues around Environment (safety, trauma, gangs) and Basic Needs.

## Methodology and Limitations

This report was prepared by reviewing textual and descriptive statistical data included in 27 documents submitted by community leaders and organizations. Emerging and recurring themes were collected and organized in two dashboards following The Forum for Youth Investment guidelines. Because this report relies on the analysis of submitted information, it is unfeasible to attest to its representativeness. In effect, because the existence of service silos is one of the recurring themes, it is very likely that this report and attached dashboards fail to provide a definitive picture of the systems, services, gaps and outcomes at Palm Beach County.



## Preliminary Findings – SYSTEMS & SUPPORTS

The Forum for Youth Investment provided specific parameters to guide the analysis of the information presented in this report. These parameters include levels of existing coordination, use, accessibility, and quality. The sections below provide a summary of the emerging themes related to initiatives, programs and services within each of these areas.

### Are Supports Coordinated?

Palm Beach County enjoys a wealth of committees and inter-agency collaborations. For example, the community, through the work of the Youth Symposium, identified approximately 70 active committees addressing health, mental health, child abuse, education, juvenile justice, homelessness, hunger, special needs, and other issues in Palm Beach County. However, there is a need to clarify and acknowledge the distinction between existing levels of collaboration within committees and actual coordination of services (i.e. attending meetings vs. strategizing multiple resources to serve the community in an effective and efficient manner).

As a start, the Youth Symposium's work led to the development of a brand called *Birth to 22: United for Brighter Futures* to emphasize the need for coordinated efforts to improve efficiencies and provide a vehicle for communication, and resources such as shared website, and a database for shared data. Two initiatives on the ground, the Healthy Beginnings Service Delivery System, which services pregnant women and young children, and The Task Force for Black Male Student Achievement (TFBMSA) are two examples of local collaborations with clear coordination of strategies, tasks, and reporting of its outcomes.

Although there is a multitude of services, providers, and programs as surveyed by Birth to 22, the need to identify programs and services beyond governmental and community agencies remains. Implementing central systems of care, such as the Healthy Beginnings Service Delivery System, was also a recurring recommendation as an appropriate strategy to increase inclusiveness, and serve populations such as special needs and English learners.

Finally, although there has been an obvious effort by local initiatives to seek feedback from the community through several outlets (surveys, community conversations, focus groups, etc.), the data from this document review are not representative of the input of Palm Beach County youth. Even the recent School District's Survey, with its 8000 responses, counted with the participation of only 758 students, or 6% of the total number of responses. Thus, a need for direct engagement of PBC youth is essential to ongoing and future initiatives.

### Are Supports Well-Used?

Existing resources, when well promoted, are used to their capacity. Special Needs youth, in particular, have to contend with long waiting lists for home-based services, placement in ADP High School, and vocational rehabilitation. Additionally, Palm Beach County services are distributed unevenly, leaving the Glades area particularly underserved.

The scarcity of services in the Glades area is also apparent in terms of its designation as a food desert. Nevertheless, the Youth Services Summer Food program, the Food Bank initiative, as well as the more recent Hunger Relief Strategy are examples of existing programs addressing food insecurity in Palm Beach County, including the Glades area.





Lastly, it is important to highlight that the reports submitted for this qualitative summary included little information on client and outreach numbers. Thus, it was infeasible to speculate on the usage of county resources and services. That is not to say that usage data is unavailable, but rather that it was not prevalent in the submitted documentation.

### **Are Supports Available & Accessible?**

Affordability is a main barrier to accessing all identified systems. The cost of childcare, in particular, is a burden for many Palm Beach County (PBC) households. Moreover, services such as future planning, social and recreational activities, and respite care are particularly lacking for youth with special needs. A central service location and dedicated school staff has been identified as a possible solution to address the needs of youth suffering from mental illnesses, while accessible and quality after-care options have been identified as a need for all PBC youth.

Finally, providing information for health insurance options and lack of health insurance is also a recurring theme. However, it is unclear if these reports have analyzed the possible impact on health care access, if any, of the Affordable Health Care Act.

### **Are Supports High Quality?**

Palm Beach County has many high-quality services for children and youth, as well as ongoing initiatives. Nevertheless, professional development and implementation of a unified system of care are often cited as strategies to improve the quality of existing services.

While there has been an emphasis on encouraging and supporting evidence-based practices, these have yet to become the norm at the community level. For this reason, in order to prepare organizations to provide services in a continuum of evidence, there has been an effort to provide training and information through the What Works Summit held in September of 2015.

Finally, even while Palm Beach School District provides quality and distinct program choices, and the eighth highest graduation rate in the nation, education disparities remain. Educational gaps are particularly apparent for Black male students and other students of color.

## **Conclusion**

It is evident that the leaders of Palm Beach County are committed to provide all its youth the possibility to grow healthy, safe, and strong. In general, Birth to 22 has led to ongoing and consistent collaboration among youth serving organizations to address gaps in the six areas as described in this report.

However, while the county benefits from many services and ongoing collaborative initiatives, there appears to be a lack of coordination and oversight on deliverables to ensure programs are responding to local needs in a systematic manner. The creation of Youth Services has gone a long way in centralizing Palm Beach County Board of County Commissioners funded services for children and youth. What is more, existing programs and initiatives would benefit from direct and representative input from local youth.

Finally, while there is a recurring emphasis on evidence based programs and initiatives, there is a need to implement measurable indicators, plan and organize outcomes according to particular target populations, and to develop consistent evaluation guidelines and reporting templates in order to ascertain the success of all collective impact efforts.



## List of Documents

- #OK2Talk Palm Beach County Speaks: Breaking the Connection Between Mental Illness and the Legal System. Community Recommendations 2014
- What Works Summit! Opening Presentation. September 30, 2015
- Superintendent's Graduation and Suspension Task Force Flyer, 2015
- Superintendent's Task Force for Black Male Student Achievement, 2015 (TFBMA)
- United Way Education RFP: Common themes from Consumer Conversations
- United Way Request for Proposals: Education and Mentoring, January 2015
- Youth Services OCP Annual Report PowerPoint
- Youth Symposium and Youth Services Department Update PowerPoint (YS&YS Update), October 27, 2015
- Exploring the Relationship between Afterschool Program Quality and Youth Outcomes: Findings from the Prime Time of Palm Beach County Quality Improvement System Study (Afterschool and Youth Outcomes), July 2014
- Outreach & Community Programming Division: Quarterly Report (OCP Division Report), January-March, 2015
- Community Action Planning Overview of Committees (CAPOC)
- Alternative Education Action Team Sample of Progress (AltEd Action Team)
- Data Index: Infant, Child, Youth and Young Adult Symposium (Symposium Data Index), September 25, 2013
- Florida Department of Juvenile Justice: Delinquency in Schools
- Entry Plan: Robert M. Avossa, Ed.D. – The School District of Palm Beach County
- Board Workshop: Strategic Plan Update, September 30, 2015
- Entry Plan Findings: The School District of Palm Beach County, November 04, 2015
- Community Input Survey: The School District of Palm Beach County
- Strengths, Weaknesses, Opportunities, and Threats for Individuals with Special Needs: Recommendations for an Improved System of Care, September 2015 (SWAT Special Needs)
- Developing Comprehensive Services for Individuals with Special Needs in Palm Beach County: A Business Plan, October 2015 (Special Needs Business Plan)
- The Best They Can Be: 2013-2014 Annual Quality Improvement Report for Out-of School Time Programs in Palm Beach County (Prime Time Quality Improvement)
- Healthy Start Service Delivery Plan 2013-2017 (Healthy Start)
- Palm Beach County uniting for better future for children: Group aims at issues of youth violence and disengagement. By Tammy Fields and Lisa Williams-Taylor (Uniting for Better Future) January 4, 2016
- Ten-Year Plan to End Homelessness in Palm Beach County Florida (Homelessness Plan)
- Hunger Relief Plan Palm Beach County, October 2015 (Hunger Relief Plan)
- Youth Symposium Programs and Services Survey Training (YS Survey Training)
- Palm Beach County Community Health Improvement Plan (CHIP)



## Appendices

### *1. Source Document Summary Chart*

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### *2. Coalitions, Networks and Initiatives – a starter list*

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### *3. Stairs to Success: Developmental Dashboard View*

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### *4. Systems & Supports Dashboard – Coordinated, Well-used, Accessible, High Quality*

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- Cross-cutting
- Special Needs
- Behavioral & Mental Health Supports
- Career Readiness
- Education
- Educational Enrichment & Social Emotional Learning
- Safety, Trauma, Environment & Basic Needs
- Parenting & Childcare
- Physical Health & Wellness Supports



APPENDIX 1: Source Document Overview

Document Saved As	Source	Doc Type	Date	Subject	Subject	Page #
#OK2Talk Final Report	Mental Health Association of PBC	Report	2014	Mental Health	Final Report that outlines the needs and recommendations for the mental health community, based on community conversations with 400 participants. The participants spoke about needs and recommendations of how to improve the system of care and treatment for mental illness and substance abuse disorders. Details of these conversations and recommendations are included in this report.	21
2013-2014 Annual QIS Report	Prime Time PBC, Inc. (launched from the Weikart Center	Report of Findings	2013-2014	OST Programs	“Quality Improvement Report for Out of School Time Programs in PBC” Prime Time conducted a quality assessment for Out of School Time Programs. The Final Report outlines their findings.	53
Action Teams Sample of Progress Per Team		List of Strategies	-	School Aged Children	List of strategies that tackle different issues facing school aged children (example: attendance, dropout, college readiness)	
AIR Youth Outcome Study	American Institute of Research	Report of Findings	July 2014	OST Programs	“Exploring the Relationship Between AfterSchool Program Quality and Youth Outcomes” utilized the PBC- Program Quality Assessment to determine findings	8
Avossa90	Palm Beach County Schools District	SWOT analysis of school district	-	Education	“Building Our Future- the first 90 days;” SWOT analysis of school district and announcement that superintendent will do a full SWOT.	
Business Plan Final Draft_ Developing Comprehensive Services	Unicorn Children’s Foundation	Business Plan	Oct 2015	Special Needs	“Developing Comprehensive Services for Individuals with Special Needs in PBC;” this report identified key gaps, recommendations for how to create an integrated systems of care for individuals with special needs.	31
Community Action Planning Overview of Committees	Birth to 22	Committee List	-	Multi Issue	Organizes the different committees by issue in an Excel Sheet (Mental Health, Child abuse, Hunger etc)	
CSC- Data Index- Youth Symposium Handout	PBC	Presentation	Sep 2013	Multi Issue	Stats for the Infant, Child, Youth and Young Adult Symposium including Prenatal, Education, Demographics	40 slides
Delinquency in Schools	Florida Department of Juvenile Justice		2015	Delinquency in Schools	Stats of PBC Youth...including arrests, school based citations, suspensions, expulsion etc	
District Draft Strategic Plan as presented at the Board Workshop	School District of PBC		Sept 30, 2015			13
Education & Mentoring RFP FY2015	Live United- United Way of PBC	RFP	Jan 2015	Mentoring	RFP for Education and Mentoring, supporting low-income populations	20





Document Saved As	Source	Doc Type	Date	Subject	Subject	Page #
<i>Final Entry Plan November 2015</i>	PBC Superintendent		-	Education	Entry Plan Findings- written by the Superintendent of Schools, follow up to document titled "Avossa"; engaged over 10,000 stakeholder to produce strategic themes and outcomes for the school district	21
Homelessness- ten year plan	PBC	10 year plan	2008	Homelessness	Ten year plan to end homelessness in PBC, including unaccompanied youth	90
HSC Service Delivery Plan Update	Healthy Beginnings Coalition of PBC	Report of Findings	2013	Health	Healthy Start Service Delivery Plan 2013-2017; conducted a community needs assessment and provided interventions and action steps based on findings.	118
OCP	Annual Report	Presentation	2015	Youth Services	2014-2015 Annual Report of Outreach and Community Programming Division	42 slides
PBC Hunger Relief Strategic Plan	Food Research and Action Center & partners	Strategic Plan	Oct 2015	Food Security	Formed a Hunger Relief Project that identified a comprehensive plan to reduce local hunger, will goals objectives and strategies.	97
Palm Beach Systems Model Report	Broward Regional Health Planning Council and Unicorn Children's Foundation	Community Needs Assessment	Sept 2015	Special Needs	SWOT for Individuals with Special Needs: Recommendations for Improved System of Care	44
Quarterly Report OCP	PBC Youth Services Dept		Jan-March 2015	Youth Services	Outreach and Community Programming Quarterly Report; summary of updates from the PBC Youth Services Dept	23
<i>Superintendent's Graduation and Suspension Task Force</i>	-		-	Education	The Strategic Plan and Action Team Co-chairs for the Graduation and Suspension Reduction Task Force	6
Task Force Accomplishments Updates		Draft Report	Nov 2015	Education	A list from the Superintendents Task Force for Black Male Student Achievement (draft report) of accomplishments, barriers and impressions	6
United Way Major Themes Consumer Conversations	United Way	RFP	-	Education	Common Themes from Consumer Conversations regarding Education	2
What Works Summit- Opening Presentation	Children's Service Council and partners		Sept 30, 2015		What Works Summit Opening	28 slides
YS_YSD Updated PPP Workshop	PBC Youth Services	Presentation	Oct 27, 2015	Education	Youth Symposium introduction to the Youth Master Plan.	20 slides
Community Input Survey for Strategic Plan	School District Entry Plan Survey	Results of Survey	Fall 2014	Education	Excel Sheet that presents the results of a District survey	



<b>Palm Beach County Active Initiatives</b>	<b>Purpose</b>	<b>Leader(s)</b>
<b>The Birth to 22 Initiative/ Youth Master Plan</b>	To support the healthy growth, development and education of our children and youth prenatal through young adulthood so that they graduate from high school and succeed in life.	Youth Services, Children Services Council (CSC), United Way, Career Source, The School District of Palm Beach County (SDPCB)
<b>School District of Palm Beach County Strategic Plan</b>	To build upon the school district successes and identify opportunities for improvement	SDPBC
<b>Homeless Coalition</b>	To eliminate homelessness in PBC	Palm Beach County Homeless Advisory Board and Palm Beach County Board of County Commissioners (BCC)
<b>Hunger Relief Initiative</b>	To relieve hunger in PBC	United Way and BCC
<b>Healthy Start / Healthy Beginnings Coalition</b>	To promote healthy birth and developmental outcomes	Healthy Start/Healthy Beginnings Coalition and the Children's Services Council
<b>Circuit 15 Community Alliance, and Circuit 15's Local Task Force</b>	To prevent child abuse and to support positive permanency outcomes for children in the child welfare system	Chaired by Circuit 15's Chief Judge with Lead convener of the Child Abuse Prevention and Permanency Plan (CAPP) the local Department of Children and Families
<b>Collective Impact for Education Initiative (LCAN)</b>	To get youth into and through post-secondary education	SDPBC, Farris Foundation, and Community Foundation
<b>Superintendent's Graduation Task Force</b>	To increase graduation rates	SDPBC
<b>Superintendent's Task Force for Black Male Student Achievement</b>	To increase Black Male student achievement	SDPBC
<b>My Brother's Keeper Initiative</b>	To create opportunities for boys and young men of color	Youth Services and United Way
<b>Glades Career Readiness Roundtable</b>	To address career readiness in the Glades area	Donia Roberts
<b>Special Needs Assessment and Business Plan</b>	To create and maintain a collaborative System of Care that addresses services and systemic issues, gaps, and barriers	Unicorn Children's Foundation
<b>Youth Violence Prevention Project (YVPP)</b>	To address youth violence in Palm Beach County	Youth Services
<b>#OK2Talk Action Group</b>	To address mental illness in PBC.	Mental Health Association of Palm Beach County
<b>Healthier Together</b>	To improve the quality of life in targeted neighborhoods.	Palm Healthcare Foundation



**APPENDIX 2. Coalitions, Networks and Initiatives – a starter list**

Palm Beach County Active Initiatives	Purpose	Leader(s)
The Birth to 22 Initiative/ Youth Master Plan	To support the healthy growth, development and education of our children and youth prenatal through young adulthood so that they graduate from high school and succeed in life.	Youth Services, Children Services Council (CSC), United Way, Career Source, The School District of Palm Beach County (SDPCB)
School District of Palm Beach County Strategic Plan	To build upon the school district successes and identify opportunities for improvement	SDPBC
Homeless Coalition	To eliminate homelessness in PBC	Palm Beach County Homeless Advisory Board and Palm Beach County Board of County Commissioners (BCC)
Hunger Relief Initiative	To relieve hunger in PBC	United Way and BCC
Healthy Start / Healthy Beginnings Coalition	To promote healthy birth and developmental outcomes	Healthy Start/Healthy Beginnings Coalition and the Children's Services Council
Circuit 15 Community Alliance, and Circuit 15's Local Task Force	To prevent child abuse and to support positive permanency outcomes for children in the child welfare system	(organizational home?)
Collective Impact for Education Initiative (LCAN)	To get youth into and through post-secondary education	SDPBC, Farris Foundation, and Community Foundation
Superintendent's Graduation Task Force	To increase graduation rates	SDPBC
Superintendent's Task Force for Black Male Student Achievement	To increase Black Male student achievement	SDPBC
My Brother's Keeper Initiative	To create opportunities for boys and young men of color	Youth Services and United Way
Glades Career Readiness Roundtable	To address career readiness in the Glades area	Donia Roberts
Special Needs Assessment and Business Plan	To create and maintain a collaborative System of Care that addresses services and systemic issues, gaps, and barriers	Unicorn Children's Foundation
Youth Violence Prevention Project (YVPP)	To address youth violence in Palm Beach County	Youth Services
#OK2Talk Action Group	To address mental illness in PBC.	Mental Health Association of Palm Beach County
Healthier Together	To improve the quality of life in targeted neighborhoods.	Palm Healthcare Foundation



# STEPS TO SUCCESS: A Developmental Dashboard View



## A. MAJOR OUTCOME AREAS FOR CHILDREN & YOUTH

	Early Childhood (0-5)	Grade School Age (6-10)	Middle School Age (11-14)	High School Age (15-18)	Young Adults (19-24)
<b>Vocational</b>				Career Readiness	
<b>Civic Connection (or Disconnection)</b>					
<b>Behavioral /Mental Health</b>			Prosocial Adolescent Behaviors		
		Avoiding Risky Behaviors			
		Improving Behavioral/ Mental Health			
<b>Education</b>	Ready for School	Meeting Educational Standards			
<b>Social Emotional Connection</b>	Improving Social / Developmental Health				
	Connectedness				
<b>Physical Health</b>	Born Healthy	Avoiding Risky Behaviors			
	Healthy Growth & Development				

KEY: Birth to 22: Birth to 22: Key Partners



# STEPS TO SUCCESS: A Developmental Dashboard View



## B. SAMPLING OF INDICATORS

	Early Childhood (0-5)	Grade School Age (6-10)	Middle School Age (11-14)	High School Age (15-18)	Young Adults (19-24)
<b>Vocational</b>				<ul style="list-style-type: none"> <li>Idle Youth – not in work or in school</li> </ul>	
				Career Readiness*	
<b>Civic Connection (or Disconnection)</b>				<ul style="list-style-type: none"> <li>DJJ referrals</li> </ul>	
<b>Behavioral /Mental Health</b>			Avoiding Risky Behaviors Improving Behavioral/ Mental Health	Prosocial Adolescent Behaviors <ul style="list-style-type: none"> <li>Depression</li> <li>Exposure to Trauma/Violence</li> </ul>	
<b>Education</b>		Meeting Educational Standards 3 <sup>rd</sup> Grade Reading Proficiency.		H.S. seniors graduating with FCAT Reading Proficiency Increase High School	graduates who go on to post-secondary education <ul style="list-style-type: none"> <li>Idle Youth – not in work or in school</li> </ul>
		Ready for School	<ul style="list-style-type: none"> <li>Poor school attendance</li> <li>Non-proficient readers</li> <li>Discipline referrals/suspensions</li> </ul>		
<b>Social Emotional Connection</b>	Verified abuse & neglect	Improving Social / Developmental Health Connectedness			
<b>Physical Health</b>	Healthy birthweight Born Healthy	Healthy Growth & Development	Avoiding Risky Behaviors	<ul style="list-style-type: none"> <li>Teen Pregnancy</li> <li>Substance Abuse</li> <li>Obesity / Overweight</li> <li>Increase Nutrition &amp; Exercise / Reduce TV</li> </ul>	

KEY: • Developmental Indicators • Risk Indicators





# STEPS TO SUCCESS: A Developmental Dashboard View



## B. SAMPLING OF 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>Vocational</b>					While, 5.1% (n=3,273) of Palm Beach County teens were not working and not in school in 2011, the number of “disconnected” youth was lower than in 2009.
<b>Civic Connections</b> (or Disconnection)				DJJ Referrals 2011-12 3283	
<b>Behavioral / Mental Health</b>			•	•	
<b>Education</b>	Ready for school 70% in 2012 to 72.3% in 2014	FCAT Reading Proficiency 3 <sup>rd</sup> grade 2013 54%		(77%) 78% of our children (high school seniors) are graduating FCAT Reading Proficiency 2013 58%	(67%) 69% of all graduates go on to post-secondary education
<b>Social Emotional Connection</b>	Verified abuse/neglect (0-5) 14% in 2012 to 15.9% in 2014	If I need to, I can talk to at least one adult about personal problems. 82% in elementary school 83% in elementary school in FY14 81% in elementary school in FY15	If I need to, I can talk to at least one adult about personal problems. 72% in middle school 72% in middle school in FY14 72% in middle school in FY15	If I need to, I can talk to at least one adult about personal problems. 70% in high school 71% in high school in FY14 73% in high school in FY15	<b>Social Emotional Connection</b>
<b>Physical Health</b>	Late or no prenatal care access 6.9% in 2012 to 7.7% in 2014		SEE BACK FOR MORE MIDDLE & HIGH SCHOOL BENCHMARKS ON <ul style="list-style-type: none"> <li>Alcohol/drug</li> <li>Nutrition</li> <li>Physical Activity</li> <li>Television watching</li> <li>Overweight/Obesity</li> </ul>	<ul style="list-style-type: none"> <li>From 2010-2012, the rate of births to teens (age 15 to 19) steadily decreased from 26.5% to 22.1%</li> <li>In 2012, 38% of high school students have used alcohol vs. 33.9% statewide, 20.6% of high school students have used marijuana vs. 18.5% statewide, and 8.6% of high school students have used cigarettes vs. 9.6% statewide</li> </ul>	

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# STEPS TO SUCCESS: A Developmental Dashboard View



## PROPOSED BENCHMARKS:

- Decrease the percentage of middle and high school students who report using alcohol on any illicit drug in the past 30 days from 36.6% to 34% by 2015 [CHIP, pg. 30].
- Decrease the percentage of youth who did not eat vegetables (green salad, potatoes [excluding French fries, fried potatoes, or potato CHIP], carrots, or other vegetables, during the 7 days before the survey) from 8.8% to 7.9% by December 2016 [CHIP, pg. 18].
- Decrease the percentage of youth who drank a can, bottle, or glass of soda or pop one or more times per day (not counting diet soda or diet pop, during the 7 days before the survey) from 24.6% to 22.1% by 2015 [CHIP, pg. 19].
- Increase the percentage of youth who are physically active at least 60 minutes per day on 5 days of the previous 7 days from 59.4% to 65.3% by December 2016 [CHIP, Pg. 21].
- Decrease the percentage of youth who watched television 3 or more hours per day (on an average school day) from 37.9% to 34.1% by 2015 [CHIP, Pg. 21].
- Decrease the percentage of overweight ( $\geq$  85th percentile but  $<$  95th percentile) high school students in Palm Beach County from 13.8% to 12% by December 2016 and decrease the percentage of obese ( $\geq$ 95th percentile for BMI) high school students in Palm Beach County from 9.3% to 8% by December 2016 [CHIP, pg. 17].



Are supports	Overall Systems & Services Coordination
<b>Coordinated?</b>	<p><b>Status:</b></p> <p>The work of the Youth Symposium led to the development of a brand (<b>Birth to 22: United for Brighter Futures</b>) to emphasize the need for coordinated efforts to improve efficiencies and provide for communication, as well as planning for a countywide calendar, shared website, and database for shared data [What Works Summit, slide 27 and YS&amp;YS Update, Slide 7].</p> <p>Youth Services' division of Outreach &amp; Community Programming participates in 11 different committees that address youth violence prevention, the development of a community wide system of care, juvenile crime reduction and justice programs, education, public safety, and mental illness and substance abuse [OCP Division Report, 2015].</p>
	<p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>• There is a need for additional surveys for the identification of programs and services provided by municipalities, community organizations, Greek organizations, churches, etc [What Works Summit, slide 19].</li> </ul>
	<p><b>Actions/Strategies:</b></p> <ul style="list-style-type: none"> <li>• Youth Services Department was created centralizing youth programs under the Board of County Commissioners [What Works Summit, slide 13 and 18].</li> <li>• Ten major funders were surveyed to identify the programs and services already provided in the County. 307 programs were identified, and an online searchable database will become available to service providers in early 2016 [What Works Summit, slide 19].</li> <li>• The Youth Symposium in September 2013 brought together PBC Board of County Commissioners, the School Board, Children's Services Council, Career Source, United Way and other leaders to address goal and outcomes for PBC children and youth [What Works Summit, slide 3].</li> </ul>
<b>Well-used?</b>	<p>Programs and services workgroup of the Youth Symposium worked to identify the programs and services funded by major funders in PBC, which serve children, youth and young adults [What Works Summit, slide 16].</p>
<b>Available &amp; Accessible?</b>	<ul style="list-style-type: none"> <li>• Both CSC and Child Find are attempting to increase the availability of developmental screenings in PBC [SWAT Special Needs pg. 9].</li> </ul>
<b>High Quality?</b>	<ul style="list-style-type: none"> <li>• The What Works Summit on September 30, 2015 provided training and information on evidence based programs and evaluation [YS&amp;YS Update, slide 5].</li> <li>• One of the outcomes of the Youth Symposium includes the compilation of a list of over 300 programs to assess their level of effectiveness, accessibility, and their location on the evidence-based continuum [What Works Summit, slides 23 and Uniting for Better Futures].</li> <li>• There is a need to enhance the capacity of early diagnostic services for children 3 to 5 in order to avoid inaccurate diagnosis that may delay receipt of appropriate services or misplacement in more restrictive environments (e.g. developmental delayed vs. ASD). Furthermore, independent assessments are often unavailable due private psychologists' long waiting lists. Many families are unable to afford the evaluations that are necessary to gain access to services outside the school district [SWAT Special Needs pgs. 9 and 10].</li> </ul>



Are supports	Special Needs
Coordinated?	<p><b>Status:</b></p> <ul style="list-style-type: none"> <li>• Palm Beach County has the necessary elements to transition from a provider centric to an integrated system of care for <b>youth with special needs</b>, which is likely to require 7 to 10 years to implement and 5.44 million with the proper collaboration and funding integration [Special Needs Business Plan pgs. 3 and 4].</li> <li>• Services and providers for people with <b>Special Needs</b> tend to operate in silos [Special Needs Business Plan pg. 11].</li> <li>• There are examples of good inter-agency collaboration on the delivery of assessment and intervention programs for children (3 to 5) with <b>special needs</b>, such as Early Steps and First Steps [SWAT Special Needs pg 9].</li> </ul> <p><b>Plans/Recommendations:</b></p> <ul style="list-style-type: none"> <li>• The <b>Special Needs Business Plan</b> recommends the establishment of a "<b>single point of entry</b>," so that PBC special needs population can have access to all available services by increasing funding for the 211 Palm Beach/Treasure Coast special needs services [pgs. 12 and 13].</li> <li>• The <b>Special Needs Business Plan</b> has articulated a strategy to develop and implement a comprehensive and integrated system to ensure timely entry into a coordinated system of care [pg. 13].</li> <li>• Organizations <i>Lost and Found</i> and <i>Project Lifesaver</i> can increase their effectiveness with closer collaboration. Additionally, the school district should come into closer alignment with advocacy providers with information to parents and caretakers starting in Elementary school [SWAT Special Needs pg. 18].</li> <li>• A County-wide and cross-disciplinary effort is needed to improve (usability, accessibility, and quality) of developmental screenings, diagnosis and referrals, and to address services gaps. Children's Services Council (CSC) has been identified as a possible agency to lead this effort and to serve as the central agency to coordinate a system of care in Palm Beach County [SWAT Special Needs pg. 23].</li> <li>• Develop a system of regular communication among providers for individuals with special needs including a system-wide resource and referral mechanism. An Advocacy and future planning initiative can be started through a RFP from CSC or from Florida Developmental Disabilities Council (FDDC) [SWAT Special Needs pgs 28 and 29].</li> <li>• Organize a summit with possible funders and service providers in order coordinate funding options and service implementation [SWAT Special Needs pg. 25].</li> </ul> <p><b>Actions/Strategies:</b></p> <ul style="list-style-type: none"> <li>• The Special Needs Business Plan commissioned by the Unicorn Children's Foundation assessed the service gaps and community needs, and devised an implementation plan for the PBC population with special needs [Special Needs Business Plan pg. 11] This community needs assessment conducted a comprehensive analysis of the existing service delivery systems for people with special needs in PBC including multiple methodology and input from multiple stakeholders including parents and caregivers, people with disabilities including youth, and service providers (n=87 for interviews, n=74 for 11 focus groups, n=174 for community conversations, and n=363 for surveys) [SWAT Special Needs pgs. 3-6].</li> </ul>
Well-used?	<p><b>Status:</b></p> <ul style="list-style-type: none"> <li>• Approximately 46% of PBC residents with special needs (including youth) were on a waiting list for Med Waiver for home-based services [Special Needs Business Plan pg. 4].</li> <li>• There are 174 community-based organizations offering 324 services to the Special Needs population in PBC. These services tend to be poorly distributed and concentrated in four areas of the county: West Palm Beach (32%), Boca Raton (14%), Lake Worth (7%), and Delray Beach (6%). Belle Glade is particularly underserved [Special Needs Business Plan pg. 7, 8 and 11].</li> <li>• Both CSC and Child Find are attempting to increase the availability of developmental screenings in PBC [SWAT Special Needs pg. 9].</li> </ul>
Available & Accessible?	<p><b>Status:</b></p> <ul style="list-style-type: none"> <li>• Special Needs youth lacks access to future planning, opportunities for social and recreational activities, interaction with non-disabled peers, comprehensive medical coverage (including speech, occupational and nutritional therapies, respite care, and transportation [Special Needs Business Plan pg. 3].</li> <li>• There is a need to enhance the capacity of early diagnostic services for children 3 to 5 in order to avoid inaccurate diagnosis that may delay receipt of appropriate services or misplacement in more restrictive environments (e.g. developmental delayed vs. ASD). Furthermore, independent assessments are often in Available &amp; Accessible? due private psychologists' long waiting lists. Many families are unable to afford the evaluations that are necessary to gain access to services outside the school district [SWAT Special Needs pgs. 9 and 10].</li> <li>• Unlike the public transportation of Broward County and Miami Dade Counties, Palm Tran is not a Medicaid Waiver service. Thus, Medicaid funds cannot be used to fund the transportation of youth with special needs [SWAT Special Needs pg. 17].</li> <li>• There is a need for Spanish and Creole speaking advocates and financial planners for people with special needs [SWAT Special Needs pg. 18].</li> </ul>



<p><b>Available &amp; Accessible?</b> (continued)</p>	<ul style="list-style-type: none"> <li>• Accessing information and services on transitioning to adulthood (employment, housing, medical services, etc.), is a main obstacle for youth with special needs. Housing options in particular tend to be limited to group homes [SWAT Special Needs pgs. 8 and 11].</li> <li>• The inaccessibility to developmental evaluations for early diagnosis hampers access to proper education and transition and support into adulthood including post-secondary education, jobs, and family lives. The ability to afford re-evaluations for college accommodations is also a problem [SWAT Special Needs pg. 10].</li> <li>• There is a lack of respite services for parents and caretakers of youth with special needs. Particularity for weekends and summers when school is not in session. Another area of need is afterschool care [SWAT Special Needs pg. 11].</li> <li>• There is lack of competitive employment options for youth with special needs, and vocational rehabilitation services have a long waitlist [SWAT Special Needs pg16].</li> <li>• There is a shortage of personnel with expertise in transition planning. Additionally, there are few programs to assist special needs youth with employment and post-secondary education options. While local colleges and universities provide accommodations, these accommodations do not include preparing youth for supported employment, living and community access [SWAT Special Needs pg. 15].</li> <li>• There is a need for explicit transition protocols for children receiving ESE services in preschool. Additionally, the school district should implement post-school transition plans for all secondary students and increase professional development activities for teachers involved in transition planning [SWAT Special Needs pg. 27].</li> </ul> <p><b>Plans/Recommendations:</b></p> <ul style="list-style-type: none"> <li>• <b>[NOTED ABOVE]</b> A County-wide and cross-disciplinary effort is needed to improve (usability, accessibility, and quality) developmental screenings, diagnosis and referrals, and address services gaps. Children's Services Council has been identified as a possible agency to lead this effort and to serve as the central agency to coordinate a system of care in Palm Beach County [SWAT Special Needs pg. 23].</li> <li>• A County-wide and cross-disciplinary effort is needed to improve (usability, accessibility, and quality) of developmental screenings, diagnosis and referrals, and to address services gaps. Children's Services Council (CSC) has been identified as a possible agency to lead this effort and to serve as the central agency to coordinate a system of care in Palm Beach County [SWAT Special Needs pg. 23].</li> <li>• Establish a resource and outreach mechanism to disseminate health insurance information options for individuals with special needs [SWAT Special Needs pg. 26].</li> </ul>
<p><b>High Quality?</b></p>	<p><b>Status:</b></p> <ul style="list-style-type: none"> <li>• The Division of Blind Services, which serves individuals of all ages, and PBCSD are considered very helpful in providing information and referral services for families with children with special needs. Other valuable sources of information include Palm Beach 211, Child Find, NICU personnel and Early Intervention, the Renaissance Learning Academy's resource fair, the Family Café Conferences, and the CSC television show on channel 20 [SWAT Special Needs pg. 8 and 9 and Special Needs Business Plan pg. 9].</li> <li>• Child Find's screenings and evaluations for 3-5 year olds have been streamlined and expedited [SWAT Special Needs pg. 9].</li> <li>• United Way's funding for special needs equipment, the Coalition for Independent Living Options (CILO), and Youth Services were all cited as providing positive services and practices for youth with special needs [SWAT Special Needs pg. 10].</li> <li>• In-school services for students with special needs have improved, and parents and caretakers see the ease to transfer children as needed as a strength in Palm Beach County. Post-secondary accommodations at the local colleges and universities are also seen as a strength [SWAT Special Needs pg. 10 and 11].</li> <li>• Future planning and advocacy are scarce, but <i>Levine Family Services</i> and <i>Alpert Jewish Children and Family Services</i> are two community organizations that have been identified as providing future planning services for people with special needs. <i>South Tech Academy</i>, <i>Lost and Found</i>, and <i>Project Lifesaver</i> were also identified as organizations providing advocacy services [SWAT Special Needs pg. 18].</li> </ul> <p><b>Plans/Recommendations:</b></p> <ul style="list-style-type: none"> <li>• Developing a comprehensive System of Care with intervention processes that can focus on family-professional partnerships, medical home services, insurance and financing, early and continuous screening and referral, assessable services and support, transition to adulthood, and cultural competence. Additional recommendations include the development of a single point of entry, and of a Palm Beach County portal with information and resources. [SWAT Special Needs pg. 20].</li> <li>• A countywide and cross-disciplinary effort is needed to improve (usability, accessibility, and quality) developmental screenings, diagnosis and referrals and address services gaps. Children's Services Council has been identified as a possible agency to lead this effort and to serve as the central agency to coordinate a system of care in Palm Beach County [SWAT Special Needs pg. 23].</li> <li>• Implement a series of "ASSET Summits" to bring services providers together to address possible solutions to existing issues, and to share their services and best practices in addressing obstacles, as well as fostering collaboration [SWAT Special Needs pg. 24].</li> <li>• Develop a specific strategic plan to address personnel needed to implement a system of care in Palm Beach County [SWAT Special Needs pg. 24].</li> </ul>





Behavioral and Mental Healthcare	
<b>Are Supports Coordinated?</b>	<p><b>Status:</b></p> <ul style="list-style-type: none"> <li>Youth Services Gang Resistance Education and Training Initiative counted with the participation of 7 law enforcement entities and a new website to improve coordination [Youth Services OCP Annual Report, slide 41 and YS&amp;</li> </ul> <p><b>Plans/Recommendations:</b></p> <ul style="list-style-type: none"> <li>Foster collaboration between law enforcement and mental health practitioners in order to develop a program to provide mental health evaluations prior to transport to jail and/or emergency departments [#OK2Talk Report 2014, p. 7].</li> <li>There is a need for collaboration (trans-disciplinary teams) between hospitals, education, behavioral health care, law enforcement, and families to provide youth with a transition plan into their schools and communities [#OK2Talk Report 2014, p. 8].</li> </ul> <p><b>Stakeholder/Staff Engagement?:</b></p> <p><b>Actions/Strategies:</b></p> <ul style="list-style-type: none"> <li>Mental Health Association of Palm Beach County held community conversations with residents, students, teachers, service providers, law enforcement, and faith advisors (N=400) between January and April of 2014 to inquire about community's needs and recommendations. #OK2Talk Conference on April 25, 2014 was held to share results of the community conversations and hear the response of local leaders and national leaders [#OK2Talk Report 2014, pgs. 4 and 5].</li> <li>Mental health conference for SDPBC personnel took place in June 12, 2014 and in June 15, 2015 [#OK2Talk Report 2014, pg 13 and YS&amp;YS Update slide 5].</li> <li>Screening of documentary Paper Tigers on October 23, 2015, which addressed adverse childhood experiences, and the positive impact of trauma informed care on the lives of traumatized youth [YS&amp;YS Update, Slide 5].</li> </ul>
<b>Well-used?</b>	<p><b>Status:</b></p> <ul style="list-style-type: none"> <li>There is a lack of knowledge about resources, as well as an insufficient number of school psychologists to serve the school system. One in four people in PBC have a behavioral health disorder, but only half receive treatment. Barriers include: stigma and lack of affordable care [#OK2Talk Report 2014, pgs 10, 12 and 15].</li> <li>Both CSC and Child Find are attempting to increase the availability of developmental screenings in PBC [SWAT Special Needs pg. 9].</li> <li>In FY 2013-14, the Florida Network served 191 youth in residential and 596 youth in no-residential facilities in Palm Beach County [Delinquency in Schools, p. 4].</li> </ul> <p><b>Plans/Recommendations:</b></p> <ul style="list-style-type: none"> <li>Expand the capacity, standardization, and appropriate utilization of mobile crisis teams [#OK2Talk Report 2014, pg. 9].</li> <li>There is a need to enhance the capacity of early diagnostic services for children 3 to 5 in order to avoid inaccurate diagnosis that may delay receipt of appropriate services or misplacement in more restrictive environments (e.g. developmental delayed vs. ΑΣΔ). Φυρτηεμμορε, ινδεπενδεντ ασσεσμεντσ αρε οφτεν ιναωαιαβλε &amp; Αχχεσσιβλε?δυε πρωατε πσψηολογιστσε λογγ ωαιτινγ λιστσ. Μανψ φαμιλιεσ αρε υναβλε το αφοροδ τηε επωαλοατιονσ τηατ αρε νεχεσσαρψ το γαιν αχχεσσ το σερωιχεσ ουτσιδε τηε σχηοολ διστριχη ΙΣΩΑΤ Σπερνιαλ Νεεδσ πιντ. 9 ανδ 101.</li> <li>Expand depression assessment for pregnant women [YS Survey Training, slide 6].</li> </ul> <p><b>Actions/Strategies:</b></p> <ul style="list-style-type: none"> <li></li> </ul>
<b>Available &amp; Accessible?</b>	<p><b>Status:</b></p> <ul style="list-style-type: none"> <li>One in four people in PBC have a behavioral health disorder, but only half receive treatment. Barriers include: stigma and lack of affordable care. [#OK2Talk Report 2014, p. 15].</li> <li>Young adults with mental illnesses lack access to psychotropic medication [#OK2Talk Report 2014, p. 14]. Parents of young adults are unable to intervene on their children's care because they are adults [#OK2Talk Report 2014, p. 15].</li> <li>Healthy Beginnings provides mental health services for <i>Healthy Beginnings</i> participants [Healthy Start pg. 81].</li> </ul> <p><b>Plans/Recommendations:</b></p> <ul style="list-style-type: none"> <li>Expand detection and prevention services for children. Provide support from childhood through young adulthood. Train family, teachers, and primary care providers to intervene before crisis [#OK2Talk Report 2014, pg. 15].</li> <li>Improve access to behavioral health care by providing a central location (one-stop shop), a multi-level treatment plan, and creative strategies to connect with youth. Another recommendation is to develop peer-mentoring programs in various settings for people dealing with mental illness (school, doctor's office, places of employment [#OK2Talk Report 2014, p. 16].</li> <li>Dedicated school staff workgroup will plan the implementation of dedicated staff at each school to help get at-risk children to needed services (e.g., mental health, substance use, etc.) [What Works Summit, slide 14].</li> <li>Develop training and guidelines for first responders, judges and policy makers on mental illness recognition, sensitivity and de-escalation strategies [#OK2TALK. Community recommendations 2014 NAMI].</li> <li>Develop a mental health court [#OK2TALK. Community recommendations 2014 NAMI].</li> <li>Decriminalize mental illness and create diversion options [#OK2TALK. Community recommendations 2014 NAMI].</li> <li>Develop hospitalization and residential programs in lieu of jail [#OK2TALK. Community recommendations 2014 NAMI].</li> <li>Establish mobile Crisis Teams [#OK2TALK. Community recommendations 2014 NAMI].</li> <li>De-stigmatization campaign of mental illness including cultural competency and sensitivity training [#OK2TALK. Community recommendations 2014 NAMI].</li> </ul>



	<ul style="list-style-type: none"> <li>Integration of funding streams [Multiple sources].</li> </ul> <p><b>Actions/Strategies:</b></p>
<p><b>High Quality?</b></p>	<p><b>Status:</b></p> <ul style="list-style-type: none"> <li>Youth Services Department funds programs that address behavioral conduct with at least 64% of participants achieving their programmatic outcomes [Youth Services OCP Annual Report, slides 4, 5 and 6].</li> <li>Youth Services Residential Treatment Division reported that 80% of served youth improved in at least three of its outcomes indicators, while 77% presented significant improvement overall [YS&amp;YS Update, slide 22].</li> <li>The number of youth arrested in Palm Beach County has continuously decreased from FY2010-11 to FY 2014-15 [Delinquency in Schools, p. 1].</li> </ul> <p><b>Plans/Recommendations:</b></p> <ul style="list-style-type: none"> <li>Develop and establish more training and guidelines for all law enforcement and first responders including recognition of mental illness and de-escalation strategies [#OK2Talk Report 2014, p. 7].</li> <li>Increase mental health training opportunities for teachers and other school personnel [#OK2Talk Report 2014, p. 13].</li> <li>There is a need to "improve quality assurance monitoring of professional in the behavioral health field," and to recruit more professionals who specialize in trauma [#OK2Talk Report 2014, p. 16].</li> </ul> <p><b>Actions/Strategies:</b></p> <ul style="list-style-type: none"> <li>The SDPBC is evaluating the existing guidance counseling, mental health, physiological and social services, including current procedures to report suspected child abuse [Entry Plan Findings, pg. 13].</li> </ul>



	Career Readiness
<p><b>Are supports</b></p> <p><b>Coordinated?</b></p>	<p><b>Status:</b></p> <p><b>Plans/Recommendations:</b></p> <ul style="list-style-type: none"> <li>• A comprehensive system of care for individuals with special needs should include employment as one of its central components and address employment training, employment options, and professional development for service providers working to improve the employment outcomes of individuals with special needs [SWAT Special Needs pg. 27].</li> </ul> <p><b>Actions/Strategies:</b></p> <ul style="list-style-type: none"> <li>• United Way held eight conversations with consumers to discuss the educational gaps and issues in Palm Beach County. These conversations were held in English, Spanish, and Creole [United Way Education RFP, pg 1].</li> <li>• The Task Force for Black Male Student Achievement (TFBMSA) established the <i>Cycle of Success</i> Speaker's Bureau group with local adult Black males who attended PBC schools, completed higher education, and who are now working on their fields to serve as speakers and mentors for PBC schools and students [TFBMSA Report, pg 1].</li> <li>• The Alt Ed action team implemented several initiatives to address college and career readiness of African American male students including the AVID and IB Access program, career fairs, and a HBCU recruitment tour [Alt Ed Action Team].</li> <li>• Post-Symposium steering committee and eight workgroups were created to address symposium recommendations and provide cross-sectional input [Youth Symposium and Youth Services Update PPT, slide 2].</li> <li>• Youth Symposium's Steering Committee brainstormed a list of proximally 70 active committees addressing health, mental health, child abuse, education, juvenile justice, homelessness, hunger, special needs and other issues in Palm Beach County [CAPOC].</li> </ul>
<p><b>Well-used?</b></p>	<p><b>Status:</b></p> <p><b>Plans/Recommendations:</b></p> <ul style="list-style-type: none"> <li>• The waiting list for ADP high school to adult transition services is over 10 years long, which requires advance preparation by parents and caretakers [SWAT Special Needs pg. 13].</li> </ul> <p><b>Actions/Strategies:</b></p> <ul style="list-style-type: none"> <li>• Both CSC and Child Find are attempting to increase the availability of developmental screenings in PBC [SWAT Special Needs pg. 9].</li> </ul>
<p><b>Available &amp; Accessible?</b></p> <p><b>Available &amp; Accessible?</b> (continued)</p>	<p><b>Status:</b></p> <ul style="list-style-type: none"> <li>•• The Youth Services Department funded Youth Empowerment Centers in strategic geographic areas (Lake Worth, Riviera Beach, and Belle Glade) and community-based agencies (Boys and Girls Club and Prime Time), which assisted youth to transition into post secondary education and training, and provided summer employment and professional development training [Youth Services OCP Annual Report, slides 38, 39, and 40 and YS&amp;YS Update, slide 25 and 26].</li> <li>• Accessing information and services on transitioning to adulthood (employment, housing, medical services, etc.), is a main obstacle for youth with special needs [SWAT Special Needs pgs. 8 and 11].</li> <li>• There is lack of competitive employment options for youth with special needs, and vocational rehabilitation services have a long waitlist [SWAT Special Needs pg16].</li> <li>• There is a shortage of personnel with expertise in transition planning. Additionally, there are few programs to assist special needs youth with employment and post-secondary education options. While local colleges and universities provide accommodations, these accommodations do not include preparing youth for supported employment, living and community access [SWAT Special Needs pg. 15].</li> </ul> <p><b>Plans/Recommendations:</b></p> <ul style="list-style-type: none"> <li>• The Disconnected Youth Workgroup will work on building more opportunities to reconnect disconnected youth to education (including trades) and employment opportunities [What Works Summit, slide 14].</li> <li>• The school district should implement post-school transition plans for all secondary students and increase professional development activities for teachers involved in transition planning [SWAT Special Needs pg. 27].</li> <li>• The Transition Programs Workgroup will work to implement transition programs in every school (entry into kindergarten, 6th, 9th, and post-graduate [What Works Summit, slide 14].</li> </ul> <p>ALSO NOTED: (confirm sources)</p> <ul style="list-style-type: none"> <li>• Career readiness</li> <li>• Student Job-shadow student</li> <li>• Technical and trade programs</li> <li>• College preparation</li> <li>• Dual enrollment</li> <li>• College selection, application, and navigation guidance</li> <li>• Degree and technical certificate attainments</li> <li>• Curriculum Workforce Alignment</li> <li>• Employment and job coaching</li> </ul>



	<ul style="list-style-type: none"> <li>• Educational/school- work support</li> <li>• Competitive employment opportunities (special needs)</li> <li>• Transition/advocacy services (employment, housing, medical services, paperwork assistance, financial guidance)</li> </ul> <p><b>Actions/Strategies:</b></p> <ul style="list-style-type: none"> <li>• The Youth Services Department funded Youth Empowerment Centers in strategic geographic areas (Lake Worth, Riviera Beach, and Belle Glade) and community-based agencies (Boys and Girls Club and Prime Time), which assisted youth to transition into post secondary education and training, and provided summer employment and professional development training [Youth Services OCP Annual Report, slides 38, 39, and 40 and YS&amp;YS Update, slide 25 and 26].</li> </ul>
<p><b>High Quality?</b></p>	<p><b>Status:</b></p> <ul style="list-style-type: none"> <li>• Youth Services Division funds programs that address career readiness and employability in which 100% of participants have achieved the program's outcomes [Youth Services OCP Annual Report, slide 7].</li> <li>• While, 5.1% (n=3,273) of Palm Beach County teens were not working and not in school in 2011, the number of “disconnected” youth was lower than in 2009. [Symposium Data Index, slide 25].</li> <li>• In 2012, the graduation rates for the School District of Palm Beach County was 77%. Of the graduates, 67% enrolled in college [Symposium Data Index, slides 29 and 30].</li> <li>• Private employer All-Tag in Boca Raton has been praised for its employment practices and hiring records. What is more, Goodwill and Palm Beach Habilitation Center were both praised for the hiring and training of their job coaches [Swat Special Needs pg. 16].</li> </ul> <p><b>Plans/Recommendations:</b></p> <ul style="list-style-type: none"> <li>• The disconnected Youth Workgroup will work on building more opportunities to reconnect disconnected youth to education (including trades) and employment opportunities [What Works Summit, slide 14].</li> </ul> <p><b>Actions/Strategies:</b></p> <ul style="list-style-type: none"> <li>• The Academy for Community Inclusion at FAU has been identified as a promising, high-quality example of post-secondary program for individuals with special needs that include community living and employment [SWAT Special Needs pg. 28].</li> </ul>



Are supports	Education
Coordinated?	<p><b>Status:</b></p> <ul style="list-style-type: none"> <li>The TFBMA has been praised for having consistent, productive collaboration about improving Black male student achievement, having community, school based staff and district leadership representatives at each meeting, and working on strategies and tasks cooperatively [TFBMA Report 2015, pg. 2].</li> <li>Youth Services My Brother's Keeper Program developed website, calendar, recruited volunteers and community partners to address systemic racial disparities in our education and criminal justice system [Youth Services OCP Annual Report, slide 42].</li> <li>The School District of Palm Beach County engaged a total of 18,000 stakeholders (n=10,000 for direct engagement through public meetings and n=8,000 responses to an online survey) as part of the district's strategic planning process [Entry Plan Findings, pg. 2].</li> </ul> <p><b>Plans/Recommendations:</b></p> <ul style="list-style-type: none"> <li>There is a need for additional surveys for the identification of programs and services provided by municipalities, community organizations, Greek organizations, churches, etc [What Works Summit, slide 19].</li> </ul> <p><b>Actions/Strategies:</b></p> <ul style="list-style-type: none"> <li>The School District of Palm Beach County has embarked in a strategic planning process that aims for systemic reform, to raise the bar, and to eliminate achievement gaps [Entry Plan, p. 4]. This process has included school visits in which the new superintendent met with principals, teachers, support staff, volunteers, and parents, community forum which has included a total of 18,000 stakeholders, and comprehensive media strategy [Entry level pg. 11 and Entry Plan Findings pg. 2].</li> <li>The School District of Palm Beach County has hired a Deputy Superintendent to improve planning, collaboration, oversight, and to ensure cohesion and effectiveness [Entry Plan Findings, pg. 9].</li> <li>United Way held eight conversations with consumers to discuss the educational gaps and issues in Palm Beach County. These conversations were held in English, Spanish, and Creole [United Way Education RFP, pg 1].</li> <li>The Task Force for Black Male Student Achievement (TFBMSA) implemented several initiatives including: surveying Black male teachers to address retention and supporting Black male students; establishing the <i>Cycle of Success Speaker's Bureau</i> group with local adult Black males who attended PBC schools, completed higher education and who are now working on their fields to serve as speakers and mentors for PBC schools and students, conducting 12 community meetings from January 2014 to November 2015 to teach community members the tools necessary to improve educational achievement among Black male students, and implementing ongoing literacy and graduation/GED projects [TFBMA Report, pgs. 1 and 2].</li> <li>The Alt Ed action team implemented several initiatives to address educational needs and outcomes of African American male students including developing School Based Teams, enhancing learning opportunities through participation in field trips, community activities and mentoring, planning and implementing a pilot school for African American males [Alt Ed Action Team].</li> </ul>
Well-used?	<p><b>Status:</b></p> <ul style="list-style-type: none"> <li>Both CSC and Child Find are attempting to increase the availability of developmental screenings in PBC [SWAT Special Needs pg. 9].</li> <li>To develop a positive and supportive school climate [PBC School District]</li> <li>To foster a high performance culture [PBC School District]</li> <li>Improve technological gap at the Glades (geographical threats and gaps) [United Way PBC RFP]</li> <li>Substantial afterschool snacks</li> <li>Improve technological gap at the Glades (geographical threats and gaps)</li> </ul> <p><b>Actions/Strategies:</b></p>
Available & Accessible?	<p><b>Status:</b></p> <p><b>Plans/Recommendations:</b></p> <ul style="list-style-type: none"> <li>Foster a high performance culture (SDPBC Entry Plan Findings)</li> <li>Effective and relevant instruction (SDPBC Entry Plan Findings)</li> <li>Addressing the educational needs of African American male students. [Alt Ed Action Team]</li> <li>Enhance K-3 learning opportunities for African American males. [Alt Ed Action Team]</li> <li>Develop pilot plan for African American Male only school [Alt Ed Action Team]</li> <li>Also listed (check source):</li> <li>Substantial afterschool snacks</li> <li>Improve technological gap at the Glades (geographical threats and gaps)</li> <li>Tutoring</li> <li>Expose children to new experiences [Youth Symposium]</li> </ul> <p><b>Actions/Strategies:</b></p> <ul style="list-style-type: none"> <li>The Task Force for Black Male Student Achievement (TFBMSA) implemented 2 Barbershop libraries and a Book Study pilot at Pahokee High [TFBMSA Report 2015, pg. 1].</li> </ul>





<p><b>High Quality?</b></p>	<p><b>Status:</b></p> <ul style="list-style-type: none"> <li>• In 2014, 72.3% of Palm Beach County children were considered ready for school [What Works Summit, slide 6].</li> <li>• The Executive Function Workgroup and the Evidence-based programs for MS &amp; HS workgroup (post Youth Symposium) worked to identify evidence-based and promising programs for youth in middle and high school based on key factors impacting success [What Works Summit, slides 13 and 14].</li> <li>• According to the Task Force for Black Male Student Achievement (TFBMSA) some of the existing issues that prevent the development and implementation of high quality programs for Black male students are fear among Task Force members of creating an imperfect product; the lack of support and encouragement from leadership to move forward with ideas; and the resistance to discussions the consequences of racism for educational attainment [TFBMSA Report 2015, p. 2].</li> <li>• Youth Services Division funds and monitors programs that address literacy rate and academic achievement, truancy, and school conduct. The latest program monitoring reports that at least 64% of participants achieve the programs' outcomes [Youth Services OCP Annual Report, slides 4, 5 and 6].</li> <li>• From FY 2010 to FY 2012, kindergarten school readiness improved on both systems of assessment (ECHOS and FAIR) [Symposium Data Index, slide 9].</li> <li>• Palm Beach School District is a top-performing school district with nationally ranked schools, AdvancED accreditation, gifted programs, after school programs for 22,000 students, multilingual instruction, and the eighth highest graduation rate in the nation [Entry Plan, pg. 3].</li> <li>• For the year 2014, there were distinct gender- and race-based disparities in reading proficiency for third graders in Palm Beach County, with Black Male students demonstrating the lowest reading proficiency levels (31% of Black males reading proficiency at 3<sup>rd</sup> grade level vs. 60% White males reading proficiency at 3<sup>rd</sup> grade level [Board Workshop, pgs. 11 and 12].</li> <li>• Disparities are also apparent in The Black-White (~24%) and Hispanic-White (~11%) graduation rate gaps and college enrollment rates when income area is taken into consideration [Board Workshop, pgs. 15 and 16].</li> <li>• The SDPBC entry plan assessment has identified discrepancies regarding district-wide understanding and implementation of high-quality instruction, thus the need for clarification in order for system-wide effectiveness of curriculum implementation [Entry Plan Findings, pg. 11].</li> <li>• The SDPBC entry plan assessment has found that while Exceptional Student Education (ESE) continues to evolve, English Language Learners (ELL) are not achieving high levels of proficiency [Entry Plan Findings, pg. 12].</li> <li>• The SDPBC survey results (n=8,000) have identified increasing morale, decreasing testing, improving school leadership, reallocating budget and reducing waste, and providing educational equity for all students as the 5 most important topics to address as part of the strategic planning process [Community Input Survey].</li> </ul> <p><b>Plans/Recommendations:</b></p> <ul style="list-style-type: none"> <li>• The disconnected Youth Workgroup will work on building more opportunities to reconnect disconnected youth to education (including trades) and employment opportunities [What Works Summit, slide 14].</li> <li>• The Transition Programs Workgroup will work to implement transition programs in every school (entry into kindergarten, 6th, 9th, and post-graduate [What Works Summit, slide 14].</li> <li>• Strategic plan input sessions with principals and school leaders have identified student program offerings as an area of distinction, the availability and quality of equitable resources, and improving instructional foci as essential areas in improving student achievement [Board Workshop, pgs. 20, 21, and 22].</li> <li>• SDPBC Strategic plan aims to emphasize 4 potential strategic themes: effective and relevant instruction to meet the needs of all students, positive and supportive school climate, talent development, and supporting a high performance culture [Board Workshop, pg. 17]. The goal is to become a "World-Class" system for all its students [Entry Plan Findings pg. 11].</li> <li>• There is a need for explicit transition protocols for children receiving ESE services in preschool. Additionally, the school district should implement post-school transition plans for all secondary students and increase professional development activities for teachers involved in transition plans [SWAT Special Needs pg. 27].</li> <li>• Maintain literacy programs beginning in early childhood to young adulthood [YS Survey Training, slide 6].</li> </ul> <p><b>Actions/Strategies:</b></p> <ul style="list-style-type: none"> <li>• SDPBC will continue to monitor and evaluate efforts to improve graduate rates, student performance, review programs for student populations not meeting educational goals, such as ELL and SES, as well as to continue to engage in academic disparity evaluations within the district [Entry Plan Findings pg. 13].</li> <li>• The Task Force for Black Male Student Achievement (TFBMSA) implemented the Graduation Initiative for Black Male Students at Riviera Beach Prep Academy. A previous implementation of this program at PBC generated graduation rates that exceeded 90% [TFBMSA Report 2015, p. 1].</li> <li>• TFBMSA collected, analyzed and shared disaggregated data on race and gender, which is being used to create targeted strategies to improve Black male student achievement [TFBMSA Report 2015, p. 2].</li> <li>• The SDPBC has contracted Education Resources Strategies to undertake a 10-month study to analyze current resources and identify opportunities for optimization [Entry Plan Findings, pg. 9].</li> <li>• The SDPBC has hired a Deputy Superintendent to improve planning, collaboration, oversight, and to ensure cohesion and effectiveness [Entry Plan Findings, pg. 9].</li> <li>• The SDPBC has embarked in a strategic planning process that aims for systemic reform, to establish key metrics and customer service goals, and to eliminate achievement gaps [Entry Plan, p. 4 and Entry Plan Findings pg. 10]. This process has included internal and external meetings, including 34 community forums and an online survey. Process has engaged 18,000 stakeholders so far, with an emphasis on the recruitment of under-represented stakeholders, and including a comprehensive media strategy [Entry Level pg. 11 and Entry Plan Findings pgs. 2, 10, 14].</li> <li>• The SDPBC entry plan assessment has identified under-performing schools and has initiated an analysis of its causes in order to remediate existing issues. It has also analyzed the reach of existing research-based curriculum and fidelity of implementation [Entry Plan Findings, pg. 13].</li> <li>• Effective and relevant instruction (SDPBC Entry Plan Findings)</li> <li>• Talent Development (SDPBC Entry Plan Findings)</li> <li>• Diverse teaching methods [SDPBC]</li> <li>• Use Evidence based programs</li> </ul>
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Are Supports	Educational Enrichment & SEL
<p><b>Coordinated?</b></p>	<p><b>Status:</b></p> <p>(See Cross-cutting Page)</p> <p><b>Plans/Recommendations:</b></p> <p><b>Actions/Strategies:</b></p> <ul style="list-style-type: none"> <li>• Screening of documentary Paper Tigers on October 23, 2015, which addressed adverse childhood experiences, and the positive impact of trauma informed care on the lives of traumatized youth [YS&amp;YS Update, Slide 5].</li> <li>• The Task Force for Black Male Student Achievement (TFBMSA) implemented 2 Barbershop libraries and a Book Study pilot at Pahokee High [TFBMSA Report 2015, p. 1].</li> <li>• TFBMSA established the <i>Cycle of Success Speaker's</i> Bureau group with local adult Black males who attended PBC schools, completed higher education and who are now working on their fields to serve as speakers and mentors for PBC schools and students [TFBMSA Report, pg 1].</li> </ul>
<p><b>Well-used?</b></p>	<p><b>Status:</b></p> <ul style="list-style-type: none"> <li>• The Youth Services Department's Summer Scholarship program provided 2721 summer camp scholarships in 2015. 990 of the scholarships were slots in school readiness camps [Youth Services OCP Annual Report, slides 28 and 35].</li> <li>• In SY 2012-2013, there were afterschool slots available to accommodate only 5% of the student population in grades 6 -12. [Symposium Data Index, slide 36].</li> </ul> <p><b>Plans/Recommendations:</b></p> <ul style="list-style-type: none"> <li>• Improve healthy, safe, permanent and nurturing environments [What Works Summit].</li> <li>• Provide engaging enrichment activities and holistic wrap-around services</li> <li>• Both CSC and Child Find are attempting to increase the availability of developmental screenings in PBC [SWAT Special Needs pg. 9].</li> </ul> <p><b>Actions/Strategies:</b></p>
<p><b>Accessible &amp; Available</b></p>	<p><b>Status:</b></p> <ul style="list-style-type: none"> <li>• In 2012, 8.6% of Palm Beach County's 0-12 population received subsidized child care and afterschool services, and in SY 2012-2013, there were afterschool slots available to accommodate only 5% of the student population in grades 6 -12. [Symposium Data Index slides 35 and 36].</li> </ul> <p><b>Plans/Recommendations:</b></p> <ul style="list-style-type: none"> <li>• Common themes from the United Way Education Conversations included a focus on providing transportation options to afterschool programs, and having program sites in the community. Additionally, programs are unaffordable even when available in a sliding scale [United Way Education RFP, pgs. 1 and 2].</li> <li>Also listed (check source):</li> <li>• Provide engaging enrichment activities and holistic wrap-around services</li> <li>• Address Unequal distribution of services (urban vs. rural areas)</li> <li>• Positive and supportive school climate [SDPBC Entry Plan]             <ul style="list-style-type: none"> <li>o Involve youth in decision making</li> <li>o Bullying Prevention [SDPBC Entry Plan and United Way RFP]</li> <li>o Decrease discipline and suspensions referrals</li> <li>o Incentives to encourage children to succeed</li> <li>o Talent Development [SDPBC Entry Plan]</li> <li>o Afterschool mentor program [United Way RFP]</li> <li>o Cultural competence [SWAT Special Needs].</li> <li>o Help children to thrive and succeed</li> <li>o Abuse free environments,</li> <li>o Positive Experiences on and off campuses, Involve youth in decision making process,</li> <li>o Enhance/provide connectedness</li> </ul> </li> </ul>
<p><b>High Quality?</b></p>	<p><b>Status:</b></p> <ul style="list-style-type: none"> <li>• Of the 307 programs identified through the Youth Symposium survey, 232 were surveyed for their existing best practices, evidenced-based and promising practices. Responses indicated that educational achievement is a top goal of 24 of the respondents (n=79) [What Works Summit, slides 23].</li> <li>• Community organizations have access to apply for funding through United Way's Education RFP, which support programs with measurable results in strategic geographic areas [United Way Education RFP, 2015].</li> <li>• Prime Time commissioned a study to analyze the impact of higher quality afterschool programs on youth outcomes. The research, conducted by the American Institutes for Research, found that youth who attended higher quality afterschool programs in 2011-2012 had fewer absences, were less likely to be held back, and had fewer behavioral incidents [Afterschool and Youth Outcomes, 2014].</li> </ul>



- More than half Out of School Time Programs(OST)in Prime Time's Quality Improvement System(QIS), which works with OTS programs to increase quality, are located in high-need areas in Palm Beach County (defined by the number of youth receiving free or reduced-priced lunch (FRL) [Prime Time Quality Improvement pg. 24].

**Plans/Recommendations:**

- Common themes from United Way Education Conversations recommended emphasis on 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, pgs. 7 and 8].

**Actions/Strategies:**

- Prime Time has implemented a QIS in 2007, and is currently using Palm Beach County Quality Assessment (PBC-PQA): a reliable and valid instrument for OST to benchmark and improve quality from year to year. Programs participating on the QIS show significant quality improvements, with more established programs (QIS for 5 to 6 years) demonstrating higher quality than newer programs (QIS for 0 to 2 years) [Prime Time Quality Improvement pg. 4-6].



Are supports	<p style="text-align: center;"><b>Safety, Violence, Trauma</b></p> <p style="text-align: center;"><b>Environment &amp; Basic Services</b></p>
<b>Coordinated?</b>	<p><b>Status:</b></p> <ul style="list-style-type: none"> <li>Youth Services Gang Resistance Education and Training Initiative counted with the participation of 7 law enforcement entities and a new website to improve coordination [Youth Services OCP Annual Report, slide 41 and YS&amp;YS Update, side 27].</li> </ul> <p><b>Plans/Recommendations:</b></p> <ul style="list-style-type: none"> <li>The Palm Beach County Food Bank, Inc. aims to create food source alliances to increase food distributed to the 120 existing organizations working to feed the hungry [Healthy Start pg. 75].</li> <li>The Palm Beach County 10-year plan to address homelessness recommends the development of a transitional process and additional housing programs for youth aging out of foster care [Homelessness Plan pg. 60].</li> </ul> <p><b>Actions/Strategies:</b></p> <ul style="list-style-type: none"> <li>Screening of documentary Paper Tigers on October 23, 2015, which addressed adverse childhood experiences, and the positive impact of trauma informed care on the lives of traumatized youth [YS&amp;YS Update, Slide 5].</li> </ul>
<b>Well-used?</b>	<p><b>Status:</b></p> <ul style="list-style-type: none"> <li>The Youth Services Department's Summer Food and Summer Scholarship programs served 295,177 summer meals, and provided 2721 summer camp scholarships in 2015 [Youth Services OCP Annual Report, slides 23 and 28 and YS&amp;YS Update, slide 24].</li> <li>PBC has 27 federally designated "food deserts" and over 120 organizations helping feed the hungry providing services beyond their capacity [Healthy Start pg. 75].</li> </ul> <p><b>Plans/Recommendations:</b></p> <p><b>Actions/Strategies:</b></p> <ul style="list-style-type: none"> <li>The Palm Beach County Food Bank, Inc. aims to create food source alliances to increase food distributed to the 120 existing organizations working to feed the hungry [Healthy Start pg. 75].</li> </ul>
<b>Available &amp; Accessible?</b>	<p><b>Status:</b></p> <ul style="list-style-type: none"> <li>Accessibility for people with mobility issues such as ramps, bathrooms and their locations continue to be a problem [SWAT Special Needs pg. 11].</li> <li>Both CSC and Child Find are attempting to increase the availability of developmental screenings in PBC [SWAT Special Needs pg. 9].</li> <li>Earning Medicaid Waiver for Palm Tran would solve some of the transportation accessibility issues [SWAT Special Needs pg. 28].</li> <li>Identify school staff to assist at-risk children navigation services options [YS Survey Training, slide 7].</li> </ul> <p><b>Actions/Strategies:</b></p> <ul style="list-style-type: none"> <li>The Youth Symposium recommended increasing awareness of domestic violence services and shelters serving, juveniles, families, and their pets [Youth Survey Training, slide 8].</li> </ul> <hr/> <p><b>Status:</b></p> <ul style="list-style-type: none"> <li>From 2010 – 2012, the rate of child abuse and neglect (exposure to violence) for ages 0-5 has decreased (from 16.6% to 14%) [Symposium Data Index, slide 7].</li> <li>The number of youth arrested in Palm Beach County has continuously decreased from FY2010-11 to FY 2014-15 [Delinquency in Schools, p. 1].</li> <li>The rate of School Environmental Safety Incident Reports (SESIR) FY 2013-14 was 30 per 1000 translating into 11,609 out of school and 8, 717 out of school suspensions, as well as 801 other SESIRs [Delinquency in schools, p. 2].</li> <li>—The Department of Juvenile Justice (DJJ) referrals are down by roughly one-third (past 5 years). Compared to past years, the Juvenile Detention Center population is similarly down. This decrease can be attributed to a reduction in juvenile crime nationally as well as locally and new and innovative crime prevention and diversion programs. [Symposium Data Index, slides 20 and 21].</li> </ul> <p><b>Plans/Recommendations:</b></p> <ul style="list-style-type: none"> <li>Common themes from United Way Education Conversations recommended emphasis on security and healthy food options [United Way Education RFP, pgs 1 and 2].</li> </ul> <p><b>Actions/Strategies:</b></p> <ul style="list-style-type: none"> <li>Prime Time QIS encourage OST programs to improve from year to year in providing safe environments that promote psychological and emotional safety, clear emergency and safety procedures, and healthy meal options for children [Prime Time Quality Improvement pgs. 11 and 12].</li> </ul>
<b>High Quality?</b>	



Are supports	Parenting & Childcare
<b>Coordinated?</b>	<p><b>Status:</b></p> <p><b>Plans/Recommendations:</b></p> <ul style="list-style-type: none"> <li>• Launch a community wide public awareness campaign focused on empowering parents and caregivers [YS Survey Training, slide 6].</li> </ul> <p><b>Actions/Strategies:</b></p> <ul style="list-style-type: none"> <li>• TFBMSA provided parenting workshops (<i>Wake Up Step Up</i>) to community groups and churches throughout Palm Beach County to improve student achievement of Black male students [TFBMSA Report, pg 1].</li> <li>• Screening of documentary Paper Tigers on October 23, 2015, which addressed adverse childhood experiences, and the positive impact of trauma informed care on the lives of traumatized youth [YS&amp;YS Update, Slide 5].</li> <li>• The Alt Ed action team implemented several initiatives to enhance parent and community involvement of African American male students including implementing programs such as <i>Strive for Five</i>, <i>Wake Up Step Up</i>, <i>FACE</i>, and the African and the African American History curriculum [Alt Ed Action Team].</li> </ul>
<b>Well-used?</b>	<p><b>Status:</b></p> <p><b>Plans/Recommendations:</b></p> <ul style="list-style-type: none"> <li>• As of June 2008, The Early Learning Coalition of Palm Beach County had 5,659 qualified children in the waiting list for their subsidized childcare program [Homelessness Plan, pg. 40].</li> </ul> <p><b>Actions/Strategies:</b></p>
<b>Available &amp; Accessible?</b>	<p><b>Status:</b></p> <ul style="list-style-type: none"> <li>• <i>Healthy Beginnings</i> has two programs that work with parents: <i>Parenting Small Babies</i> is a home visitation program to foster social emotional development, parent-child bonding, and early literacy, and <i>The First Step to Success Program</i> provides in-home services to children 0-5 years of age who are at risk for acquired development delays [Healthy Start pg. 81].</li> <li>• Child-care is inaccessible for low-income and homeless families. It negatively affects approximately 14,000 children in PBC, and the employment prospects of their parents and/or caretakers [Homelessness Plan pg. 40].</li> </ul> <p><b>Plan/Recommendations:</b></p> <ul style="list-style-type: none"> <li>• The Palm Beach County Homelessness Plan recommends an evaluation of the current allocation of funding for homelessness childcare [Homelessness Plan pg. 69].</li> <li>• The PBC Homeless Plan will advocate for the enforcement of child support laws as the policy level [Homelessness Plan pgs. 58 and 73].</li> <li>• The PBC Homeless Plan aims to increase the funding and access to high-quality childcare and dependent care subsidies [Homelessness Plan pg. 73].</li> <li>• The PBC Homeless Plan aims to develop incentives for employer-assisted childcare and dependent care.</li> <li>• The Youth Symposium recommended increasing awareness of domestic violence services and shelters serving, juveniles, families, and their pets [Youth Survey Training, slide 8].</li> </ul> <p><b>Actions/Strategies:</b></p>
<b>High Quality?</b>	<p><b>Status:</b></p> <ul style="list-style-type: none"> <li>• Of the 307 programs identified post Youth Symposium, 232 were surveyed to identify their best practices, evidenced-based and promising practices. Responses indicated that effective parenting is a top goal of 31 of the respondents (n=79) [What Works Summit, slides 23].</li> <li>• Homelessness families need childcare programs that include staff trained to provide knowledgeable, sympathetic, and prepared to deal with the challenges associated with exposure to trauma, domestic violence, poverty, and substance abuse [Homelessness Plan pg. 40].</li> </ul> <p><b>Plans/Recommendations</b></p> <p><b>Actions/Strategies:</b></p> <ul style="list-style-type: none"> <li>• There was a screening of the documentary Paper Tigers on October 23, 2015, which addressed adverse childhood experiences, and the positive impact of trauma informed care on the lives of traumatized youth [YS&amp;YS Update, Slide 5].</li> </ul>





Are supports	Physical Health & Wellness Supports
Coordinated?	<ul style="list-style-type: none"> <li>The Healthy Start service delivery system, administrated by Children's Services Council of Palm Beach County (CSC), ensures the implementation of universal prenatal and infant risk screens as a form of primary prevention and intervention in order to reduce infant mortality/morbidity, low weight births, and promote healthy birth and developmental outcomes [Healthy Start pgs 10 and 11].</li> <li>The Healthy Beginnings Service Delivery System includes multiple agencies collaborating to deliver specific services including Healthy <i>Mothers/Healthy Babies</i> that serves the needs of pregnant women, and <i>Home Safe</i> that serves the needs of families with children from birth to 60 months [Healthy Start].</li> <li>The Palm Beach County Community Health Improvement Plan (CHIP) has identified obesity (including childhood), as one of the top three health priorities in PBC [CHIP, pg. 1]</li> <li>CHIP aims to decrease the percentage of the PBC population who abuse drugs [CHIP, pg. 30].</li> </ul> <p><b>Plans/Recommendations:</b></p> <ul style="list-style-type: none"> <li>Prevent the increase of children, adolescents, and adults in Palm Beach County who are overweight or obese and to decrease in the percentage who have related co-morbidities [CHIP, pg. 17].</li> </ul> <p><b>Actions/Strategies:</b></p> <ul style="list-style-type: none"> <li>The Youth Symposium in September 2013 brought together PBC Board of County Commissioners, the School Board, Children's Services Council, Career Source, United Way and other leaders. Post-Symposium steering committee and eight workgroups were created to address symposium recommendations [What Works Summit, slide 3 and Youth Symposium and Youth Services Update PPT, slide 2].</li> <li>Youth Services Department created centralizing youth programs under the Board of County Commissioners [What Works Summit, slide 13 and 18].</li> <li>Ten major funders were surveyed to identify the programs and services already provided in the County. 307 programs were identified, and an online searchable database will become available to service providers in early 2016 [What Works Summit, slide 19].</li> <li>Screening of documentary Paper Tigers on October 23, 2015, which addressed adverse childhood experiences, and the positive impact of trauma informed care on the lives of traumatized youth [YS&amp;YS Update, Slide 5].</li> <li>Promote community-wide campaigns such as <i>Let's Go</i> and <i>Let's Move</i> to decrease obesity [CHIP, pg. 17].</li> <li>CHIP aims to promote/implement evidence-based community-wide program to reduce alcohol abuse and substance use in the community [CHIP, pg. 30].</li> </ul>
Well-used?	<p><b>Status:</b></p> <ul style="list-style-type: none"> <li>The Youth Services Department's Summer Food and Summer Scholarship programs served 302,227 summer meals, and provided 2721 summer camp scholarships in 2015 [Youth Services OCP Annual Report, slides 23 and 28].</li> <li>Both CSC and Child Find are attempting to increase the availability of developmental screenings in PBC [SWAT Special Needs pg. 9].</li> <li>Programs and services workgroup worked to identify the programs and services funded by major funders in PBC, which serve children, youth and young adults [What Works Summit, slide 16].</li> <li>Improve early screening of infants and children [SWAT Special Needs].</li> <li>Establish mobile clinics and satellite offices in the Glades and other impoverished areas [#OK2Talk Report 2014].</li> <li>Improve access to dental care [Special Needs Business Plan].</li> </ul>
Available & Accessible? (continued)	<p><b>Status:</b></p> <ul style="list-style-type: none"> <li>Special needs assessment has indicated a shortage of primary care and dental care professionals in many areas of PBC [Special Needs Business Plan pg. 7 and SWAT Special Needs pg. 11].</li> <li>There is a need to improve access to prenatal care, particularly in the Glades, and transportation options, with the Vital Transportation Program continuing to provide transportation to medical appointments to Healthy Beginnings participants [Healthy Start pg. 71].</li> <li>Only 2% of the County's pediatric dentists accept Medicaid [Healthy Start pg. 72].</li> <li>The Palm Beach County Health Department has 6 centers that provide well baby and pediatric services, as well as a newer community based clinic in Riviera Beach that offers pediatric care and services for the homeless community [Healthy Start pg. 81].</li> </ul> <p><b>Plans/Recommendations:</b></p> <ul style="list-style-type: none"> <li>The PBC Hunger Relief plan has recommended a maximization of participation on the Special Supplemental Nutrition Program of Women, Infants and Children (WIC), in the Child and Adult Care Food Program (CACFP), school-based meal programs, Summer BreakSpot (Florida's Summer Nutrition Program), and afterschool nutrition program by connecting all eligible residents to benefits and programs ([Hunger Relief pgs. 5 and 10].</li> <li>The Hunger Relief Plan recommends the development of a mobile Food Finder app to share information about food related resources and services. Simple and multi-lingual information should also be disseminated through existing communication channels such as the school district, and the Child Care Resource and Referral Network [Hunger Relief pg. 31].</li> <li>Create a county-wide online directory to inform residents of opportunities to be physically active [CHIP, Pg. 21].</li> </ul> <p><b>Actions/Strategies:</b></p> <ul style="list-style-type: none"> <li>Investigate opportunities to have a mobile van transport fresh fruits and vegetables from local growers to those who do not have access [CHIP, pg. 19].</li> </ul>
High Quality?	<p><b>Status:</b></p> <ul style="list-style-type: none"> <li>From 2011-2012, the number of low birth weight and preterm babies improved (from 9.1% to 8.8%) [Symposium Data Index, slide 6].</li> <li>Palm Beach County's Community Health Needs Assessment of 2012 rated the local public health system with a composite score of 80, with its highest score in the area of "Research for New Insights and Innovative Solutions to Health Problems," [Special Needs Business Plan, pg 14] which indicates the presence of resources and readiness for change.</li> <li>From 2010-2012, the rate of births to teens (age 15 to 19) steadily decreased from 26.5% to 22.1% [Symposium Data Index, slide 23].</li> <li>In 2012, 38% of high school students have used alcohol vs. 33.9% statewide, 20.6% of high school students have used marijuana vs. 18.5% statewide, and 8.6% of high school students have used cigarettes vs. 9.6% statewide [Symposium Data Index, slide 24].</li> <li>The Healthy Beginnings System (HB) incorporates five strategies to reach their outcomes: a systems approach, implementation of evidence-based or promising programs, providing professional development opportunities, utilizing a common client information system, and making data-informed decisions [Healthy Start pg. 13].</li> </ul>



- The HB has a list of accomplishments since its implementation in 2007 including teen pregnancy prevention programs, case management database improvements, professional and technological development of care coordinators, group prenatal care for Spanish speakers, several Invitations to Negotiate (ITN), an initiative to reduce black infant mortality (included focus groups with teens), development of an assessment tool to evaluate program's rating in terms of a continuum of effectiveness, the implementation of a nurse and social worker home visitation programs for low income, first time mothers, the development of a Health Beginnings Nurse program through the Palm Beach County Health Department, an evidence based conference in 2010, the implementation of Bridges, the implementation of a longitudinal family study on supporting low-income parents of young children, and CSC's special report on child maltreatment [Healthy Start pg. 16-31].

- The HB has developed a service delivery plan for 2013-2017 using the Planned Approach to Community Health (PATCH methodology) for its needs assessment. Vital statistics data from 2005-2010 were used [Healthy Start].

**Plans/Recommendations:**

- Common themes from United Way Education Conversations recommended emphasis on security and healthy food options [United Way Education RFP, pgs 1 and 2].
- The PBC Hunger Relief Plan recommends the implementation of evidence-based nutrition education programs to increase the knowledge about healthy food options for all PBC families [Hunger Relief pg. 7].

**Actions/Strategies:**

- 



# SCHOOL DISTRICT OF PALM BEACH COUNTY

**GROWING. STRONG.**

## Strategic Plan 2016-2021

Thousands of community members, parents, students, teachers, staff, and administrators participated in the School District of Palm Beach County's strategic planning process. The result of our work, the [School District of Palm Beach County's 2016-2021 Strategic Plan: Growing. Strong.](#), reflects a collective passion for student achievement and a willingness to work towards achieving equity and excellence for all students.

### LONG-TERM OUTCOMES

As a result of extensive stakeholder input, gathered through open community meetings, surveys and feedback sessions, we identified four interdependent, essential, long-term outcomes, which are the specific, measurable results we want to achieve.



### STRATEGIC THEMES

Four bold strategic themes emerged as guides to set priorities, focus energy, and ensure a common path. By driving improvement within these strategic themes, we believe that we will achieve our long-term outcomes.

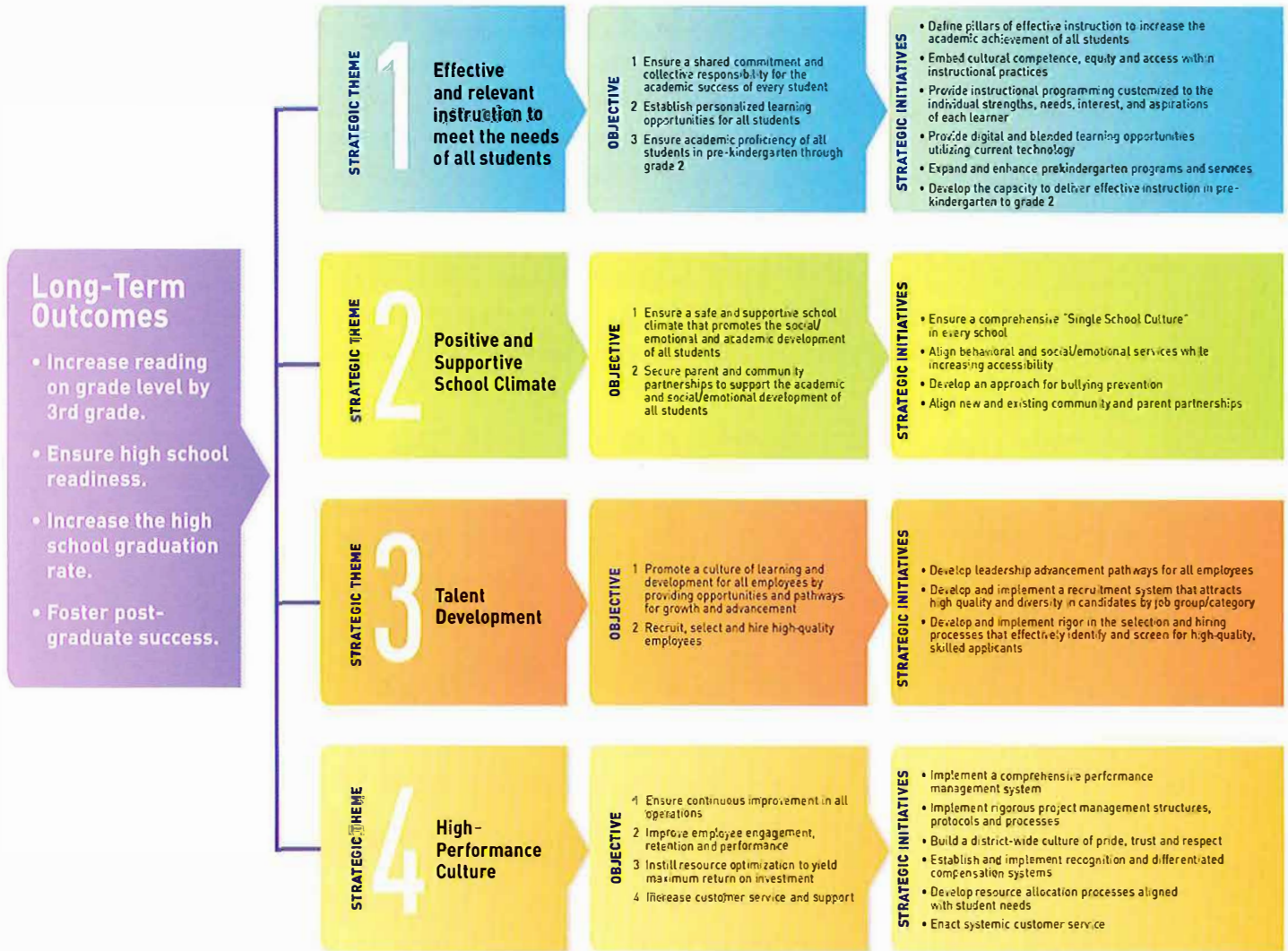




# GROWING. STRONG.

## OBJECTIVES AND INITIATIVES

Objectives and initiatives have been developed for each strategic theme. Action plan teams, led by an owner and assigned a sponsor to advocate and champion the work, are currently implementing the initiatives, which are being phased in over time.



### MISSION STATEMENT

The School District of Palm Beach County is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

### VISION STATEMENT

The School District of Palm Beach envisions a dynamic collaborative multicultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

To view our comprehensive strategic plan booklet and the indicators for each outcome, please visit [www.palmbeachschools.org](http://www.palmbeachschools.org)



## Recommendations



## Steps to Success

## Recommendations

### Programs/Services

1. Expand assessments for maternal depression (e.g., general practitioners, OBs, pediatricians)
2. Launch a community wide public awareness campaign focused on empowering parents and caregivers
3. Continue literacy-based initiatives that begin in early childhood through high school and beyond
4. Universally offer transition programs in every school (entry into kindergarten, 6<sup>th</sup>, 9<sup>th</sup>, and post-graduate)
5. Increase access to quality pre-school and afterschool programs



## Recommendations

### Programs/Services

6. Dedicated staff at each school to help get at-risk children to needed services
7. Build more opportunities to reconnect disconnected youth to education (including trades) and employment opportunities
8. Expand the use of evidence-based programs focused on key factors
9. Increase awareness of domestic violence services and shelters in our community that serve juveniles and families, including pets

## Recommendations

### Infrastructure:

1. Create and sustain a management infrastructure to act as convener, organizer, and facilitator for collaboration focused on youth and young adults
2. Support and enhance a database and resource assessment to ensure the right people get to the most appropriate programs/services by:
  - Leveraging technology to establish real-time mapping of available community resources including:
    - Descriptions of programs, target populations and how to access programs/services
3. Develop a community research and evaluation structure to determine program effectiveness







# Educational Equity Audit for the School District of Palm Beach County: Final Report and Recommendations

Metropolitan Center for Research on Equity and the Transformation of Schools

Pedro Noguera, PhD | Principal Investigator  
Roey Ahram, PhD | Director of Research and Evaluation  
Maddy Boesen, MA | Research Associate  
Natalie McCabe Zwerger, Esq., M.Ed | Director of Strategic Solutions



# Agenda:

- Making Equity Central
- Audit Overview
- School-Based Educators
- Student Opportunities and Outcomes
- Family-School Connections
- Adult Education
- Conclusions





# Making Equity Central



# Commit to Pursue Excellence Through Equity

## *Equity is:*

- Giving all students what they need to be successful
  - Academic, psychological, emotional, & social
- Recognizing all students are different
  - All students must be challenged and stimulated
  - Adapting strategies to meet the needs of individual & groups of students
- Meeting the needs of all students is essential to expanding equity

## *Equity is not:*

- Lowering standards
- Treating all students the same
- Something only schools serving poor students of color should be concerned about



# Equity and Excellence Must Be Compatible Goals

- Internal accountability and district coherence on common goals are essential
- Primary responsibility of district and site leaders
  - To ensure that conditions conducive to good teaching and learning are in place at each school so that the needs of all students can be addressed



# Equity and Excellence Must Be Compatible Goals

- Schools must identify and eliminate practices that contribute to disparities along racial, ethnic, socio-economic, and linguistic lines
  - Work to ensure that learning opportunities are not limited by perceptions of students behavior, ability, or community
  - Continue to work to increase access to challenging materials such as choice programs, Advanced Placement (AP courses), Gifted and Talented programs
  - Support family and community involvement in schools
- Leaders at the district and school level must monitor the impact of initiatives established to provide support and hold stakeholders accountable.
- Given the resources both within the district and the county, the School District of Palm Beach County is better equipped than many districts to accomplish these goals



# Overview

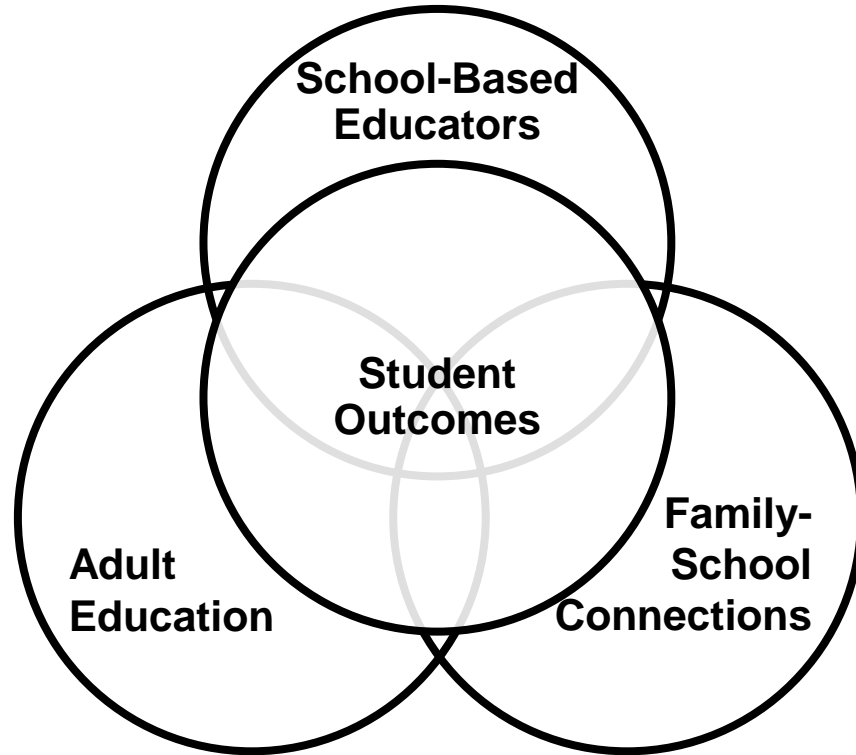
- Key findings from each area of the audit
- Recommendations to support educational equity and excellence



## Overview of the Audit

This audit looked at equity in four main areas

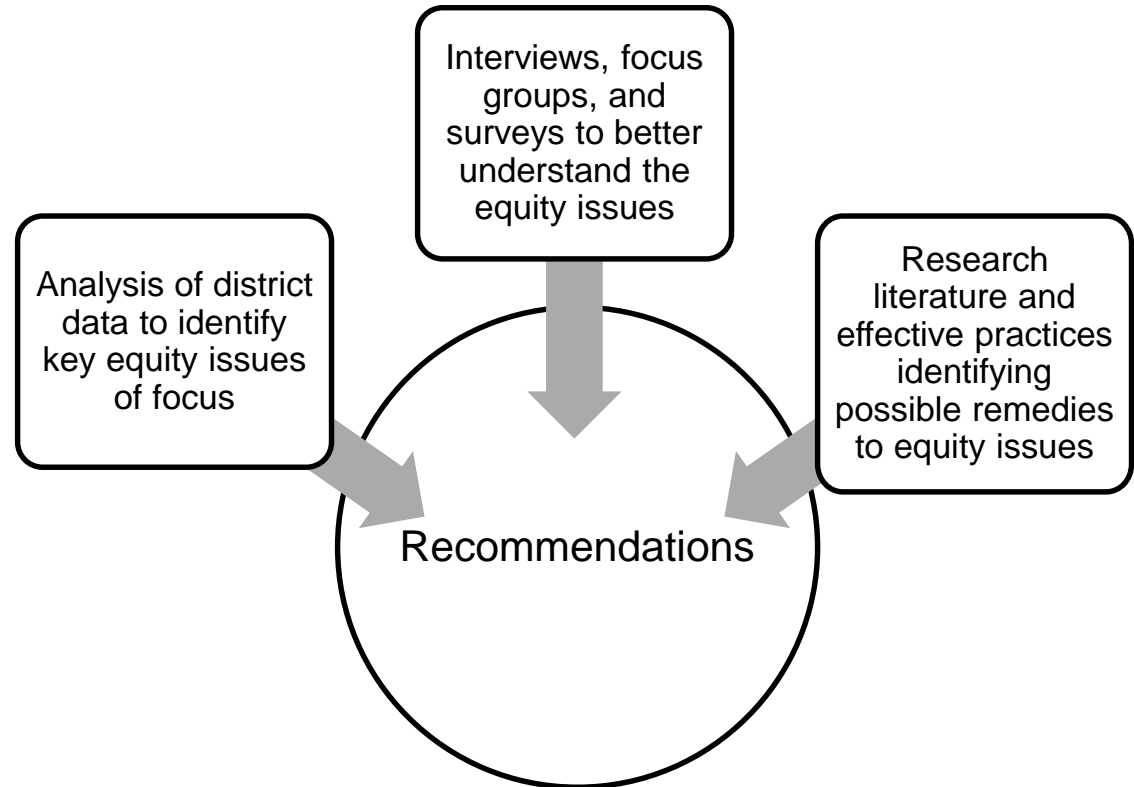
- School-Based Educators
- Adult Education
- Family-School Connections
- Student Outcomes



# Methods

## Data Sources

- District Data
- Focus Groups at 20 schools
- Surveys
- Targeted Interviews with District Staff
- Interviews with teachers



# School-Based Educators

- Recruitment, hiring, and retention of educators
- Their perceptions of working in the district
- District human resources data, focus groups, interviews, and surveys



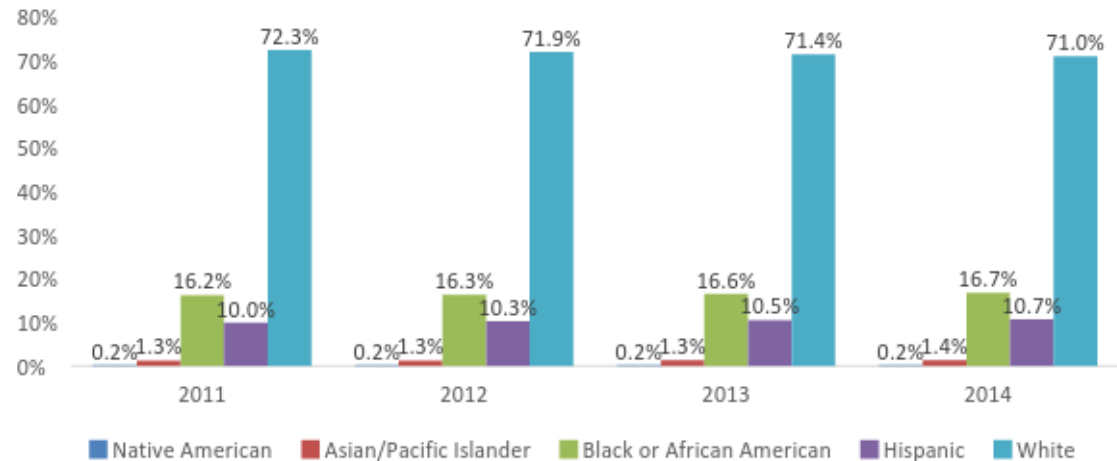
# Key Takeaways

- The demographic makeup of District staff has remained mostly static for the past several years, and does not match the demographics of the student population.
- Black teachers report higher rates of thinking about transferring schools and lower rates of satisfaction compared to their White peers.
- Base salaries are not significantly different for different groups of teachers, but some groups may have more access to supplemental pay opportunities than others.
- Formal disciplinary processes are rare among staff, however, informal discipline involvement is reported more often by staff of color; they also are less likely to think their disciplinary involvement was handled fairly.
- There are some inequities in the distribution of experienced teachers across the district.



*The demographic makeup of District staff has remained mostly static for the past several years, and does not match the demographics of the student population.*

**Teacher Race over Time in the School District of Palm Beach County**



*Black teachers report higher rates of thinking about transferring schools and lower rates of satisfaction compared to their White peers.*

### **Full-time teachers who think about exiting the District:**

- 40.9 of Black respondents
- 34.8 of Hispanic respondents
- 29.6 of White respondents



*Base salaries are not significantly different for different groups of teachers, but some groups may have more access to supplemental pay opportunities than others.*

**Base Salaries\* of Teachers in the School District of Palm Beach County, 2014**

	First Year	Three Years	Ten Years
<i>Gender</i>			
Female	39,000	40,626	42,985
Male	39,000	40,674	42,792
<i>Race Ethnicity</i>			
Asian	39,000	40,724	42,700
Black	39,000	40,623	42,853
Hispanic	39,000	40,609	42,907
White	39,000	40,639	42,883

\*Base salary does not include supplemental pay such as pay based on a degree, coaching stipends, or other types of pay. There were no significant differences in base salary.

**Full-Time Teachers' Perceptions of Compensation in the School District of Palm Beach County, 2016**

	Disagree & Strongly Disagree (%)	Agree & Strongly Agree (%)
I am compensated fairly, relative to others like me in this District.	43.1	56.9
I am compensated fairly, relative to others like me in different school districts.	70.6	29.4





*Formal disciplinary processes are rare among staff, however, informal discipline involvement is reported more often by staff of color; they also are less likely to think their disciplinary involvement was handled fairly.*

**Formally disciplined:**

- 2.6 percent of Black respondents
- 1.5 percent of White respondents

**Informal reprimand:**

- 7.2 percent of Black respondents
- 3.5 percent of White respondents

**Thought their reprimand was handled very unfairly:**

- 56.3 percent of Black respondents
- 28.3 percent of White respondents



*There are some small inequities with respect to the distribution of experienced teachers across the district.*

### **Mean years of teacher experience:**

- 11.4 years at Title I schools
- 14.8 years at non-Title I schools

### **Additionally**

- There was a small but statistically significant correlation between schools' percentages of students eligible for free and reduced lunch and mean teacher years of experience.
- There was a small but significant positive correlation between percentages of schools' percentages of White students and mean teacher years of experience.



# Recommendations

- Strengthen **formal partnerships with schools of education** serving diverse pre-service teachers and develop more-targeted outreach and programs.
- Develop a **hybrid system of hiring** that combines school-level autonomy and district-level oversight.





# Student Opportunities & Outcomes

- Students' academic opportunities and achievement, student placement, student discipline involvement, and afterschool programming.
- The ways in which District policies and practices impact students



# Key Takeaways

- There were significant differences in student achievement based on both family income and race.
- Black students were disproportionately involved in disciplinary actions, even when controlling for a variety of contributing factors like poverty and academic achievement.
- Black and Hispanic students were underrepresented in advanced course enrollment and academic proficiency.
- District efforts should continue to target improving low-achieving and low-performing students through early intervention services with concentrated efforts to meet the needs of Black students, English Language Learners, and students from low-income backgrounds.
- Only half of teachers believe they are able to influence students' academic outcomes. Many do not think that professional development opportunities are relevant to their practice.



*There were significant differences in student achievement based on both family income and race.*

**Proportions of Grades 3-10 First Time Exam Takers' Passing FCAT Developmental Scale Scores by Family Income Level in the School District of Palm Beach County, 2014**

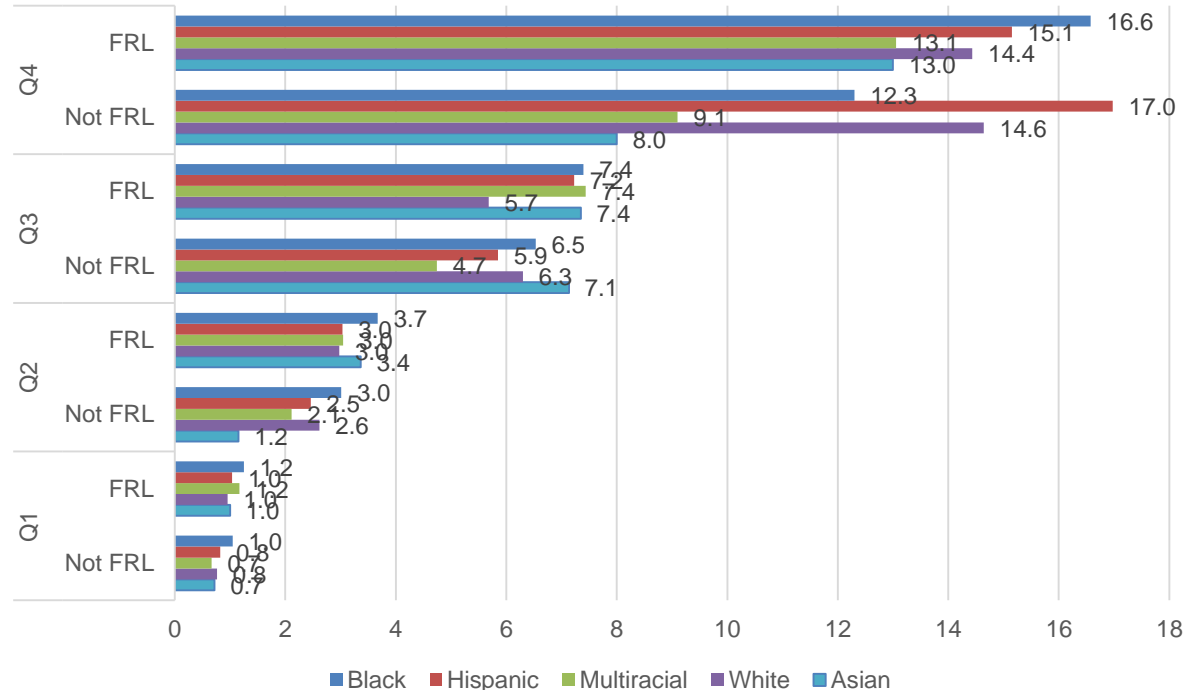
Category	All Students: Reading	FRL- Eligible Students: Reading	Non- Eligible Students: Reading	All Students: Mathematics	FRL- Eligible Students: Mathematics	Non- Eligible Students: Mathematics
All Students	58.0	45.5	79.2	58.6	48.0	79.4
<i>Gender</i>						
Female	60.8	48.4	81.5	59.2	48.7	79.6
Male	55.2	42.9	76.9	57.9	47.3	79.2
<i>Race Ethnicity</i>						
Asian	77.7	68.3 <sup>a</sup>	85.0	83.0	75.4	89.8
Black	38.2	35.1	61.7	40.4	37.9	63.2
Hispanic	51.9	45.3	74.6	54.3	49.2	74.7
Multiracial	69.4	57.7	82.5	68.0	57.4	80.7
White	77.2	65.9 <sup>a</sup>	82.4	76.3	64.7	82.2
<i>English Language Learner Status</i>						
ELL	15.9	15.2	24.9	28.8	27.9	42.2
Not ELL	62.3	50.3	80.2	62.1	51.5	80.2

<sup>a</sup> Differences between free and reduced lunch-eligible Asian and White students FCAT passing rates were not statistically significant.



*Black students were disproportionately involved in disciplinary actions, even when controlling for a variety of contributing factors like poverty and academic achievement.*

Suspension Days by Race and Free and Reduced Lunch Status in Each Repeat Involvement Quadrant in the School District of Palm Beach County, 2014



■ Black ■ Hispanic ■ Multiracial ■ White ■ Asian





*Black and Hispanic students were underrepresented in advanced course enrollment and academic proficiency.*

**Race of Advanced Program Students versus Palm Beach County District Overall, 2014**

Category	Total	Any Gifted or Advanced
All Students	179,102	47,641
<i>Race Ethnicity</i>		
Asian	3.1	5.0
Black	27.9	19.5
Hispanic	30.8	24.4
Multiracial	3.0	3.1
White	34.7	47.5

\*Percentages may not add up to 100% because of rounding.





*District efforts should continue to target improving low achieving and low performing students through early intervention services with concentrated efforts to meet the needs of Black students, English Language Learners, and students from low-income backgrounds.*

“When you have schools that aren't equipped, that either don't have the supports or the supports are more focused on academic rather than behavior, then students aren't getting their social-emotional needs met. Therefore, the school and the team is looking to get that student placed so they can go someplace else where they can ‘get more support.’”



*Only half of teachers believe they are able to influence students' academic outcomes. Many do not think that professional development opportunities are relevant to their practice.*

**Full-Time Teachers' Perceptions of Professional Development Provided in the School District of Palm Beach County, 2016**

<i>Overall, my training and professional development experiences in this district have...</i>	Disagree & Strongly Disagree (%)	Agree & Strongly Agree (%)
Been sustained and coherently focused, rather than short-term and unrelated.	39.2	60.8
Included enough time to think carefully about, try, and evaluate new ideas.	42.5	57.5
Been closely connected to topics that are relevant to my professional practice.	30.9	69.1



# Recommendations

- Improve the functionality of **early intervention systems** for learners who are struggling both academically and behaviorally.
- Increased professional development on **culturally responsive education**.
- Develop **community schools** and wrap around services in high-needs communities.
- Conduct annual **teacher and student surveys**.



# Family-School Connections

- Connections between families and schools through both the perspective of family members whose children attend District schools as well as from the perspective of educators
- These connections were broadly defined to include communications between the District and families as well as perspectives of family engagement



# Key Takeaways

- There is an apparent disconnect between parents' and educators' perceived levels of family engagement with schools.
- There is variation in the ways in which parents access information about their children and schools. In addition to traditional means of communication – paper communications and telephone communication – schools and teachers use a variety of web-based communication tools. For these web-based tools, a lack of technology access for parents and a lack of updates by educators on systems like EdLine can be barriers to informing parents.
- Although SAC meetings are perceived as valuable by the family members who attend them, scheduling and work conflicts oftentimes preclude family involvement in SACs.



*There is an apparent disconnect between parents’ and educators’ perceived levels of family engagement with schools.*

**Parents’ Reports of Their Involvement in Their Children’s Schools in the School District of Palm Beach County, 2016**

	Agree & Strongly Agree (%)	Neutral (%)	Disagree & Strongly Disagree (%)
I am actively involved with my child’s school.	64.5	21.6	13.9
I am well-informed about how my child is doing in school.	71.6	14.6	13.9

**Full-Time Teachers’ Reports of Family Involvement in the School District of Palm Beach County, 2016**

	Disagree & Strongly Disagree (%)	Agree & Strongly Agree (%)
I receive a great deal of support from parents for the work I do.	45.0	55.0
Teachers and parents think of each other as partners in educating children.	39.6	60.4



*There is variation in the ways in which parents access information about their children and schools. For web-based tools, a lack of technology access for parents and a lack of updates by educators on systems like EdLine can be barriers to informing parents.*

	Mean Communications Scale Score Out of 5
<i>All Parents</i>	3.6
<i>Language Spoken Most Often</i>	
English	3.7 <sup>a</sup>
Another Language	3.4 <sup>a</sup>
<i>Income Level</i>	
\$30,000 or less	3.3 <sup>b</sup>
\$30,001 - \$90,000	3.6
\$90,001 - \$150,000	3.7 <sup>b</sup>
\$150,000 or more	3.8 <sup>b</sup>

<sup>a</sup> Parents who most often spoke English rated their schools' communications significantly higher than those who did not.  
<sup>b</sup> Parents from households earning less than \$30,000 annually English rated their schools' communications significantly lower than parents from households earning more than \$90,000 and \$150,000 per year.





*Although SAC meetings are perceived as valuable by the family members who attend them, scheduling and work conflicts oftentimes preclude family involvement in SACs.*

“I wish there was some online communication about activities and decisions for the school and how money is spent. In this day and age, things like this should be way more accessible to parents who work full time or who can't bring young children to school for the meeting. They have child care, but not for infants.”



# Recommendations

- Develop **additional support and professional development targeted at engaging families** – particularly for schools serving low-income and culturally- and linguistically-diverse students. This includes both developing more-comprehensive community-school partnerships and providing teachers with professional development on developing positive and ongoing home-school relations.
- Increase opportunities for families and community members to provide feedback to the District and engage in school governance through the use of **annual community surveys**.
- Review current communication efforts through an **analysis of Edline data** and explore the extent to which electronic communications through unofficial tools is accessible.



# Adult Education

- Adult and community education course enrollment
- Community members' potential interest and barriers to enrollment

# Key Takeaways

- Time constraints and scheduling are common reasons why individuals do not enroll in adult education courses.
- Hispanic/Latino community members expressed higher levels of interest in trade and professional school course offerings than reported enrollment.
- Community members who are not fluent in English are less likely to be aware of adult and community education course offerings and more likely to not enroll in courses due to time and schedule constraints.



*Time constraints and scheduling are common reasons why individuals do not enroll in adult education courses.*

**Reasons Why Community Members Had Not Enrolled in an Adult or Community Education Course in the School District of Palm Beach County, 2016**

<i>What are the reasons you haven't taken adult or community education classes through the Palm Beach County?</i>	Percent	Number
Don't have time to take a class	37.1	378
Not interested in any of these classes	25.5	260
Classes I wanted to take didn't work with my schedule	20.3	207
Didn't know about these classes	14.5	148
Another reason	10.5	107
Don't have child care during class times	9.5	97
The classes I want are not available right now	6.9	70
I'd rather wait and take a class in the future	6.0	61
Too expensive to take these classes	5.9	60
Classes are too far away	5.7	58



*Hispanic/Latino community members expressed higher levels of interest in trade and professional school course offerings than reported enrollment.*

**Interest and Enrollment in Adult or Community Education Course Enrollment among Survey Takers in the School District of Palm Beach County, through 2016**

	Physical Activity or Sports	Arts or Crafts	Hobby	Trade or Professional	Language other than English	ESOL
<i>Caribbean or West Indian</i>						
Enrollment	7.8	3.6	7.6	8.7	1.9	24.1
Interest	7.3	5.7	7.1	8.9	12.5	18.2
<i>Hispanic or Latino</i>						
Enrollment	16.6	21.2	12.1	13.8	5.0	48.4
Interest	20.6	20.8	20.5	29.0	20.0	30.7



*Community members who are not fluent in English are less likely to be aware of adult and community education course offerings and more likely to not enroll in courses due to time and schedule constraints.*

**Among respondents who rated themselves as less than “fluent” in speaking English:**

- 36.6 percent were unaware of classes
- 29.1 percent had scheduling conflicts
- 25.5 percent did not have enough time for classes



# Recommendations

- Provide **supports for adult learners** participating in GED/High School and ESOL classes.
- Continue to **expand online learning** for adult education programs.







# Conclusions



# Mutual Responsibility

**Board** – maintaining community support for schools, fiscal accountability, asking the right questions

**Superintendent** – managing politics, providing guidance to staff

**Area Leadership** – supporting schools through collaborative problem solving

**Principals**– supporting staff, maintaining appropriate conditions for teaching and learning

**Teachers** – classroom climate conducive to learning

**Support Staff** – maintaining the learning environment

**Parents/Community** – supporting children and schools

**Students** – getting their work done to the best of their ability



## Focus on the Right Questions

Instead of focusing on how to raise achievement, we should ask:

- ***How can we get our students motivated and excited about learning?***

Instead of focusing on how to prepare our students for state exams, we should ask:

- ***How do we prepare our students to be independent learners? What will they need to know to be successful in this community/country?***

Instead of asking how to cover the curriculum, we should ask:

- ***How will I make what I teach relevant and meaningful to students?***



# Thank You

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