

# FY11 United Way Year-End Report

**Program: Child Care Quality**

**Agency: Children, Youth & Family Services**

**Date: August 1, 2011**

- 1. For the current funding period, please highlight your program's goals, activities and results, noting any changes to your original plan/proposal. Include any relevant budget and/or financial information. Limit your response to no more than one page.**

The Child Care Quality program strives to improve *access to* and *the quality of* child care for young children in the Region Ten district so that children receive enrichment in the early years and arrive at kindergarten with the skills they need to succeed in school.

Child Care Quality Educators help providers assess their current level of quality; offer support, education, and a plan to improve care; and arrange evaluation to award the provider a rating. Home-based child care providers receive the local Seal of Quality Child Care rating while the Child Care Centers receive the Virginia Star Quality Rating. Providers are rated on an extensive list of qualities including but not limited to the number of books available to the children and their age appropriateness, cleanliness, nutritional value of meals, provider-child interaction, and developmental value of toys. As they make improvements—such as adding new books or adding child-sized furniture—in the areas where they rate poorly, they move up the levels of the quality rating scale. Our training calendar helps providers gain knowledge and skills as outlined in the Virginia Early Childhood Development Alignment Project's *Competencies for Early Childhood Professionals*. CYFS administers the state Voluntary Registration Program for home-based providers, and offers referral services by including providers in the Child Care Resource and Referral database. Recently CCQ took over administration of unregulated providers, thereby giving the program access to a new pool of potential clients.

This year CYFS Child Care Quality implemented Virginia Star Quality Initiative rating and improvement system with 24 center-based child care providers, and the SEAL quality program with 9 home-based providers. Five additional centers not yet in a ratings program received support services through the infant and toddler social, emotional and behavioral health pilot. CCQ offered 101 training sessions this year, more than doubling training numbers. CYFS has started up new initiatives that are increasing program reach and impact, including group trainings for unregistered providers and one-time consultation visits.

As explained in our mid-year report, the FY11 CCQ program operating budget was about \$150,000 higher than projected in our original application. This increase is due to receiving funding for the new VA Infant & Toddler Social Emotional and Behavioral Health Pilot and additional state funds to support implementation of the Virginia Star Quality Initiative (VSQI).

- 2. Please share a success story from your program. We are especially interested in stories that show a long-term impact on a person or family, and stories that show**

**collaborations or referrals with other community programs in meeting a client's multiple needs.**

Two participating child care centers that were initially rated in 2009, increased their VSQI rating by one star. These centers received intensive mentoring based on quality improvement plans. They also received various materials to enhance their classroom environments. For all the centers receiving a second rating, scores increased within the instruments used. (ECERS-R, ITERS-R, CLASS) even if they did not change their star level.

Two months ago a participating center finally allowed CCQ staff to help them totally overhaul their classroom environment to promote developmentally appropriate exploration, play and socialization among the children. CCQ Staff as well as center staff observed that the children are far more absorbed in educational activities now and less likely to have significant behavioral issues.

One Director of a participating center commented on the impact that improvements were having on the children and their environment:

“We've been providing paint for outside now that we have the easel there. Children seem to look forward to doing this and they were quite interested in painting the panels! We kept the paint out until we came inside and it was so refreshing to see the interest and how they initiated a two person painting at one time-which means we had 6 people painting at one time! For the most part, they worked well and made suggestions to each other-or talked about their work and what they could do-together.”

**3. Complete the following Outcome Measurement update (based on your application for funding) for the fiscal year to date.**

**Projected Number of Intended  
FY11 Primary Beneficiaries:** 848

**Actual Number of FY11  
Primary Beneficiaries:** 836

<b>Projected FY11 Outcomes</b>	<b>FY11 Indicators Tracked</b>	<b>FY11 Outcome Results (provide specific numbers and percentages)</b>
Providers have knowledge of the safety, nutritional, environmental, nurturing and developmental needs of children as indicated in the criteria for VSQI or the Seal.	90% (500) Providers show an improvement in post-test scores.	94% (513) providers showed improvement in test scores collected from 101 different training sessions. Pre and post-testing tool was revised to increase consistency.
Regulated provider pool is maintained or grown.	32% (16) Eligible providers renewing certification each year.	100% (21) eligible providers renewed certification this year.

Projected FY11 Outcomes	FY11 Indicators Tracked	FY11 Outcome Results (provide specific numbers and percentages)
Parents receive information on how to select quality child care, and on available providers.	<p>32% (16) Parents report satisfaction with the Resource and Referral Service.</p> <p>72% (25) Parents report success in finding child care.</p>	Data not available because this service shifted to the state. Outcome will be revised this year.
Providers increase the level of quality care they offer reflecting the criteria of VSQI or the Seal, including a safe nurturing environment; diverse, developmentally age-appropriate experiences and materials; and positive discipline techniques.	<p>100% (3) Providers obtain the Seal of Quality Child Care at Level 1 and have Quality Improvement plans to move to level 2 or higher.</p> <p>90% (24) Providers will show child care quality improvements according to VSQI/SEAL ratings scale measures and their individual improvement plans.</p>	<p>100% (4) Providers obtain the Seal of Quality Child Care at Level 1 and have Quality Improvement plans to move to level 2 or higher.</p> <p>90% (30) Providers will show child care quality improvements according to VSQI/SEAL ratings scale measures and their individual improvement plans.</p>

**4. Impact Report.** We are looking for issues and statistics specific to our local area; you are also welcome to include some general issues that set the framework for the local statistics. Under the Actual Results heading, we are looking for impact, especially long-term results, not just numbers served. For the Financial Impact section, have each example highlight a different thing (in other words, don't just multiply the first answer three more times).

**Community Needs or Issues Your Program Addresses** -- please include at least 3 local issues/statistics and cite your source

1. The Focus Areas for Children and Families in the Charlottesville/Albemarle Community, Phase 1: Improve and extend affordable resources for Early Childhood Development.
2. The Human Services Strategic Plan Advisory Committee in its July 2007 Report "recommended that the following be adopted as a **service-oriented priority...**: Expanding programming and access to affordable, early care and education for children from birth through age 5, which meet an agreed upon minimum standard of quality." In FY09, after an extensive community planning process for the City of Charlottesville and Albemarle County, the City Council and County Board of Supervisors further endorsed this priority for our community.

3. Sixty-four percent of Charlottesville children under the age of 5 and 60% in Albemarle County live in families where every parent is in the workforce, leaving approximately 4,425 young children in the care of someone other than their parents for all or part of the day (*Thomas Jefferson Planning District Commission, 2000*).

### **Your Program's Solutions that United Way Community Impact Funds Support**

1. The CCQ assesses center and home-based care facilities using the Virginia Star Quality Initiative System (for centers) and the Seal of Quality Care rating system (for home-based care). CCQ gives providers training and support to improve the quality of their care, gives parents tools they need to access the best possible care for their children, and gives children the skills they need to succeed in school and in life. CCQ staff members help providers assess their current level of quality; offer support, education, and a plan to improve care; and arrange evaluation to award the provider a VSQI/SEAL rating level. Providers are rated on an extensive list of factors including but not limited to the number of books available to the children and their age appropriateness, cleanliness, nutritional value of meals, provider-child interaction, and developmental value of toys. Additional items for consideration are Staff qualifications and professional development, group size, ratio. (Assessment Tools are the ECERS-R, ITERS-R, FCCERS, and CLASS observation tool)
2. CYFS administers the state Voluntary Registration Program for home-based providers and offers referral services by including providers in the Child Care Resource and Referral database. Parents can access the database on the CYFS website at [www.cyfs.org](http://www.cyfs.org) and call for additional assistance.

**Actual Results** - based on your stated outcomes; please use percentages and numbers served to help show outcomes

546 providers have participated in 101 different training sessions. Post-test data compilation is in the process of being revised to clarify results. 94% indicated increased knowledge in program area.

21 eligible providers renewed certification this year.

100% (4) Providers obtain the Seal of Quality Child Care at Level 1 and have Quality Improvement plans to move to level 2 or higher.

90% (30) Providers will show child care quality improvements according to VSQI/SEAL ratings scale measures and their individual improvement plans.

**Financial Impact of Donations** -- (i.e., \$3/week provides...; \$5/week provides...; \$10/week provides...; \$20/week provides....)

- **\$3/week (\$156 per year) ensures:** 3 children receive quality care that supports their healthy development in each of his/her child care settings.

- **\$5/week (\$260.00 per year) ensures:** 18 hours of mentoring for a program or 1 rating for a Center.
- **\$10/week (\$520 per year) ensures:** 26 hours of training for a center enrolled in the Virginia Star Quality Rating Initiative.
- **\$20/week ( \$1,040 per year) ensures:** 75 hours of mentoring.

# FY11 United Way Year-end Report

**Program: Runaway Emergency Services Program**

**Agency: Children, Youth & Family Services**

**Date: August 1, 2011**

- 1. For the current funding period, please highlight your program's goals, activities and results, noting any changes to your original plan/proposal. Include any relevant budget and/or financial information. Limit your response to no more than one page.**

RESP program goals focus on providing prevention services designed to keep youth safe and off the streets while developing alternative problem-solving options outside the child welfare, juvenile justice, and mental health systems. The RESP program conducts ongoing assessments of the trends and behaviors of the at-risk youth in the community so we can efficiently focus outreach and identification of target youth. RESP staff conducts outreach in a variety of formats (i.e. street outreach on the downtown mall areas, presentations at schools, churches, Department of Social Services, Police, tabling during school lunches, at skate parks, outreach at low-income neighborhoods, etc.) in order to reach youth with varied life circumstances (school drop-outs, homelessness, etc.) Furthermore, RESP provides crisis intervention available 24 hours a day, seven days a week, via a hotline staffed by Master's levels counselors. Individual and Family counseling are provided to resolve the issues that led to the crisis. In some situations, temporary shelter is provided to allow families to de-escalate and create more healthy solutions to family problems. RESP also provides our clients with Youth Companions (college-age and above) for the purpose of offering mentoring services to at-risk youth. Please see Outcomes Measurement update below for additional outcome indicators and results. RESP was implemented according to our original plan. In January the program began developing two new initiatives including a counseling and supervision program for kids on out-of-school suspension, and group counseling sessions at Charlottesville High School. RESP served 8 students in the groups. Students reported high scores on their final evaluations and seemed to overall enjoy the group environment and activities.

- 2. Please share a success story from your program. We are especially interested in stories that show a long-term impact on a person or family, and stories that show collaborations or referrals with other community programs in meeting a client's multiple needs.**

When Lucy learned that her parents were getting divorced it hit her hard. Never thinking that this could happen to her family, Lucy struggled to cope with the separation of her parents and often felt like she didn't have a home. Lucy had thoughts of running away and was spending a lot of time out of the home with friends (without permission). Lucy's grades at school began to drop and so did her motivation. Lucy was referred to the program through her school counselor after the recent decline in grades and notice of withdrawal symptoms. Lucy began working with an RESP counselor to help her cope with the changes going on in her life. Lucy utilized counseling sessions to have a safe place to talk about feelings of grief, loss and loneliness that she felt she couldn't share with those around her. Lucy participated in talk

therapy as well as art therapy to express her thoughts and feelings. Lucy's Counselor worked with the school to create a safe environment as well as place for Lucy to get some extra help. Over time Lucy began to see a new type of family emerge and began to regain her confidence and motivation. Lucy's grades improved in school and she was looking forward with a positive attitude about her life ahead.

**3. Complete the following Outcome Measurement update (based on your application for funding) for the fiscal year 2011.**

**\*\*\*Please see notes regarding outcome numbers in actual results section below.**

**Projected Number of Intended  
FY11 Primary Beneficiaries: 510**

**Actual Number of FY11  
Primary Beneficiaries: 434**

Projected FY11 Outcomes	FY11 Indicators Tracked	FY11 Outcome Results (provide specific numbers and percentages)
<b>Youth are living in a safe environment, off the streets, and able to remain in their home community.</b>	90% (225) youth receiving direct services (hotline, counseling, shelter) from RESP are in a safe environment, off the streets, and are able to remain in their home community.	98% (161/164) youth receiving direct services (hotline, counseling, shelter) from RESP are in a safe environment, off the streets, and are able to remain in their home community.
<b>Youth are safe and secure and are able to begin the problem solving process with their family (not all beneficiaries are sheltered)</b>	100% (25) of youth sheltered in RESP host homes are safe and secure and able to begin problem solving process with family members.  100% (60) of Nonresidential youth receiving counseling are safe and secure and able to begin the problem-solving process with parents and family members.	100% (5/5) of youth sheltered in host homes are safe and secure and able to begin the problem solving process with family members.  95% (18/19) of youth sheltered in group homes are safe and secure and able to begin the problem solving process with parents and family members. *One client and her family have not made progress in terms of problem solving and have been referred for more intensive services.  92% (35/38) of Non Residential youth receive counseling are safe and secure and begin the problem solving process with parents and family members.
<b>Youth demonstrate improved ability to choose positive behaviors.</b>	90% (225) of youth receiving services demonstrate improved ability to choose	96% (157/164) of youth receiving services demonstrate improved ability to choose positive behaviors.

Projected FY11 Outcomes	FY11 Indicators Tracked	FY11 Outcome Results (provide specific numbers and percentages)
	positive behaviors.	

**4. Impact Report.** We are looking for issues and statistics specific to our local area; you are also welcome to include some general issues that set the framework for the local statistics. Under the Actual Results heading, we are looking for impact, especially long-term results, not just numbers served. For the Financial Impact section, have each example highlight a different thing (in other words, don't just multiply the first answer three more times).

**Community Needs or Issues Your Program Addresses** -- please include at least 3 local issues/statistics and cite your source

- According to Albemarle County Police, 89 juveniles were reported as runaways or missing in Albemarle County in 2006. In Charlottesville, police stated that 144 youth were reported as runaways in 2005, with another 104 reported missing.
- According to *Stepping Stones 2010*, the rate of Children in Need of Services petitions, indicating chronic truancy or runaway, in Charlottesville was 45 per 1,000 in 2009 population (72/1000 in 2008), and 6 per 1,000 for Albemarle in 2009.
- According to 2000 US Census Bureau data, 165 Charlottesville youth and 224 Albemarle youth between the ages of 16 and 19 are neither employed nor enrolled in school.

**Your Program's Solutions that United Way Community Impact Funds Support**

- RESP provides a 24-hour crisis hotline for runaways to access shelter or for community agencies/professionals to access our services (Hotline Counselors are all Master's Level)
- RESP provides emergency temporary shelter to keep kids safe and off the streets.
- RESP conducts street outreach activities to reach out to youth and their families that are most in need of services, link them to appropriate services, and to support them with meeting their goals for the future. These include presentations to schools, DSS, police departments, tabling at various high schools, and a Youth Council comprised of local high school students.
- RESP conducts counseling services to help families resolve the complex issues that lead to runaway behaviors.

**Actual Results** - based on your stated outcomes; please use percentages and numbers served to help show outcomes

- 98% (161/164) youth receiving direct services (hotline, counseling, shelter) from RESP are in a safe environment, off the streets, and are able to remain in their home community.
- 100% (5/5) of youth sheltered in host homes are safe and secure and able to begin the problem solving process with family members.
- 95% (18/19) of youth sheltered in group homes are safe and secure and able to begin the problem solving process with parents and family members. \*One client and her family have not made progress in terms of problem solving and have been referred for more intensive services.

- 92% (35/38) of Non Residential youth receive counseling are safe and secure and begin the problem solving process with parents and family members.
- 96% (157/164) of youth receiving services demonstrate improved ability to choose positive behaviors.

\*\*\*\*\*Please note: while RESP continues to achieve strong outcomes with youth in crisis as narrowly defined by the RHY grant, the program is undergoing design changes to better serve youth in crisis to prevent runaways and homelessness.

**Financial Impact of Donations** -- (i.e., \$3/week provides...; \$5/week provides...; \$10/week provides...; \$20/week provides....)

- \$12 a week provides one runaway or homeless child with a safe place to be.

# FY11 United Way Year-End Report

**Program: Play Partners**

**Agency: Children, Youth & Family Services**

**Date: August 1, 2011**

- 1. For the current funding period, please highlight your program's goals, activities and results, noting any changes to your original plan/proposal. Include any relevant budget and/or financial information. Limit your response to no more than one page.**

Play Partners continues to address the need for children in child care, particularly from low-income homes, to have literacy development experiences that are cognitively, emotionally and socially challenging and enjoyable. The program served 133 children in 11 child care settings in 2010-2011. Play Partner volunteers make weekly visits to introduce quality early childhood literature and bring fun and educational enrichment activities to the children who are enrolled in these child care settings. Through these activities, children's learning, literacy development and school readiness is promoted and the quality of the child care setting is enhanced. No changes were made, the program is being implemented according to our original plan/proposal, and continues to be a highly-effective, highly efficient school readiness solution facilitated by one part-time coordinator and 25-30 committed, trained volunteers.

The Play Partners program had been collaborating with the Salvation Army's preschool to provide weekly learning, literacy development and enrichment activities to 15 children enrolled in their care. Unfortunately, the Salvation Army preschool program was closed in the spring. We placed the volunteers that had worked at the Salvation Army with a new child care provider who had very little experience in the field of Early Childhood Education in order to help her provide a developmentally enriching environment for the children in her care.

Play Partners has increased collaboration with the Family Connections/Parenting Mobile program and their neighborhood playgroups, thereby bringing the structured program model, including a trained Play Partners Volunteer, to the children participating in those on-site services.

- 2. Please share a success story from your program. We are especially interested in stories that show a long-term impact on a person or family, and stories that show collaborations or referrals with other community programs in meeting a client's multiple needs.**

Play Partners evaluates the programs impact annually. Participating parents, child care providers and volunteers complete surveys and comment on individual program impact. A small sampling of the parents comments are below.

## **Parent comments**

**Does your child use new words heard in Play Partners stories, games, and activities?**

"He sings the songs & will tell us the plot of a story", "Reciting the books/stories she's learning to herself, singing songs & doing motions to the stories", "He came home talking about going on a bear hunt & using the descriptive movement words. He has started

recognizing words”, “Randomly, she will make references to stories and use words we did not teach her yet”.

**Does your child seem more interested in books and being read to since the Play Partners Program began?**

“Been wanting me to read books to him more”, “He is very interested in having them (books) read at night”, “She gets super excited when she has a book to take home & wants to read it all the time”, “She wants to read more every night”.

**What is your favorite part of the Play Partners Program?**

“The books are helping Aniyah with her speech & she’s learning new words everyday”, “I really enjoy the things that he brings home, he is always excited about them”, “Love them All! Having his own book to enjoy & share helps William retain the lessons he learns with Play Partners”. “He gets to keep his new books!”.

**3. Complete the following Outcome Measurement update (based on your application for funding) for the fiscal year to date.**

**Projected Number of Intended FY11 Primary Beneficiaries:** 140      **Actual Number of FY11 Primary Beneficiaries:** 133

Projected FY11 Outcomes	FY11 Indicators Tracked	FY11 Outcome Results (provide specific numbers and percentages)
Children gain early literacy skills.	80% and 76 of adults surveyed report children learn and use new vocabulary. 82% and 74 of adults surveyed report children increase their desire to be read to.	82.5% (51) of adults surveyed report children learn and use new vocabulary. 91% (64) of adults surveyed report children increase their desire to be read to.
Children gain school readiness skills	80% and 75 of adults surveyed report children improve their ability to sit and attend while being read to, follow directions and stay focused on a task.	82.5% (51) of adults surveyed report children improve their ability to sit and attend while being read to, follow directions and stay focused on a task.
Providers offer a variety of enrichment activities.	90% and 9 of providers surveyed report an increase in their use of literacy-based enrichment activities with the children in their care.	100% (7) of providers surveyed report an increase in their use of literacy-based enrichment activities with the children in their care.

**4. Impact Report.** We are looking for issues and statistics specific to our local area; you are also welcome to include some general issues that set the framework for the local statistics. Under the Actual Results heading, we are looking for impact, especially long-term results, not just numbers served. For the Financial Impact section, have each example highlight a different thing (in other words, don’t just multiply the first answer three more times).

**Community Needs or Issues Your Program Addresses** -- please include at least 3 local issues/statistics and cite your source

1. The Focus Areas for Children and Families in the Charlottesville/Albemarle Community, Phase 1: Improve and extend affordable resources for Early Childhood Development.

2. The Focus Areas for Children and Families in the Charlottesville/Albemarle Community, Phase 1: Understanding Service Needs, Appendix A: Section II Early Childhood Development reports that 30.0% of children entering Kindergarten in Charlottesville and 14.1% in Albemarle were identified for intervention services on the Early Intervention Reading Initiative.

3. The December 2010 *Stepping Stones* reported that in 2009, 15% of the children in Charlottesville and 9% of the children in Albemarle entering kindergarten were identified for intervention services.

### **Your Program's Solutions that United Way Community Impact Funds Support**

1. The program uses a strength-based approach to provide enriching learning experiences to children from low-income families enrolled in day care homes and addresses accessibility issues by bringing the program into the providers' homes.

2. This program supports the development of early literacy skills providing children the basic readiness skills necessary for success in Kindergarten.

3. The December 2010 *Stepping Stones* shows a decrease since 1999 in the number of children entering city kindergarten classes identified for intervention in reading readiness. In 1999, 37% of the children entering kindergarten in Charlottesville needed intervention compared to 17% in 2007, and in Albemarle, 27% in 1999 compared to 8% in 2007. Continuing and expanding enrichment programs such as Play Partners could contribute to a continuing decrease by reaching children not participating in structured preschool settings, such as Bright Stars, Head Start, and Charlottesville's 4-Year-Old Program.

### **Actual Results - based on your stated outcomes; please use percentages and numbers served to help show outcomes**

82.5% (51) of adults surveyed (volunteers, parents, teachers) report children learned and used new vocabulary in their Play Partners activities.

91% (64) of adults surveyed (volunteers, parents, teachers) report children increased their desire to be read to during Play Partners enrichment activities.

82.5% (51) of adults surveyed (volunteers, parents, teachers) report children improved their ability to sit and attend while being read to, follow directions and stay focused on a task during Play Partners enrichment activities

100% (7) of providers surveyed report an increase in their use of literacy-based enrichment activities with the children in their care.

**Financial Impact of Donations** -- (i.e., \$3/week provides...; \$5/week provides...; \$10/week provides...; \$20/week provides....)

- **\$3/week (\$156 per year) provides:** Training materials for 24 Play Partner Volunteers for 1 year.
- **\$5/week (\$260) provides:** Initial training and enrichment materials and supplies for 5 child care providers.
- **\$10/week (\$520) provides:** One month's supply of books for 90 children to receive their own copy and take home to read with their families.
- **\$20/week (\$1,040) provides:** 50 hours of service to 90 children and their families.

# FY11 United Way Year-end Report

**Program: Victims of Child Abuse**

**Agency: Children, Youth & Family Services**

**Date: August 1, 2011**

- 1. For the current funding period, please highlight your program's goals, activities and results, noting any changes to your original plan/proposal. Include any relevant budget and/or financial information. Limit your response to no more than one page.**

The VOCA program goals remained the same for fiscal year 2011. They include the amelioration of the complex mental health problems associated with child abuse and neglect on victims, ages 0-18; improved functioning in school for victims of child abuse and neglect; and prevention of further abuse/neglect. Children who have been witness or victim to family and dating violence are also served, as well as nonoffending family members. We continue to use the Child and Adolescent Needs and Strengths (CANS)-Trauma Version (Illinois Dept. of Children & Family Services) assessment tool. Please see projected outcomes below for details.

The program also aims to educate the community about the impact of child abuse and neglect and alternatives for mitigating that impact. Program goals are met through individual and family counseling, public education in the area of child abuse and neglect, participation in the ongoing work of the Charlottesville-Albemarle Multi-Disciplinary Team, and training of volunteers regarding the dynamics of abuse and neglect. Recently staff have completed several training services for area law enforcement on how to handle the needs of children on the scene when responding to domestic disputes.

- 2. Please share a success story from your program. We are especially interested in stories that show a long-term impact on a person or family, and stories that show collaborations or referrals with other community programs in meeting a client's multiple needs.**

Joe is a 12 year-old boy who lives at home with his mother and half-brother. Joe was referred to the VOCA program by his School Resource Officer after he was caught stealing money from his teacher. In a conversation with Joe, the SRO learned that he witnessed chronic domestic violence in his home throughout his childhood. The SRO thought of VOCA right away and referred Joe for services.

Prior to counseling, Joe got in trouble frequently at school and at home. He often found himself in the Principal's office at school and grounded at home. His relationship with his mother was characterized by frequent arguments and a lack of quality interactions. Joe has a history of depression and attempted suicide when he was 8 years old. The VOCA counselor helped the family understand the impact the trauma Joe experienced has on his thoughts, feelings, and behaviors every day. The counselor worked together with Joe and his mother to formulate goals to increase his positive behaviors, increase quality time within the family, and help Joe find healthier ways to cope with his emotions and memories, all while communicating to Joe that the domestic violence was not his fault.

After 6 months of counseling, Joe is being successfully discharged from VOCA. He has not received a single school disciplinary referral since counseling began, and he has improved his academic performance and social experience in school, as well. Joe rarely requires disciplinary action at home, and he and his mother have redeveloped a healthy relationship with each other. His mother now attends all of his sports games (Joe joined two additional sports teams since counseling began!), and the two take every opportunity to spend quality time together.

**3. Complete the following Outcome Measurement update (based on your application for funding) for the fiscal year 2011.**

<b>Projected Number of Intended FY11 Primary Beneficiaries:</b>	295	<b>Actual Number of FY11 Primary Beneficiaries:</b>	477 total (281 people trained and 196 clients-113 primary victims and 83 secondary)
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<b>Projected FY11 Outcomes</b>	<b>FY11 Indicators Tracked</b>	<b>FY11 Outcome Results (provide specific numbers and percentages)</b>
<b>Primary Victims will demonstrate reduction in symptoms associated with abuse/neglect.</b>	<p>85% (30 Youth) will improve psychosocial functioning as indicated by CANS.</p> <p>85% (30) youth will have improved school grades and attendance</p> <p>At discharge, 85 % (30) of Primary Victims will evidence reduced trauma symptoms as measured by CANS**</p> <p>**We are currently using the Child and Adolescent Needs and Strengths inventory: Trauma Version to measure outcomes</p>	<p>83% (15/18) showed improved psychosocial functioning as indicated by CANS.</p> <p>83 % (15/18) Youth showed improved school grades and attendance.</p> <p>At discharge, 83% (15/18) of primary victims showed reduced trauma symptoms as measured by CANS.</p> <p>*based on Discharge. 31 clients were discharged in FY 11. 10 clients (including several members of one large family) were discharged prematurely and therefore could not collect post data. 2 clients were under the age of 3 and were unable to collect school data and 1 client was referred to more intensive services after a couple of sessions. Therefore, data was collected on 18 clients.</p>
<b>The effects of child abuse/neglect will be reduced for secondary victims which will help mitigate the trauma experienced by primary victims.</b>	Safety will increase for primary victims in their homes as evidenced by 95% (124) of primary victim's families having no additional CPS reports filed during	99% (112/113) had no additional CPS reports filed during the treatment period.

Projected FY11 Outcomes	FY11 Indicators Tracked	FY11 Outcome Results (provide specific numbers and percentages)
	<p>treatment period.</p> <p>95% (27) parents/guardians of the victim will (a) achieve behaviorally-defined steps to increase primary victims' experience of safety and (b) communicate effectively with primary victim as measured by self-report and by observations of the VOCA Treatment Specialist. These steps will be defined individually for each secondary victim and noted in the case treatment plan.</p>	<p>94% (78/83) of parents/guardians of the victim achieved behaviorally-defined steps to increase primary victims' experience of safety and (b) communicate effectively with primary victim.</p>
<p><b>In the community, knowledge about practices and resources for child and adolescent victims of abuse/neglect will increase.</b></p>	<p>100% (24) of MDT meetings will be attended by a VOCA Specialist.</p> <p>10 child abuse prevention events in which VOCA participates in planning and implementation.</p>	<p>96% (23/24) of MDT Meetings were attended by a VOCA Treatment Specialist.</p> <p>11 Child abuse prevention events in which VOCA participates in planning and implementation.</p>

**4. Impact Report.** We are looking for issues and statistics specific to our local area; you are also welcome to include some general issues that set the framework for the local statistics. Under the Actual Results heading, we are looking for impact, especially long-term results, not just numbers served. For the Financial Impact section, have each example highlight a different thing (in other words, don't just multiply the first answer three more times).

**Community Needs or Issues Your Program Addresses** -- please include at least 3 local issues/statistics and cite your source

- According to Stepping Stones 2010, in 2009 there were 54 investigations of child abuse and neglect per 1,000 children in Charlottesville (this rate has increased by 30% two times over the past two years), and 22 investigations per 1,000 children in Albemarle County. Charlottesville's rate of founded abuse/neglect cases runs 8.99 per 1,000, almost three times the state average.
- According to the Kids Count report, the rate of founded child abuse cases in Charlottesville (8.99/1,000 children) is almost three times the state average, and the number of Charlottesville children placed in foster care is about ten times the state average (29.2/1,000 children), both indicative of a prevalence of significant violence in the home
- According to the Charlottesville/Albemarle Multidisciplinary Team (MDT) report on First Year Activities, since April 1, 2004, the MDT reviewed 62 cases of child abuse and neglect. Sexual assault by a non-caretaker accounted for 47.54% of these cases. Of the 62 cases reviewed, counseling was recommended for about 37%.

- According to the 2004 feasibility study for the Foothills Child Advocacy Center, there is a continued need for mental health services, as well as therapeutic resources for non-offending family members.
- According to the Family and Children's Trust (FACT) Report published in June 2010 and reflecting the most recent comprehensive data, family violence is a significant problem in the five-county Central Virginia region we serve, which includes Albemarle, Fluvanna, Greene, Louisa, Nelson Counties and the City of Charlottesville.

### **Your Program's Solutions that United Way Community Impact Funds Support**

- High quality, no cost individual and family counseling is provided to families of Charlottesville City and Albemarle County in which abuse and neglect has occurred. This counseling provided amelioration for the complex mental health problems associated with child abuse and neglect on victims, ages 0-18.
- High quality, no cost counseling prevents further abuse/neglect for families with prior histories of abuse/neglect in Albemarle and Charlottesville.
- Participation on the Charlottesville/Albemarle Multidisciplinary Team (MDT) allows families who have been identified by law enforcement and Child Protective Services (CPS) to quickly receive counseling services in Charlottesville and Albemarle.
- The VOCA team educates the community about the dynamics of child physical and sexual abuse as well as family violence and its treatment through participation on the MDT and community-wide events aimed at the prevention of abuse and neglect.

**Actual Results** - based on your stated outcomes; please use percentages and numbers served to help show outcomes

- 83% (15/18) showed improve psychosocial functioning as indicated by CANS.
- 83 % (15/18) Youth will have improved school grades and attendance.
- At discharge, 83% (15/18) of primary victims will evidence reduced trauma symptoms as measured by CANS.
- 99% (112/113) had no additional CPS reports filed during the treatment period.
- 94% (78/83) of parents/guardians of the victim achieved behaviorally-defined steps to increase primary victims' experience of safety and (b) communicate effectively with primary victim
- 96% (23/24) of MDT Meetings were attended by a VOCA Treatment Specialist.
- 11 Child abuse prevention events in which VOCA participates in planning and implementation.

**Financial Impact of Donations** -- (i.e., \$3/week provides...; \$5/week provides...; \$10/week provides...; \$20/week provides....)

- \$10 per week (\$540/year) provides a year of therapy for a child who has been abused or neglected.

# FY11 United Way- Year End Report

**Program: Family Connections**

**Agency: Children, Youth & Family Services**

**Date: August 1, 2011**

- 1. For the current funding period, please highlight your program's goals, activities and results, noting any changes to your original plan/proposal. Include any relevant budget and/or financial information. Limit your response to no more than one page.**

As outlined in our original plan/proposal, CYFS has been offering the parenting classes “Six Easy Steps for Parenting” for parents of young children and “Surviving the Teen Years – It Can Be Done” (STY) for parents of teenagers, which are geared to the needs of high-risk families. The classes address a range of parenting skills and topics, including behavior management strategies and skills, stress/anger management, conflict resolution, active communication, child development, and how to access community resources. Parent Educators initially conduct a screening interview with the family about the classes and determine what support they need to attend (i.e., transportation, child care, low-literacy materials, etc.). They educate them about community resources, set some short-term parenting goals, and enroll them in the appropriate class. The classes themselves are interactive and allow participants to support and learn from one another as well as from the Parent Educator. Class discussions and individual consultations help parents apply the lessons to real-life situations. Because teenagers are old enough to participate in changes in their family – and because they are unlikely to cooperate fully with changes they have no say in – teens participate in the STY classes and consultations with their parents, helping to create a new family dynamic as well as giving them tools for their own future parenting. The Educators conduct family consultations during the program if problems are encountered (i.e. non-attendance, lack of participation during classes, confusion about content, etc.), as well as follow up after the class is over to help all the families apply what they learned. Family Connections works with several community partners to provide services and to connect families with additional resources. These partners include: the regional jail, Junior League, city elementary schools, the Independence Resource Center, University of Virginia, Habitat for Humanity, Crozet United Methodist Church, Book Baskets, and the Gordon Avenue Library.

- 2. Please share a success story from your program. We are especially interested in stories that show a long-term impact on a person or family, and stories that show collaborations or referrals with other community programs in meeting a client's multiple needs.**

Family Connections has worked hard to develop parent leadership in the program. In each early learning playgroups through the ParentingMobile, parents take the lead on helping to register families for each group, welcome and recruit new program participants, assist with the community meal and provide input into the program activities. This parent leadership is helping increase program ownership, develop skills of initiative and to increase self-esteem.

A mother named Mira who lives in the Southwood neighborhood has acknowledged significant benefit from the parent involvement component of our services. Mira has significant cognitive delay and presently reads on a 2<sup>nd</sup> grade level. She is mother to a 14 month old daughter who has been in foster care this year. Mira has been attending weekly neighborhood playgroups with the goal of working on her literacy skills so she can one day read to her daughter and assist her with school work. Mira. Mira began making a point of arriving at group early to assist ParentingMobile staff with unloading supplies from the van and setting up at the site's community center. She responded eagerly when staff asked for her help with the responsibility of welcoming and registering parents and children at each group meeting and she showed real initiative with this task. Mira also asked to help with the reading activities during circle time with the children in the playgroup, and used these opportunities to practice integrating the strategies she had seen modeled by program staff. Mira continues to practice her reading outside of group, and is developing skills to enhance her parenting. She also enrolled in another parenting class this year, where she shared that her experiences as a parent in the playgroup with being "needed and learning things" have been of great value to her.

**3. Complete the following Outcome Measurement update (based on your application for funding) for the fiscal year to date.**

**Projected Number of Intended FY11 Primary Beneficiaries:** 385                      **Actual Number of FY11 Primary Beneficiaries:** 590

<b>Projected FY11 Outcomes</b>	<b>FY11 Indicators Tracked</b>	<b>FY11 Outcome Results (provide specific numbers and percentages)</b>
Parents relate to their children in a more positive, nurturing manner and more effectively meet the needs of their children.	85% (67) Parents completing the SES and STY class series will report reduced child-family conflicts.	97% (73/75) Parents completing the SES and STY class series reported reduced child-family conflicts.
	85% (67) Parents completing the SES and STY class series will report reduced parental stress.	99% (74/75) Parents completing the SES and STY class series reported reduced parental stress.
	80% (10) Teen participants will report that their relationship with their parents is better and that they are satisfied with the class.	75% (19/25) teen participants reported better relationships in the home and satisfaction with the class.
	85% (10) Agency referral sources completing and returning the survey will report satisfaction with their client's progress in parenting.	92% (12/13) Agency referral sources completing and returning the survey reported satisfaction with their client's progress in parenting.

Projected FY11 Outcomes	FY11 Indicators Tracked	FY11 Outcome Results (provide specific numbers and percentages)
Parents know skills and strategies for improved parenting, relating positively and meeting the needs of their children.	85% (67) Parents completing the Six Easy Steps and Surviving the Teen Years series will demonstrate improved parenting knowledge upon successful completion of the series as measured by the STEP pre/post test or other standardized measure.	81% (63/77) Parents completing classes demonstrated improved parenting knowledge on post-tests.
Parents are aware of developmental expectations for their children and know strategies for promoting their healthy development.	85% Parents report improvement in child's learning and social skills after at least 6 months participation in early learning program  85% Parents report increased use in the home of developmental play and reading activities modeled In the early learning program.	100% (31) Parents report improvement in child's learning and social skills after at least 6 months participation in early learning program  100% (31) Parents report increased use in the home of developmental play and reading activities modeled In the early learning program.

**4. Impact Report.** We are looking for issues and statistics specific to our local area; you are also welcome to include some general issues that set the framework for the local statistics. Under the Actual Results heading, we are looking for impact, especially long-term results, not just numbers served. For the Financial Impact section, have each example highlight a different thing (in other words, don't just multiply the first answer three more times).

**Community Needs or Issues Your Program Addresses** -- please include at least 3 local issues/statistics and cite your source

According to *Stepping Stones 2010*, Charlottesville child abuse investigation rates increased by 30% between 2007-2008 and then 30% more from 2008-2009.

According to *Stepping Stones 2010*, the Charlottesville foster care rate was 29.2 children per 1,000 children 0-17 years. That rate is more than 7 times the state average.

A community survey in 2005 showed that 100% of social service agency workers who refer parents to our FC programs, as well as parent participants, believed there was a need for accessible, affordable parenting education to help prevent child abuse and neglect and to reduce foster care placements.

**Your Program's Solutions that United Way Community Impact Funds Support**

CYFS offers the 6-week parenting class series “Six Easy Steps for Parenting” for parents of young children four times over the course of the year.

CYFS offers the 6-week parenting class series “Surviving the Teen Years – It Can Be Done” (STY) for parents of teenagers, four times over the course of the year.

CYFS offers parent education and early learning playgroups weekly on-site at 4 low-income neighborhoods in Charlottesville/Albemarle.

These services are geared to the needs of high-risk families and address a range of parenting skills and topics, including behavior management strategies and skills, stress/anger management, conflict resolution, active communication, child development, and how to access community resources. Individual family consultations in the home are offered to compliment the coursework.

**Actual Results** - based on your stated outcomes; please use percentages and numbers served to help show outcomes

97% (73/75) Parents completing the SES and STY class series reported reduced child-family conflicts.

99% (74/75) Parents completing the SES and STY class series reported reduced parental stress.

75% (19/25) teen participants reported better relationships in the home and satisfaction with the class.

92% (12/13) Agency referral sources completing and returning the survey reported satisfaction with their client’s progress in parenting.

81% (63/77) Parents completing classes demonstrated improved parenting knowledge on post-tests.

100% (31) Parents report improvement in child's learning and social skills after at least 6 months participation in early learning program

100% (31) Parents report increased use in the home of developmental play and reading activities modeled in the early learning program.

**Financial Impact of Donations** -- (i.e., \$3/week provides...; \$5/week provides...; \$10/week provides...; \$20/week provides....)

- **\$15/week provides:** complete parenting education class series plus in-home family consultations for one high-risk family.