



**Family Service
Collaboratives**

Working together to build better lives for children and families.

Southern St. Louis County,
Minnesota

2018 Program Report

Service Delivery & Capacity Building Programs

12-months ending December 31, 2018



1701 North 9th Avenue
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218-749-8130
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SSLCFSC 2016-2018 Strategic Plan

Mission

Improving the lives of children and their families by working together to provide integrated prevention and early intervention strategies using a multi-generational approach.

Values

- Respectful
- Accountable to each other and to the community: Members fully understand their commitment.
- Honest and Acting with Integrity: Self-Interest is acknowledged and expressed.
- Open-Minded: Mutual Understanding is sought.
- Open to Resolutions & Solutions: All ideas are worth considering.
- Committed to Working Together: All members participate.
- United in a Common Purpose: Unity is sought, rather than dominance.
- Compassionate: Put Families First.
- Involving Parents & Families: Respect diversity.
- Inclusive: Solutions emerge from integrating all perspectives.

Goals

1. Family Mental Health: support activities that improve outreach and early identification.
2. Academic Achievement: support coordinated assessments and services to assist in carrying out school districts World's Best Work Force Plan and support mental health.
3. Strengthening Family Permanency and Stability: focus on strengthening families.

History: Collaboratives in Minnesota

The Collaborative movement dates back more than two decades. In 1991, Governor Arne Carlson created the Action for Children Commission to create a vision for Minnesota children and families and recommend changes in service delivery systems. The Commission's final report, "Kids Can't Wait," initiatives were planned. Governor Carlson created the Children's Cabinet at the Executive Branch level.

During this time, Minnesota was one of five states to receive for funding from the Pew Charitable Trust, enabling communities to consider how to provide more support for families by reconfiguring and integrating service delivery systems. To initiate some of the collaborative planning that would be required in this competitive grant process, the state selected three communities as pilot sites: St. Paul, Cass County, and Becker County. Working with state agency representatives, these communities became engaged in an intensive and comprehensive planning process.

In 1993, the Minnesota Legislature provided funding to enable the state to reach more communities with these initiatives. The grant funds served as incentives for communities to collaborate on behalf of children and families.

Three major sources of grant funds supported the implementation of the collaborative initiatives across Minnesota: Family Services and Community-Based Collaborative funds, Children's Mental Health Collaborative funds, and funds provided by the Pew Charitable Trust Children's Initiative. Implementation grants have helped establish Family Service, Children's Mental Health, or joint Family Service/Children's Mental Health Collaboratives in 90 Minnesota counties.

Communities that received funds had to plan and implement changes in their local systems to better service children and families. Communities also had to establish measurable outcomes. Major stakeholders included private non-profit agencies, school districts, county governments, and community action agencies.

History: SSLCFSC

The Duluth Area Family Services Collaborative (DAFSC) began early in 1995 as a center-based model serving the

greater Duluth metropolitan area and supported by local, state and federal funds. The Collaborative is a Joint Powers entity that included Duluth Public Schools, St. Louis County Public Health and Human Services, Community Action Duluth, and AEOA Head Start.

The Collaborative provided a source of support, information, and assistance in accessing services for families and children in a non-threatening atmosphere. The guiding principal of the centers was to empower parents and families to prevent and solve their own problems through support, information, skill building, and advocacy. The Family Service Centers were in operation between 1995 and 2004. In 2004, the Centers closed due to insufficient funding.

In 2003, Hermantown Public Schools and Procter Public Schools joined, and the name changed to the Southern St. Louis County Family Service Collaborative. Since 2004, the Collaborative has primarily funded local programs.

2018 Governing Board Members

Norman “Skip” Ferris, Chair	AEOA Head Start
Jason Crane, Vice Chair	Duluth Public Schools
Kay Arola	Arrowhead Regional Corrections
Holly Church	Public Health & Human Services
Carl Crawford	City of Duluth
Katy Eagle	PAVSA
Jennifer Jaros	Duluth Public Schools
Nancy Litman	Proctor & Hermantown Schools
Jeff Longnecker	Community Action Duluth
Laura Nechanicky-Booth	Birch Tree Center
Amy Westbrook	Public Health & Human Services

Financials

The Local Collaborative Time Study (LCTS) is the Collaborative’s only revenue stream. LCTS is a process of claiming federal revenue through Title IV-E (Adoption and Foster Care) and Title XIX (Medical Assistance). Public schools, corrections and public health staff can participant. LCTS revenue goes into an integrated fund and is for prevention and early intervention services. The Collaborative Board is responsible for the distribution of these funds.

The Collaborative’s 2017 carryover was \$668,600. As of December 31, 2018, the fund-balance totaled \$783,600. Revenue and interest totaled \$328,400 for the 12-months ending December 31, 2018, and expenditures totaled \$213,400 for the same period.

Funding Requests

For the 12-month ending December 31, 2018, the Collaborative Board reviewed seven non-competitive grant applications and approved all applications. The average grant ranged between \$3,000 and \$75,000. The

Collaborative facilitated its second three-year \$225,000 competitive grant process. The process generated six applications. CHUM – Steve O’Neil Apartments received the grant.

The table below is a summary of the partners that had 2018 funds available to them. Program evaluations were included if a partner received funds between January 1, 2018 and December 31, 2018. Collaborative staff did not edit any narrative within the evaluations.

Partner & Program	Award/ Available/ Utilized	Description and Outcomes	Exhibit
Service Delivery			
YWCA Duluth - Programming	\$225,000/ 85,000/ 83,100	<p>Programs include Girl Power! (a youth-development program for girl-identifying adolescents); long-term 1:1 community mentoring for youth ages 5-18; a 4 star Parent Aware Rated Early Childhood Education Center; and a licensed Supportive Housing Program for young mothers and their child(ren).</p> <p>Outcome #1- YWCA Duluth program participants and families have increased access to mental health services, education, and support.</p> <p>Outcome #2- YWCA Duluth program participants increase social and emotional competence and academic engagement.</p>	A
Steve O’Neil Apt – Family Services	\$225,000/ 100,000 51,700	<p>Steve O’Neil and St. Louis County Child Protection Services (CPS) follow the Corporation for Supportive Housing’s “Keeping Families Together” program that recognizes the role of permanent supportive housing to create a safe environment, improve support for children and families should out-of-home placement become necessary, and collaborate on family reunification plans. Objectives for this partnership are:</p> <ul style="list-style-type: none"> - To reduce the number of out-of-home placements. - To surround children and parents with support as they recover from the adversity they have experienced and move forward with new knowledge and life-skills. - To provide access to trauma-informed early childhood education and special services so children can meet developmental milestones and succeed academically. - To work closely with CPS to create and implement successful reunification plans. <p>Outcome #1- Provide support to children that experience out-of-home placement.</p> <p>Outcome #2- Provide intensive case management for 100% of Steve O’Neil Families.</p> <p>Outcome #3- Provide 80% of young children with evidence-based early childhood programming.</p> <p>Outcome #4- Provide 75% of school-age youth with after-school academic support, mentoring, and enrichment.</p>	B
Family Freedom Center – Community Engagement	\$75,000/ 20,000/ 0	<p>The Family Freedom Center (FFC) is a multi-generational community-driven platform designed to mobilize the Black community to resolve the effects of racial disparities. Elders and parents work together along with marginalized families, leaders in the Black community and allies. Together, they work</p>	

		<p>directly with families to deliver culturally relevant programs, build cultural resilience, and provide economic opportunities that reduce isolation, and increase self-sufficiency. Program activities and goals center around four objectives</p> <ul style="list-style-type: none"> - Rise above the impact of racism. - Building financial stability thru micro business. - Empowering youth by closing the digital divide. - Developing leadership within family. <p>Outcome # 1- Help 60% of the participants address internalized oppression and resist the effects of structural racism; increase one or more of the Collaborative's outcomes:</p> <ul style="list-style-type: none"> - Family Permanency - Involvement in supportive community - Socio-economic opportunity - Social emotional support for kids 	
Community Action Duluth – Community Health Worker	\$60,000/ 20,000/ 0	<p>The Community Health Worker is a certified position, and the person is also part of the community which helps to make connections and fill gaps between people that need services and the medical and social service providers.</p> <p>Outcome #1- Families feel supported to achieve health and life goals.</p> <p>Outcome #2- Children and positively engaged with parents.</p>	
Proctor Schools - Grandparents Raising Grandchildren	\$22,552/ \$22,552/ \$0	<p>HELP brings grandparents and other relative caregivers together with people who are going through similar situations. The group focuses on everyday problems, accessing available community resources and tools to enhance mental health and sense of security for both the caregiver and child(ren).</p> <p>Outcome #1- Children will be participants in activities that further the 40 developmental assets identified by the Search Institute as the building blocks of development that help young people grow up healthy, caring, and responsible.</p> <p>Outcome #2- Relative caregivers will apply their newfound knowledge and skills for the betterment of their families.</p>	
Steve O'Neil Apt – Early Childhood Program	\$20,000/ 20,000 20,000	<p>Early Childhood Programming serves children (six weeks to five) and operates within a trauma-informed context, low ratios of children to teachers, and promotes social-emotional learning for both parent and child.</p> <p>Grow Up Group provides time for mothers and children (prenatal, infant and toddlers) to work on activities together. Mothers also have the opportunity to share and discuss topics like conflict resolution with a child, appropriate expectations for young children, developmental milestones and, post-partum depression (childcare provided during this time).</p> <p>Outcome #1- Quality therapeutic childcare and parenting support group programming.</p> <p>Outcome #2- Early intervention and support for children with developmental concerns</p>	C

Fathers Rise Together - Trainings	\$20,000/ 20,000/ 14,300	<p>Fathers Rise Together works to successfully change fathers’ attitudes, knowledge, and skills, close school-age gaps for African-American and Native American children in South St. Louis County school districts.</p> <p>Outcome #1- Decrease the social, emotional and physical ills of children. Increasing habits of good fathering; fathers’ engagement in school activities with their children, increase in pro-fathering knowledge and skills; positive behavioral changes, and healthy interactions with the mother of their children.</p>	D
Proctor Schools - PBIS & Mind-up	\$20,000/ 20,000/ 20,000	<p>Create a school store, train more staff, empower students with leadership positions, celebrate monthly character themes during school assemblies, educate K-5l students on MIND UP and mindfulness techniques, including understanding stress and its effects on the brain, conduct staff trauma book study and make improvements to the recess and playground PBIS model.</p> <p>Outcome #1- Decrease in behavioral/discipline referrals from the 16-17 year to the 17-18 academic year.</p>	E
Capacity Building			
Northland Foundation – Thrive	\$30,000/ 15,000/ 9,600	<p>The Comprehensive Children and Families Mental Health Education Program fosters the health and wellbeing of young children and families by increasing access to prevention and early intervention services and supports. Goals include:</p> <ul style="list-style-type: none"> - Designing and conducting educational workshops for practitioners from multiple disciplines to increase their utilization of relationship-based practices and evidence-informed strategies to support early childhood and family mental health; - Building and strengthening relationships between early care and education and early elementary programs to ensure young children and their families have access to resources to support social-emotional development and school readiness; and - Providing educational workshops for informal family, friend, and neighbor caregivers, licensed childcare providers, paraprofessionals, and parents to increase knowledge and skills to support social-emotional competence in children. <p>Outcome #1- Young children and families have increased access to mental health resources.</p> <p>Outcome #2- Young children have improved school readiness.</p> <p>Outcome #3- Young children have improved social-emotional competence.</p>	F
Northland Healthy Minds – Trainings	\$15,000/ 15,000/ 0	<p>Northland Healthy Minds is a collaborative of businesses, organizations and people in Northeastern Minnesota and Douglas County, Wisconsin, working together to eliminate the stigma surrounding mental illness through community outreach and education, so that all those affected by mental illness know how to seek support and resources without the barriers created by stigma. Our coalition goals include:</p> <ul style="list-style-type: none"> - Increasing awareness of the prevalence of mental illnesses through community events, media attention and employer settings. - Eliminating stigma surrounding mental illness through community outreach and education. 	

- Highlighting local and national resources available to support mental health.

Outcome #1- Dispel myths and provide accurate information about mental health disorders in accessible language to youth

Outcome #2- Help families and communities respond with compassion, understanding and support to mental illness by hosting family friendly community events/educational sessions

Outcome #3- Provide training for parents, teachers, peers, or other caring citizens on how to help an adolescent who is experiencing a mental health or addiction challenge or who is in crisis.

Outlook

The Collaborative is fiscally strong and has the ability to make significant contributions to the Duluth, Hermantown and Proctor communities.

**Governing Board Members and partners - THANK YOU
for your time and energy!**

Exhibit A

Program Evaluation: YWCA Duluth

PROGRAM SUMMARY	
Program Lead	Karen TeHennepe
Title	Finance & Operations Director
Company	YWCA Duluth
Program Name	YWCA Duluth
Amount Awarded	\$225,000 (2017- \$90,000; 2018 - \$85,000; and 2019 - \$50,000)
Program Dates	May 9, 2017 to December 31, 2019
Summary of Program and Outcomes (200 word maximum)	For over 125 years YWCA Duluth has tirelessly worked to uplift marginalized women, children, and families in the Twin Ports. Our collaborative approach creates a supportive, responsive, empowering community for individuals and families to build a better future. Our goal is to eliminate racism and empower women and girls through comprehensive programs serving vulnerable infants, youth, and young adults with multigenerational education and powerful relationships with high-quality, trained staff. Programs include Girl Power!, a free and very low cost youth-development program for girl-identifying adolescents; long-term 1:1 community mentoring for youth age 5-18 through our partnership with Mentor Duluth; a 4 star Parent Aware Rated Early Childhood Education Center; and a licensed Supportive Housing Program for young mothers and their child(ren). These programs play an essential role in over 500 lives each year. Our collective leadership model is designed to be more responsive, equitable, and inclusive to better serve our community. We seek continued Gap Funding to help us maintain and improve upon our current services to continue being a strong force for equity in St Louis County.

PROGRAM OUTCOMES after three years			
Outcomes	Target Goals	2017 End	2018 End
YWCA Duluth program participants and families have increased access to mental health services, education, and support.	80% staff/volunteers receive mental health training 50 families referred to mental health services annually 75% of families report feeling supported by YWCA staff 75% of participants retained in each program Strong relationships between staff and program participants/ families	41% staff/ volunteers receive mental health training 29 families referred to mental health services Information not obtained 83% of participants retained in each program Information not obtained	74% staff /volunteers receive mental health training 37 families referred to mental health services 90% of families surveyed report feeling supported by YWCA staff 85% of participants retained in each program Information not obtained

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Program Evaluation: YWCA Duluth
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<p>YWCA Duluth program participants increase social and emotional competence and academic engagement.</p>	<p>85% of Childcare participants develop social and emotional learning on target</p> <p>85% of GP! Participants increase grade one or more subject 95% maintain acceptable grade</p> <p>75% MD families reporting positive impact on school performance.</p> <p>95% of YMP participants enroll in and attend educational programs</p> <p>75% enroll child(ren) in Head Start</p>	<p>77% of infants, toddlers, & preschoolers on target in social & emotional development</p> <p>44% of GP! participants increase their grade in one or more core subject 76% maintain acceptable grade</p> <p>80% MD families reporting positive impact on child's school performance</p> <p>75% participants (eligible) are enrolled in educational program</p> <p>60% children of YMP enrolled in Head Start/Early Head Start</p>	<p>80% of Childcare participants develop social and emotional learning on target</p> <p>86% GP! Participants increase grade one or more subject 91% maintain acceptable grade</p> <p>Information not obtained</p> <p>90% participants attended educational programs</p> <p>75% children of YMP enrolled in Head Start/Early Head Start</p>
<p>YWCA Duluth serves as a resiliency factor for mostly marginalized families with multigenerational, collaborative support.</p>	<p>80% families at or below poverty level</p> <p>75% children in single-parent households, foster care, or other</p> <p>50% identify as people of color</p> <p>Increased multigenerational family engagement opportunities: 65 parenting classes 40 family nights 24 parent advisory meetings</p> <p>Increase support services across community agencies with 30 community agency partners</p>	<p>93% ECC, MD & YMP families live at or below poverty level.</p> <p>81% female single parent households or out of home placement.</p> <p>68% people of color</p> <p>16 parenting classes offered 12 family nights offered 11 active partnerships with community collaborators</p> <p>Information not obtained</p>	<p>90% families at or below poverty level</p> <p>82% children in single-parent households, foster care, or other</p> <p>66% identify as people of color</p> <p>35 parenting classes 42 family nights 1 parent advisory council meeting</p> <p>19 partnerships with community collaborators</p>

Provide explanation of why outcomes were not reached (if applicable; 200 word maximum)
Outcomes specific to MD program were not assessed this year due to program transition. Mentor Duluth has spent the past year evolving from a collaborative structure into an independent 501c3 nonprofit housed at the Damiano

Exhibit A

Program Evaluation: YWCA Duluth

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Building. Some aspects of the program, such as parent advisory council meetings and annual 1:1 evaluations with program participants, were temporarily put on hold while Mentor Duluth transitioned and stabilized.

Another barrier for meeting outcomes included continuous staff turnover in some programs, such as Girl Power!, where deeper relationships must be established in order to make mental health referrals or build on community partnerships. In our Young Mothers Housing Program, our long-time director moved on to another position elsewhere, leaving that program in short-term transition while a new director was being hired and trained. This accounts for a few of the objectives where information was not obtained.

One last ongoing barrier is simply the lack of staff time for professional development and working with our community to build culturally competent resources that families we serve feel safe in accessing. When staff are stretched to the limit meeting basic needs and primary functions of their work, growth and outreach get pushed to the bottom of the priority list.

PROGRAM INFORMATION

Did program beneficiaries adopt healthy behaviors after the program? Please explain.

In our Young Mothers Program (YMP), staff observed participants quickly learning to identify unhealthy relationships and people in their lives as a result of our collaboration with PAVSA in providing weekly “Heart Smarts” groups, with additional education provided by Safe Haven and YMP staff. YMP participants became proficient in identifying healthy boundaries and learned to set limits with those who violated their boundaries. Sometimes this meant making very difficult choices about whether to end significant relationships with a family members or partners.

Many YMP participants also made noticeable growth in employing self-advocacy skills, whether in systems or in relationships. In addition to providing resources and information access, YMP staff nurtured confidence through supporting participants in asking questions and utilizing their own intuitive problem-solving skills. In several instances, self-advocacy skills were put to the test in child custody and legal contexts—some of the most challenging situations any adult could face, let alone a teenage parent.

In our Mentor Duluth family advocacy work, we were cognizant of more families reaching out for mental health related supports. Often referrals and connections were made through school staff or social services; but after the connection is made, it is a family’s ability to follow through with continued appointments/ meetings/ tasks that ultimately determines whether the services are effective. There are a multitude of barriers that can make follow through difficult—transportation, childcare, accessibility, economic struggles, and unpredictable daily crises to name a few—but when families are connected to additional support networks such as mentors and advocates, likelihood of follow through increases. We were glad to see some of our families gain some stability and traction after connecting with needed services.

Additionally, youth matched in mentoring relationships not only increased the amount of activity they engaged in, but also increased participation in outdoor recreation such as biking, skiing, paddling, swimming, hiking, climbing, etc.

Likewise, children in our Early Childhood Center (ECC) engaged in active, outdoor play and projects as one of our primary focuses. They took field trips to places like Hartley Nature Center to explore and catch tadpoles. They took ownership of planting and growing vegetable gardens at our center. They learned about animals and life cycles while visiting the zoo. We also charted record family engagement in parent nights,

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Program Evaluation: YWCA Duluth

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celebrations, and building projects at the site. There has been a growing sense of connection and community amongst childcare families and it is clear how everyone (children, caretakers, siblings, and staff) benefits from that.

We were excited and encouraged to see the ways participants in our Girl Power! program (GP!) built supportive networks and safe space with each other this year, particularly in the face of increased reports of bullying in schools and youth centers. Our curriculum focuses on building confidence, self-esteem, leadership skills, and community engagement. We were proud that our GP! participants made it their first priority to build trusting, safe communities with each other, which allowed for deeper exploration with our curriculum and mission. When there were GP! participants who were experiencing racial discrimination, trauma within their families, gaining acceptance of their nonconforming gender identities, or coping with illness or disability, the larger group would surround them with ongoing encouragement and support without any prompting or coaching from staff. GP! participants have been eager to empower each other, which, we believe, is the most important experience they can have in working toward transforming our culture and community.

What obstacles did the program encounter?

As stated in the unmet outcomes explanation, our biggest internal obstacles in 2018 were staffing transition and shortage. The nature of working in relationship-based programs is double-edged: it is at once deeply impactful/ meaningful and also deeply challenging/ stressful. Burnout is high, especially when pay is not competitive or on par with living wage standards. When staff leave, the gap must temporarily be filled by remaining workers, causing tiresome workloads and additional stress. When staff are continuously stretched too thin, programs become systematized in daily survival mode, not unlike the lives of the families we serve. Additionally, we have had staffing changes in director positions and have faced timing setbacks in filling those positions. We have put all our resources into maintaining the quality and integrity of our programs, but in doing so, have fallen short in other areas such as training/ professional growth and building community partnerships and alliances. Moving forward, we have identified the need to bring at least one more leadership position onto the team to specifically focus on development and program director support. We anticipate that this will ultimately help alleviate some of the workload stress in all positions.

Externally, one prevailing obstacle for supporting families is the ongoing lack of local resources for mental health/ addiction services that are culturally accountable and specifically designed for marginalized peoples. When families are brave enough to seek help and support, it is disheartening to have so little to offer. This lacking is also true for housing, transportation, affordable childcare, and living wage employment—all of which is widely known and acknowledged in our community. Many families we work with report daily occurrences of inequities within our educational and legal systems, and many lack the resources and time to challenge unjust systemic practices. Historically, YWCAs have aimed to pair program service initiatives with related systems change initiatives. Sadly, this is a piece that has been largely neglected as we have concentrated all our resources on providing stable, consistent programming. Our hope is to move back toward engaging both of these social justice components as we bring in more organizational leadership support.

Please share any comments, information, and/or stories.

Each program was asked to submit one participant story illustrating our work toward the 3 outcomes of this SLCSFC grant award. They are as follows:

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*Names and identifying details have been changed to protect the privacy of program participants.

Girl Power!

This last year GP! has continued to see a very high need for the programming that we do. Our participants have often shared that they are not feeling safe in various settings, from school to playground to home. We have heard an overwhelming number of participants report that have either witnessed or experienced bullying. One story that stands out from this year is when we were able to support a participant, Khloe, in finding a safe place to stay after programming. Khloe had just returned to living with her mom after being in foster care placement while her mom was seeking treatment for alcohol addiction. One day as program was ending, Khloe told staff that she didn't feel safe going home. Staff followed procedure and made necessary calls to IIU, and then 911 since it was after hours. In the 3 hours it took for police to arrive, staff kept Khloe engaged with playing games, making crafts, and finding snacks to tide her over. During this time, GP! Director was able to connect with Khloe's mom and talk through the circumstances with her. We assured her that our aim was to provide support for both her and Khloe and asked for her input with problem-solving where Khloe could go that night. Mom told us about someone who Khloe could stay with until she felt comfortable to return home, then gave us an address and a phone number. Police/IIU agreed that this would be appropriate and GP! Director rode with Khloe in the police car to the address given. Once we arrived, the police walked Khloe up to the door and no one answered. Police called the phone number and learned that this was an ex-boyfriend who had not spoken to Khloe or her mom in quite some time. He was at work for an overnight shift and all he could offer was to let Khloe but come stay the night with him at his job. This was a school night, but the offer was acceptable to Khloe and the officers. GP! Director was able to accompany Khloe in gathering some overnight items and getting set-up for the night at the ex-boyfriend's workplace. It was clear that Khloe was feeling anxious and unnerved, so we were able to do some supportive processing with her and let her know that we would be there to the next day to help and support her with anything she needed.

Khloe was able to return to her mom's home within a few weeks after her mom got connected with some extra support. Khloe continued to check in with GP! staff frequently and felt safe sharing stories about herself and her experiences. Khloe's mom also felt supported by our staff and we were able to be one solid place where this family knows that people care about them. It was an instance where we were presented with an opportunity to build a strong connection and be there for a girl on a night in her life she will probably never forget.

Early Childhood Center

(Story shared by parent): "My son has attended the YWCA Early Childhood Center since December 2017 and loves all of his teachers and friends there. We have a larger family with children also in middle and elementary schools and didn't qualify for any assistance because, with both of our incomes, we made too much. Part-way through 2018, his dad's work contract was up and we found ourselves depending on only one income for a much longer time period than we anticipated and liked. A year ago, we had also just purchased a new home and family vehicle and suddenly we were not in the same place financially that we had been, and that is extremely stressful and frustrating, especially with the holidays fast approaching. Thanks to the YWCA being able to provide scholarships and funding for tuition, a major part of that financial stress was able to be taken off of our shoulders and our son has still been able to attend daycare where he can still adhere to the schedule he is familiar with, interact and learn socially acceptable behaviors with his friends, he has since learned to walk, and every day we see him learning new problem solving and cognitive techniques. His being able to continue to attend daycare has ensured that I can continue to work full time

Exhibit A

Program Evaluation: YWCA Duluth

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and provides much needed time for his dad to job search, fill out and submit resumes and applications and attend interviews without having to stress about finding possibly lower quality, inadequate child care or babysitters. We are so thankful for everything the YWCA Early Childhood Center has done for our family and 1-year old son and for everything they continue to do for him and us daily.”

Mentor Duluth

Terrance is a 13 yr boy who experienced severe trauma in his early childhood. After both of his parents were incarcerated, Terrance's grandmother took over custody. In addition, Terrance was diagnosed in elementary school with Autism Spectrum Disorder. As a middle school student, Terrance has encountered problems with authority figures and socially unacceptable behavior. He was suspended three times during this past school year for harassment and threatening gestures toward female peers. When confronted by adults, Terrance completely shuts down and becomes unresponsive. However, a new Integration Specialist at his school was able to relate/ connect with some of Terrance's past experiences and slowly build a rapport with him. When school ended, Terrance was in the process of being enrolled in treatment at The Hills. Our Mentor Duluth advocate reached out to Terrance's therapist at The Hills, as well as the Integration Specialist (Mikah), to continue the relationship as a mentoring match. Now Terrance and Mikah get together a couple times each week after day treatment to play sports, talk, and check out some of Duluth's sites. Mikah is kept up to date about Terrance's treatment goals and helps him apply what he is learning outside of treatment. When Terrance is with Mikah, he is open and expressive in a way that others who know him can't believe. Mikah also has a good relationship with Terrance's grandmother and has been able to help/ support her when Terrance has had some rocky days. Our MD advocate works to keep everyone connected with each other (mentor, grandma, therapist, social worker, treatment staff) about Terrance's progress and his family's needs. She has helped Mikah connect with local resources and information for learning more about ASD, as well as connecting him with training opportunities for learning about impacts of ACEs on growth and development. This is an example of how we play a role in helping families broaden their base of support while connecting the “supporters” with opportunities for training and information.

Young Mothers Supportive Housing

Sasha moved into the Young Mother's Program last September. Her 7-month-old son, Brock, was in foster care when she moved in. At the time, they had visits together at LSS twice a week for a total of six hours. Sasha was court ordered to go to therapy, take the Circle of Security parenting class (provided by the ywca), and meet on a regular basis with her Arms Worker, Guardian Ad Litem, and public health nurse. Sasha has done everything the court has asked of her. She meets faithfully with her workers every week and therapy has been going very well. She also follows all the rules at YMP. She got a job through the youth-focused temp agency Yes! Duluth and now works in our Early Childhood Center assisting the Program Manager. Sasha is now able to have Brock's visits in her home, including an overnight every week. She uses what she has learned from the Circle of Security training and staff at the YMP in parenting her son. At the end of the month she has her next court date and is hopeful that the outcome will allow for her to have an extended trial home visit. She is determined to have her son back as soon as possible. She says she is ready and can't believe how much she has learned in such a short time. Sasha is a high school graduate and plans to go to college next fall.

Exhibit A**Program Evaluation: YWCA Duluth**

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ACTUAL PROGRAM EXPENDITURES January 1, 2018 to December 31, 2018		
Category	2018 Budget	2018 Expenditures
Staff Salaries & Benefits: Girl Power! , Mentor Duluth, Spirit Valley Child Care, and Spirit Valley Young Mom's Programs to staff parent nights, advocacy, relationship building, training and activities	\$26,400	\$29,040
Professional Development	\$3,750	\$4, 383.65
General Supplies: Program, activity, office and parent night supplies, family support items, postage, classroom equipment or supplies	\$6,000	\$6,000
Communication & Data-Technology: data program software, outreach, marketing to promote activities, program participant fees for activities and family nights	\$6,300	\$5,608.31
Beverages & Food: Food for family nights or activities, healthy snacks for after school programs and summer camp and training	\$4,000	\$2,690.49
Scholarships- Child Care & Girl Power! Programs	\$27,150	\$24,892.67
Incentives- Program Participants/Families for completion of goals, family support and attendance	\$900	\$535.52
Mileage - transportation for family field trips, program participant bus passes, and program staff	\$3,000	\$2,257.30
License, legal, accounting	\$7,500	\$7,702
GRAND TOTAL	\$85,000	\$83,109.94

Report submitted 3/4/2019

Exhibit A

Program Evaluation: YWCA Duluth

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Exhibit B

Program Evaluation: Steve O’Neil Apartment’s Family Services

PROGRAM SUMMARY	
Program Lead	Lee Stuart
Title	Executive Director
Company	Churches United in Ministry
Program Name	Steve O’Neil Apartment’s Family Services
Amount Awarded	\$225,000 (Year 1: \$100,000, Year 2: \$75,000, Year 3: \$50,000)
Program Dates	Jul1, 2018 to June 30, 2021 – The evaluation contains information from July 1, 2018 to December 31, 2018
Summary of Program and Outcomes (200 word maximum)	<p>CHUM seeks a partnership with the Southern St. Louis County Family Service Collaborative to build resiliency in formerly homeless children living at the Steve O’Neil Apartments who have experienced out-of-home placement and to provide support to their parents and caregivers.</p> <p>Many Steve O’Neil families have a history of domestic violence, drug abuse, and alcohol addiction, which has led to child welfare involvement. In 2017, we had 29 children in out-of-home placement, which involved one-third of our families.</p> <p>Steve O’Neil and St. Louis County Child Protection Services (CPS) follow the Corporation for Supportive Housing’s “Keeping Families Together” program that recognizes the role of permanent supportive housing to create a safe environment, improve support for children and families should out-of-home placement become necessary, and collaborate on family reunification plans.</p> <p>Our objectives for this partnership are:</p> <ol style="list-style-type: none"> 1. To reduce the number of out-of-home placements. 2. To surround children and parents with support as they recover from the adversity they have experienced and move forward with new knowledge and life-skills. 3. To provide access to Trauma-Informed early childhood education and special services so children can meet developmental milestones and succeed academically. 4. To work closely with CPS to create and implement successful reunification plans.

PROGRAM OUTCOMES			
Directions: Copy and paste the first three columns (outcomes, target goals, and 2018) from your funding request. The 2018 End column is the final data point or a summary of the data collected over the grant period.			
Outcomes (50 word maximum per cell)	Target Goals (50 word maximum per cell)	July 1, 2018	December 31, 2018
Provide support to children that experience out-of-home placement.	# of children birth to 21 served.	20	26
	# of caregivers supported.	14	13
Provide intensive case management for 100% of Steve O’Neil Families	# of families receiving services	40	36

Exhibit B

Program Evaluation: Steve O'Neil Apartment's Family Services

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Provide 80% of young children with evidence-based early childhood programming	# of children (age 6 weeks to age 5) participating	32 out of 35 91%	29 out of 32 90%
Provide 75% of school-age youth with after-school academic support, mentoring, and enrichment.	# of youth (age 6 to 18) participating	31 out of 37 81%	28 out of 37 76%

Provide explanation of why outcomes were not reached (if applicable; 200 word maximum)

Our outcomes for 2018 have been achieved.

PROGRAM INFORMATION**Did program beneficiaries adopt healthy behaviors after the program? Please explain.**

CHUM deeply appreciates receiving a three-year, \$225,000 grant from the Southern St. Louis County Family Services Collaborative to support children and families living at the Steve O'Neil Apartments who are experiencing out-of-home placement. Our objectives for this grant are:

1. To reduce the number of out-of-home placements.
2. To surround children and parents with support as they recover from the adversity they have experienced and move forward with new knowledge and life-skills.
3. To provide access to Trauma-Informed early childhood education and special services so children can meet developmental milestones and succeed academically.
4. To work closely with Child Protection Services (CPS) to create and implement successful reunification plans.

In 2018, our Family Coaches worked with 40 families to provide intensive case management. They helped parents maintain their housing, address legal issues, attend court mandated meetings, maintain their sobriety, and follow through with mental health and addiction recovery services. Of these families, we supported 14 parents during the time that their children were in out-of-home placement. Each case has been different, but we worked with CPS social workers and parents to help them develop and implement their reunification plans. The healthy behaviors of parents that we have seen include: being on time for court, staying sober and going to support group meetings, finding employment and being able to maintain a job, getting their children to school on time and their children attending classes every day, and their adhering to family reunification plans.

Additionally, we supported 26 children who were impacted by out-of-home placement. Again, each case was different and our ability to keep the children in our programs depended on many factors that were out of our control. The final decisions were made by their CPS social workers and our staff have supported children with unique circumstances to the best of their ability. We continue to create a safe environment for children and support them through our Trauma-Informed Licensed Early Childhood Program (play groups, Grow Up Group, Home Visiting, and Head Start support), After-School Program (Monday – Thursday), and our monthly Family Literacy Night events.

What obstacles did the program encounter?

One obstacle that we encountered was that there were CPS social workers who were not open to the children continuing to attend our Early Childhood Program after their removal from home. As a staff, we always advocate for the children when out-of-home placement occurs and we speak to the children's need to continue their participation so that they have some consistency in their lives. As an example, when school-age children are removed from their home, St. Louis County makes an effort to keep them in their regular school. We feel strongly that our licensed Early Childhood Program is no different and that since our younger children are not in public school yet, our program is their school. We recognize that the decisions that social workers make are based on different family situations. However, there were cases in which we have questioned their decision. We continue to work to improve communication between each family and their social worker.

Exhibit B

Program Evaluation: Steve O'Neil Apartment's Family Services

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Another obstacle was that we had a few of the parents who were unwilling to sign a release to share information with our staff, which hindered our ability to fully support them.

Please share any comments, information, and/or stories.

Stacy's Story:

Stacy is a single mom and she has lived at the Steve O'Neil Apartments for 11 months. Stacy's six-month old daughter has been in foster care since birth and she has been working with CPS on her reunification plan. Stacy's plan includes her maintaining her mental health (taking her medication and keeping her appointments with her therapist and mental health case manager) and staying sober (passing urine analysis tests and staying connected with her sponsor). Stacy has been sober for five months now and she has been consistently working with her mental health team.

Since Stacy moved in, our Family Coach has met with her every week to check in. Our primary objective for Stacy has been to help her maintain her housing and ensure that she participates in her mandated support services for her reunification plan. We also have provided her with food, transportation, diapers, and formula. At one point, Stacy was having problems with the baby's father and she was trying to break the connection with him because he was selling and using drugs. One day she decided to get an Order for Protection, which continues to be in place for herself and her baby. Steve O'Neil is a locked building that ensures the safety of all residents and Stacy feels safe in her home. She continues to go to court every few months to follow up with the judge.

Our Family Coach has also met with Stacy and her CPS social worker several times to make sure that everyone is on the same page regarding Stacy's reunification plan. Stacy has been very independent and has done everything that she has been asked to do. Soon, we hope, she will be able to have a trial home visit with her baby girl and, at some point, regain custody.

The Peterson Family Story:

The Petersons have four children and they have lived at the Steve O'Neil Apartments since the building opened. Our staff have developed a good relationship with the family and their children have been very involved in our programming. Four months ago, due to some safety issues, the children were removed from the home by CPS. Prior to their removal, two children had been attending our Early Childhood Program four days a week. Our program was part of the children's regular routine and they were thriving. When this happened, it was a hard situation for everyone involved, especially the children.

Our staff initiated a conversation with the family's social worker to see if the two young children could continue to attend our program and their social worker said this was a viable option. We then set up a meeting with the parents, social worker, family coach, and our Early Childhood Program Coordinator to discuss how this could work. The parents were very open to this and shared how important our program is to their children's development. Once we all agreed on expectations, we signed a document to formalize our agreement, which also included the foster family's signature too.

Our staff were pleased to have the children back in our programming so that we can support them during this hard time. The children continue to enjoy socializing with their friends in the classroom and have a chance to simply play in a familiar environment. The parents continue to work on their reunification plan. The foster family continues to receive some much needed respite. Our staff continue to be the 'safe and consistent adults' in these children's lives while their parents continue to make progress.

Exhibit B

Program Evaluation: Steve O'Neil Apartment's Family Services

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ACTUAL PROGRAM EXPENDITURES July 1, 2018 to December 31, 2018 *Difference will be spent between January 1, 2019 and June 30, 2019*		
Category	Original Budget	Actual Expenditures
Subtotal: Staff Salaries & Benefits (work directly with children & families)	\$80,000	\$40,000
Subtotal: Professional Development	\$5,000	\$3,000
Subtotal: General Supplies	\$7,000	\$3,436.08
Subtotal: Beverages & Food	\$3,000	\$218.83
Subtotal: Other / Consultant Fees	\$5,000	\$5,000
GRAND TOTAL	\$100,000	\$51,654.91

Exhibit C

Program Evaluation: Steve O’Neil Early Childhood – Grow-up Group Programs

PROGRAM SUMMARY	
Program Lead	Lee Stuart
Title	Executive Director
Company	Churches United in Ministry (CHUM)
Program Name	Steve O’Neil Early Childhood and Grow Up Group Programs
Amount Awarded	\$20,000
Program Dates	October 1, 2017 to September 30, 2018
Summary of Program and Outcomes (200 word maximum)	<p>CHUM seeks support for early childhood and parenting support group programs at the Steve O’Neil Apartments. Both programs fit well with your guidelines to use a multi-generational approach, coordinate services with other community agencies, and focus on prevention and/or early intervention strategies.</p> <p>Early Childhood Programming serves children ages six weeks to five and operates within a trauma-informed context, with low ratios of children to teachers, and promotes social-emotional learning for both parent and child. We support developmental screenings for all children and collaborate with ISD 709’s Head Start and Early Childhood Special Education for intervention services when needed to ensure that all children are ready for Kindergarten.</p> <p>Our parenting support program, Grow Up Group, is held twice weekly in two-hour time blocks and uses a two-generation approach to learning. The first hour provides time for mothers and children (prenatal, infant and toddlers) to work on activities together. The second hour provides childcare in an adjacent room, so that mothers have the opportunity to share and discuss topics like conflict resolution with a child, appropriate expectations for young children, developmental milestones and, post-partum depression. We also invite speakers from community agencies to address topics of interest to our moms.</p>

PROGRAM OUTCOMES			
Directions: Copy and paste the first three columns (outcomes, target goals, and 2018) from your funding request. The 2018 End column is the final data point or a summary of the data collected over the grant period.			
Outcomes <i>(50 word maximum per cell)</i>	Target Goals <i>(50 word maximum per cell)</i>	10/1/17 Beginning	9/30/18 End
Quality therapeutic childcare and parenting support group programming	Percentage of children and parents participating	73%	90%
Early intervention and support for children with developmental concerns	Percentage of children under the age of 5 screened	35%	74%
Provide explanation of why outcomes were not reached (if applicable; 200 word maximum)			

PROGRAM INFORMATION
<p>Did program beneficiaries adopt healthy behaviors after the program? Please explain.</p> <p>CHUM appreciates the \$20,000 grant from the Southern St. Louis County Family Services Collaborative to support the Early Childhood Program for families living at the Steve O’Neil Apartments in Duluth. We are pleased to report that our licensed Early Childhood Programming received a Four Star Parent Aware award last summer!</p>

Exhibit C

Program Evaluation: Steve O'Neil Early Childhood – Grow-up Group Programs

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During the term of this grant (10/1/2017 through 9/30/2018), 90% of age-eligible children and their parents participated in our Early Childhood Program, which includes licensed childcare, Home Visiting, and Grow Up Group. During the term of this grant, 74% of our participating children received a screening. Through our partnership with ISD 709's Early Childhood Special Education (ECSE) program, we worked together to make sure that our young children received early childhood screenings. ISD 709 has created a special ECSE team comprised of a Speech Pathologist, Occupational Therapist, Physical Therapist, and Early Childhood Teacher to work specifically with Steve O'Neil families. We have seen children overcome huge developmental delays that would not have been possible without our program and these services. Some of the healthy behaviors that children have shown include being able to follow a schedule and routine, label their emotions, self-regulate their behaviors, express emotions appropriately, take turns with friends, and ask for help when needed.

Grow Up Group continued to have strong and consistent participation. During the term of this grant, 18 families and 27 children participated. Grow Up Group is our support group for mothers of infants and young children that meets twice weekly. Childcare is provided so that moms can be involved with group discussions on subjects related to child development, parenting, addiction support, domestic violence, and other topics that they have interest in. Facilitators listen, provide advice, de-bunk myths, and teach developmentally appropriate parenting skills. Guest speakers attend often, including an advocate from the Program for Aid to Victims of Sexual Assault (PAVSA) who attends each month.

A recent survey of mothers in Grow Up Group indicated that 100% have increased their awareness of age-appropriate developmental milestones and now have knowledge of resources that can help them; 80% feel more confident about their ability to organize their child's feelings and have more support for their parenting questions. One mother expressed, "Since I have been attending Grow Up Group my resource list has grown. I've learned that all parents need a time out and that is ok."

We have noted that parents have increased trust and communication with our teachers, as well as demonstrating more patience and understanding with their own children. Additional healthy behaviors that we have observed include parents engaging in play with their children, creating routines for their household and individual children, using language and strategies that have been modeled to them in Grow Up Group, and families getting together outside of our program to share meals and have playdates.

What obstacles did the program encounter?

Our primary obstacle is the inconsistency of attendance due to a variety of reasons (illnesses, parent's mental health issues, children removed from the home by Child Protection Services, etc.). In calendar year 2018, Steve O'Neil had 44 families in residence, 20 families had open cases with Child Protection Services, and 19 had children in out-of-home placement at some point during the year.

Please share any comments, information, and/or stories.

Last year, Jaycee joined our Early Childhood Program. Her parents were hesitant to enroll her in our program, as they had not spent much time apart from their daughter. The parents were on a strict safety plan with Child Protection Services and it was strongly encouraged that she participate in our program. Soon became evident that having Jaycee in our program was best for the entire family.

At first, Jaycee's parents had a hard time with the transition, but they soon built a relationship with staff and learned how helpful and beneficial it was for them to get some respite. It provided the parents with the ability to set up and attend important appointments (housing, mental health, doctors, etc.), plus time to reflect on and address some of their own issues. With Jaycee cared for in our program, the parents had time to get necessary tasks accomplished without a child in tow. They also found great delight in seeing their daughter interact and socialize with other children and her teachers.

Exhibit C

Program Evaluation: Steve O'Neil Early Childhood – Grow-up Group Programs

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This was the first time Jaycee had really spent any significant amount of time with other children her same age and she loved spending time in the classroom and playing with friends. Once Jaycee had been around long enough for staff to observe her development, our teachers noticed that she needed extra support in multiple areas of her development. Since staff had built a relationship with her parents, they were able to share concerns. Jaycee's parents were willing to go through with getting an assessment done and we supported the family through this process. The assessment showed that Jaycee had some delays and also a significant hearing loss. Jaycee was referred for medical care and it was determined that she needed to have tubes put in her ears. Once that was done, we noticed an immediate positive change in Jaycee. Then we were able to begin to focus on other developmental delays that were caused by her hearing loss.

Jaycee is now currently receiving services through ECSE through ISD 709. The ECSE team and our Early Childhood teachers provide wrap around support for Jaycee and her family. There has already been great improvement and we will all continue to support Jaycee and her parents so she can stay on track with progress. Since Jaycee is under the age of two, this early intervention will set her up for future success as she continues to learn and grow!

ACTUAL PROGRAM EXPENDITURES January 1, 2018 to December 31, 2018		
Category <i>List expenditure details.</i> <i>Add more lines if needed.</i>	Original Budget	Actual Expenditures
Lead Teacher	\$20,000	20,000
Assistant Teachers		
Family Support Coordinator		
Early Childhood Supervisor		
TOTAL Staff Salaries & Benefits	\$20,000	\$20,000

Exhibit C

Program Evaluation: Steve O'Neil Early Childhood – Grow-up Group Programs

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PROGRAM SUMMARY	
Program Lead	ChaQuana McEntyre
Title	CEO
Company	Fathers Rise Together
Program Name	Fathers Rise Together
Amount Awarded	\$20,000
Program Dates	December 1, 2017 to December 31, 2018
Summary of Program and Outcomes (200 word maximum)	<p>Our program is based on the evidence-based curriculums from the National Father Institute.</p> <p>The 24/7 Dad® curriculum is based on a philosophy that supports the growth and development of fathers and children as caring, compassionate people who treat themselves, others, and the environment with respect and dignity. This philosophical basis of caring and compassion forms the underlying structure that constitutes the values that are taught in the 24/7 Dad® programs. Each 24/7 Dad® Program consists of 12 group-based sessions that build on each other. 24:7 Dad® A.M. and P.M. curriculums teaches men the characteristics they need to be good fathers.</p> <p>The goal of our program is to successfully change fathers’ attitudes, knowledge, and skills, close school-age gaps for African-Americana and Native American children in South St. Louis County school districts.</p> <p>To strengthen the outcomes of the 12 group-based sessions we will offer trauma-informed outpatient mental health services to the parents of the school age children.</p>

PROGRAM OUTCOMES			
Outcomes	Target Goals	2018 Beginning	2018 End
Our program’s success will include the increased habits of good fathering; fathers’ engagement in school activities with their children, increase in pro-fathering knowledge and skills; positive behavioral changes, and healthy interactions with the mother of their children. Our program outcome will decrease the social, emotional, and physical ills of children.	The data that will quantify success will be 30 fathers’ enrolled, participating and experiencing behavioral changes due to access to outpatient mental health services.	TBD	128
	25% of 24/7 Dads group participants will engage in school age activities (i.e. conferences, homework and reading) with their children to increase reading and math scores.	TBD	20% of our fathers engaged in school activities with their children. 5% reported a decrease in school behavior and 15% reported increase in reading.

Exhibit:

Program Evaluation: Fathers Rise Together

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Provide explanation of why outcomes were not reached (if applicable; 200 words maximum) Devoted Dads program exceeded in participation outcomes because we were able to partner with Moose Lake Prison. All participants did not have access to their children and did not currently reside with any children to engage with them in school activities. Some fathers needed a safe place to fellowship and express the hard realities of not being allowed with or around their children for a variety of reasons (CHIPS court proceedings, children reside in another state, the mother of their children will not allow them access because they are not paying child support therefore she sees no value in his presence as a father, one father stated he knew he had been given so many chances but because of his addiction he never followed through).

We were unable to offer CTSS services to school age children because the state application is still pending. However, we referred families to local organizations for services; (i.e. HDC, Accend Services, Nystrom and Genesis for chemical dependency evaluations).

PROGRAM INFORMATION

Did program beneficiaries adopt healthy behaviors after the program? Please explain.

Yes, fathers who participated in the Devoted Dads program gained a better understanding of child protection services. One cohort of fathers continue to meet to support one another. They each reported being able to communicate with the children and wives better. The cohorts adapted an accountability partner in the program; they held each other to a gold stamp standard. Fathers increased goal setting for family time. One participant was able to gain shared custody of daughter after the program. He has retained two full time employment positions and is now in college. Two fathers are interested in being trained to facilitate the Devoted Dads program.

What obstacles did the program encounter?

Obstacles we experienced were retaining fathers, child care, transportation, scheduling conflicts and distrust from potential participants. After the explosion at the refinery in Superior, Wisconsin we experienced a decrease in attendance from our cohort. Our fathers who worked at the refinery were most engaged. Transportation, childcare scheduling conflicts were obstacles for single and co-parenting fathers. Our program was scheduled on Saturdays and most fathers cared for their children during the weekend. Other participants were employed with local agencies that required shift changes every week or biweekly. Most employers were not willing to be flexible for participants. Other fathers came with their children, but the children were more of a distraction in the circle. Some participants and mothers who had heard about Devoted Dads wanted to see certain fathers in the community participating in our programming; they believed they would receive much needed support and information. Due to concerns for distrust of community-based programming or services in the community we were unable to engage potential participants during this grant funded opportunity.

Please share any comments, information, and/or stories.

The Devoted Dads program is a needed program in our communities. After working with fathers in the community I was able to engage fathers in the Moose Lake prison. We worked with those fathers from August to December. What was most important for those fathers that participated in Moose Lake prison was their ability to see how their decisions as fathers not only affect their lives but the lives of their children. Fathers in the community experienced a safe space to share heartfelt struggles, hopes, dreams and realities of being a father in a community where they experience no value. The Devoted Dads offered the First Family Photo shoot to participants and the community. We believed it was important to capture family moments for fathers and their children/family free of charge. During that event fathers shared stories with their children about when they were babies and the emotional connection they felt when their children were born. Devoted Dads facilitators and volunteers were able to capture those moments for those beneficiaries.

ACTUAL PROGRAM EXPENDITURES January 1, 2018 to December 31, 2018		
Category	Original Budget	Actual Expenditures
Joseph Carter	7,000	6,300
Jamar Kirk		1,000
Subtotal: Staff Salaries & Benefits (work directly with children & families)	\$7,000	\$7,300
Professional Development	\$1000	\$1000
24/7 Dad Curriculum		2,000
Laptop and accessories		1,485
Subtotal: General Supplies	\$5,300	\$3,485
Communication/ Marketing	\$1,579	\$1,777
Beverages & Food	\$2,500	\$0
Incentives	821	200
IT Service Contract	2,000	1,500
Subtotal: Other	\$2,621	\$1,700
GRAND TOTAL	\$20,000	\$14,262

Exhibit E

Program Evaluation: MIND UP and Bay View PBIS

PROGRAM SUMMARY	
Program Lead	Emily Vos
Title	Bay View Elementary School Counselor
Company	Bay View Elementary, Proctor Public Schools
Program Name	MIND UP and Bay View PBIS
Amount Awarded	\$20,000.00
Program Dates	9/5/17 – 6/30/18
Summary of Program and Outcomes (200 word maximum)	The program outcomes and goals were met and exceeded. Our Bay View team worked diligently to implement additional PBIS strategies for students and staff. We created a school store, trained more staff, empowered students with leadership positions, celebrated monthly character themes during school assemblies, educated all students grades K-5 on MIND UP and mindfulness techniques, including understanding stress and its effects on the brain, conducted a staff trauma book study and have made some huge improvements to our recess and playground PBIS model.

PROGRAM OUTCOMES			
Directions: Copy and paste the first three columns (outcomes, target goals, and 2018) from your funding request. The 2018 End column is the final data point or a summary of the data collected over the grant period.			
Outcomes (50 word maximum per cell)	Target Goals (50 word maximum per cell)	2017 Beginning	2017 End
Program success will be measured by a decrease in behavioral/discipline referrals from the 16-17 year to the 17-18 academic year. Minor and major infractions will be tracked in Infinite Campus.	Using the PBIS model of behavior expectations to clearly define school appropriate behaviors and reteach/replace positive behaviors. Additionally, students will increase their knowledge of the brain; increase their abilities in handling stressful situation by using MIND UP techniques. Teachers will better understand trauma and its effects on the brain and behavior. Targeted goals will be fewer behavioral referrals seeking punitive discipline action. Goal: Major discipline referrals decrease by 15%.	Major office referrals= 149 Minor classroom Incidences = 138	Major office referrals= 42 Minor classroom Incidences reported= 210
Provide explanation of why outcomes were not reached (if applicable; 200 word maximum)			
When reviewing outcome results it was great see the major discipline referrals decreased by 28%! This is an amazing result that our team was pleasantly surprised to learn. However, we were troubled by the minor classroom incidences rising. So, we investigated further and examined the numbers more closely. It turns out that 3 classroom teachers accounted for the majority of this number and the number of students was a total of 4. Those 3 teachers used the Infinite Campus behavior tracking system to document classroom infractions, which inflated the numbers dramatically. The students they were documenting only totaled 4. One can conclude that the number of incidences reported are higher, but the number of students with minor classroom infractions also decreased this year. This finding, brought with it the conversation and resolve to train the staff better on documenting and tracking behaviors so that we can have the most accurate possible data.			

Exhibit E

Program Evaluation: MIND UP and Bay View PBIS

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PROGRAM INFORMATION
<p>Did program beneficiaries adopt healthy behaviors after the program? Please explain.</p> <p>Yes, students have been able to regularly demonstrate their knowledge of the brain, calming strategies, and mindfulness. Students, staff and families have become more familiar with the PBIS/RAILSTRONG model and expected schools behaviors. When expectations are clear, everyone benefits. Also, the staff development opportunities and training were well received and I have had multiple teachers ask for more of these opportunities.</p>
<p>What obstacles did the program encounter?</p> <p>Evening events were difficult to draw in families and staff for attendance. Also, conflicts on the playground are difficult to manage, so implementing the PBIS framework has been challenging, but we began to invite more staff into the conversation, train employees more effectively, educate kids on expectations, purchase healthy equipment and involve families.</p>
<p>Please share any comments, information, and/or stories.</p> <p>We, at Bay View, are so proud of the work we have accomplished this year. We see the benefits in our students and families, more collaboration in our staff and an overall increase positive school culture.</p>

ACTUAL PROGRAM EXPENDITURES January 1, 2018 to December 31, 2018		
Category	BUDGET	EXPENDITURES
Administrative Salaries & Benefits	\$750	\$750
Staff Salaries & Benefits (work directly with children & families)	\$5,700	\$5,700
Trauma Book Club/Training	4350	4350
Family and Professional Development Evenings	1800	1800
Jacob Wetterling School-wide and community/regional presentation	1000	1000
Subtotal: Professional Development	\$7,150	\$7,150
Programming and Supplies	1500	1500
School Store and School Wide T-shirts	2500	2500
MIND UP calming supplies and lessons	400	400
Subtotal: General Supplies	\$4,400	\$4,400
CLIMB Theatre-School-wide performances	2000	2000
Subtotal: Other	\$2,000	\$2,000
GRAND TOTAL	\$20,000	\$20,000

Exhibit F

Program Evaluation: Northland Foundation

PROGRAM SUMMARY	
Program Lead	Lynn Haglin
Title	Northland Foundation
Company	202 West Superior Street, Suite 610
Program Name	Comprehensive Children and Families Mental Health Education Program
Amount Awarded	\$30,000
Program Dates	August 1, 2018 to July 31, 2019
Summary of Program and Outcomes (200 word maximum)	<p>The goal of the Comprehensive Children and Families Mental Health Education Program is to foster the health and well-being of young children and families by increasing access to prevention and early intervention services and supports. Our proposed multi-generational and multi-sector approach will help achieve this goal by:</p> <ol style="list-style-type: none"> 1) Designing and conducting educational workshops for practitioners from multiple disciplines to increase their utilization of relationship-based practices and evidence-informed strategies to support early childhood and family mental health; 2) Building and strengthening relationships between early care and education and early elementary programs to ensure young children and their families have access to resources to support social-emotional development and school readiness; and 3) Providing educational workshops for informal family, friend, and neighbor caregivers, licensed child care providers, paraprofessionals, and parents to increase knowledge and skills to support social-emotional competence in children. <p>The proposed program is aligned with the Collaborative’s mission and will help ensure that regardless of circumstance, setting, or location, young children and families have access to high-quality learning environments that support their social-emotional development and lifelong learning success. Anticipated outcomes: increased access to mental health resources for families with young children; improved school readiness of young children; and increased social-competence in children.</p>

PROGRAM OUTCOMES		
<p>Directions: Copy and paste the first three columns (outcomes, target goals, and 2018) from your funding request. The 2018 End column is the final data point or a summary of the data collected over the grant period.</p>		
Outcomes <i>(50 word maximum per cell)</i>	Target Goals <i>(50 word maximum per cell)</i>	As of December 31, 2018
Young children and families have increased access to mental health resources	<ul style="list-style-type: none"> • 4 -6 workshops held for 200-300 service providers from diverse sectors (e.g. Early Childhood, K-12, Public Health, Healthcare) focused on topics such as Circle of Security, Trauma-informed Care, and Adverse Childhood Experiences. • At least 85% of the workshop participants report improved ability to apply skills and knowledge to provide children and family mental health resources. 	<p>2 workshops were held for 120 people from diverse sectors focused on Trauma-informed Care.</p> <p>Evaluation results show that over 95% of the participants improved their knowledge and skills to provide children and family mental health resources.</p>

Exhibit F

Program Evaluation: Northland Foundation

<p>Young children have improved school readiness</p>	<ul style="list-style-type: none"> • 3-4 educational workshops for 150-200 early childhood and early elementary professionals to build skills and connections to support school readiness of young children. • At least 85% of the participants report increased knowledge and skills to support children’s social-emotional development and school readiness. 	<p>During the reporting period, we held one educational workshop serving 29 people from the Duluth, Proctor and Hermantown school districts.</p> <p>90% of the participants increased their knowledge and skills to support young children’s school readiness.</p>
<p>Young children have improved social-emotional competence</p>	<ul style="list-style-type: none"> • 3-5 infant and early childhood mental health workshops held for 300-400 informal family, friend, and neighbor caregivers (FFN), licensed child care providers, and paraprofessionals. • At least 85% of the workshop participants report improved ability to apply skills and knowledge to children and family mental health. 	<p>During the reporting period we provided training and support to two partners to provide infant and mental health workshops for informal FFN providers, child care providers, and paraprofessionals.</p>
<p>Provide explanation of why outcomes were not reached (if applicable; 200 word maximum)</p> <p>We are on track with meeting the outcomes outlined in our proposal.</p>		

PROGRAM INFORMATION
<p>Did program beneficiaries adopt healthy behaviors after the program? Please explain.</p> <p>The goal of the Comprehensive Children and Families Mental Health Education Program is to foster the health and well-being of young children and families by increasing access to prevention and early intervention services and supports. Evaluation results to date show that participants are putting their new knowledge and skills into practice to help support the social-emotional development of young children and their families.</p>
<p>What obstacles did the program encounter?</p> <p>We did not encounter any obstacles during this reporting period.</p>
<p>Please share any comments, information, and/or stories.</p> <p>In September, the Northland Foundation hosted an intensive workshop called, “RESILIENCE: The biology of stress and the science of hope” presented by Molly Harney, Ph.D., Early Childhood Studies, University of Minnesota Duluth. A total of 77 people were in attendance. The session focused on the impacts of homelessness on young children and families. Participants reported the session was eye-opening. Comments included:</p> <ul style="list-style-type: none"> • It is critical to always be mindful of where children are coming from when we interact with them. • Using a strength-base practice is a must. • I will continue to discuss the impacts that ACEs have on our community. I also will continue to work hard to ensure our facilities are trauma-informed and trauma responsive. Thank you for the helpful strategies. • I will use this information to approach situations differently. <p>Participants are excited the Northland Foundation is offering two Circle of Security sessions in February, as well as providing a two-day intensive conference on Adverse Childhood Experiences in June to continue building their toolkit of resources and strategies to help support young children and families.</p>

Exhibit F

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We deeply appreciate the support of the Southern St. Louis County Family Service Collaborative to make this project possible.

ACTUAL PROGRAM EXPENDITURES July 1, 2018 to December 31, 2018 *Difference will be spent between January 1, 2019 and July 31, 2019*		
Category	Original Budget	Actual Expenditures
Staff Salaries & Benefits .275 FTE for program implementation	\$12,500	\$4,940.53
Professional Development 10 to 15 high-quality educational workshops with estimated speaker fees ranging from \$300 to \$1,200 per session = \$8,700	\$7,500	\$2,023.17
General Supplies Educational workshop training materials \$5 per person X \$800 people = \$4,000	\$2,000	0
Communication/Marketing Postage estimated at \$50 per month for 12 months = \$600	\$500	0
Beverages & Food 10 to 15 sessions engaging an estimated 800 participants with an average cost of \$15 per session for lunch = \$12,000	\$4,500	\$1,602.89
Other / Facility Rental	\$3,000	\$1,021.14
GRAND TOTAL	\$30,000	\$9,587.73

Exhibit F

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